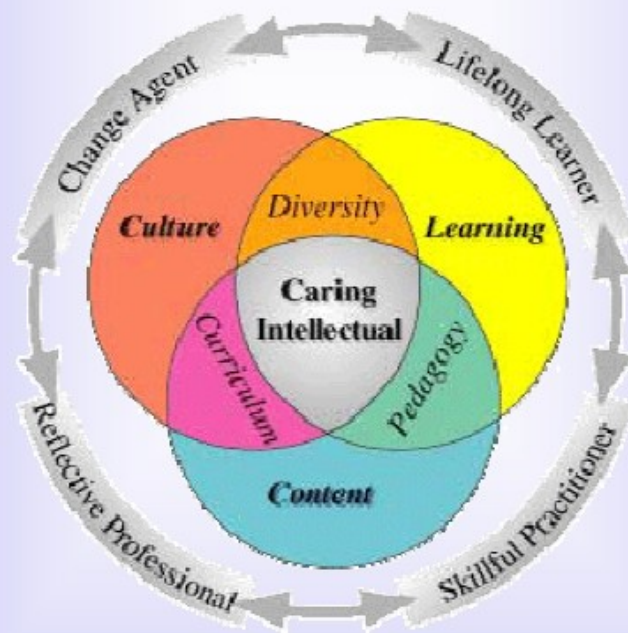


PROFESSIONAL EDUCATION PROGRAM (PEP)

UNDERGRADUATE PROGRAM HANDBOOK



THE COLLEGE OF EDUCATION AND HUMAN SERVICES
UNIVERSITY OF WISCONSIN OSHKOSH

Table of Contents

Program Overview

Professional Education Program Overview
College of Education and Human Services Contacts
About the College of Education and Human Services
Conceptual Framework
Ten Wisconsin Educator Standards for Teacher Development and Licensure
Conceptual Framework Aligned with the Ten Educator Standards

Advising

Advising Information
UARC Information
Plan for Program Completion
Information on COEHS Faculty Advisors

Undergraduate Licensure Programs

Licensure Programs

Admission to the PEP Program

Disposition Statement
Notification for Teacher Candidate Dispositional Concerns
Disclosure Statement

Praxis I

Praxis I Information and Exceptions Policy

Praxis II

Praxis II Information and Timelines

Portfolio

Portfolio Information
Stage I Eligibility for Admission to the College of Education and Human Services
COEHS Admission Application
Stage II Admission to Licensure Program (PEP) Initial Stage Portfolio
Stage III Admission to Student Teaching Portfolio
Stage IV Transition to Teaching Portfolio

Field Experiences

College of Education and Human Services Field Experience Descriptions

College of Letters and Science Field Experience Descriptions

Human Relations Requirement

Human Relations Report Form

Human Relations Supervisor Verification Form

Student Teaching

Student Teaching Information

Application for Graduation

Applying for the Initial Educator License

Process for Applying for a Wisconsin Teaching License

Wisconsin Teaching License Application

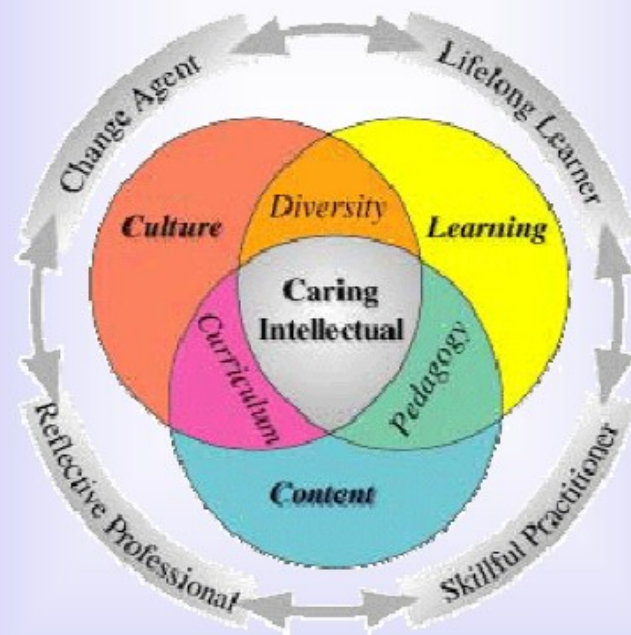
Program Policies

Criminal Background Policy

Praxis II Waiting List Policy

Student Appeals Procedures

PROGRAM OVERVIEW



THE COLLEGE OF EDUCATION AND HUMAN SERVICES
UNIVERSITY OF WISCONSIN OSHKOSH

College of Education and Human Services Professional Education Program

Program Overview

Welcome to the University of Wisconsin Oshkosh College of Education and Human Services Professional Education Program. The College of Education and Human Services (COEHS) Professional Education Program (PEP) is comprised of multiple plans of study leading to initial licensure as teachers in PK-12 educational settings.

This handbook serves as your guide through the PEP Program. The handbook should answer most of your questions, including deadlines and policies. If after referring to the handbook you continue to have questions, please contact the PEP office or any of the faculty members. They are happy to answer your questions. Information also can be found on the COEHS website <http://www.uwosh.edu/coehs>.

Congratulations on choosing UW Oshkosh College of Education and Human Services. You will find your education enlightening, useful, and challenging. The relationships built with faculty, staff, and fellow students will remain with you throughout your career. Again, we welcome you to COEHS and look forward to working with you.

COEHS Contacts

Dean, College of Education and Human Services

Frederick Yeo – yeof@uwosh.edu

Associate Dean, College of Education and Human Services

Marguerite Parks – parks@uwosh.edu

Director, Professional Education Program

Jean Inda – inda@uwosh.edu

Program Assistant, Professional Education Program

Bonnie Gaskill – gaskill@uwosh.edu

Professional Education Program Office Phone – (920) 424-0115

Director, Office of Field Experience

MaryBeth Petesch – petesch@uwosh.edu

Program Assistant, Office of Field Experience

Nancy Mugerauer – mugerauer@uwosh.edu

Office of Field Experience Phone – (920) 424-0465

Chair, Department of Curriculum and Instruction

Ava McCall – mccall@uwosh.edu

Chair, Department of Educational Foundations

Jupian Leung – leung@uwosh.edu

Chair, Department of Human Kinetics and Health Education

Christine Tipps – tipps@uwosh.edu

Chair, Department of Human Services and Educational Leadership

Penny Garcia – garcia@uwosh.edu

Chair, Department of Reading Education

Joan Simmons – simmonsj@uwosh.edu

Chair, Department of Special Education

Denise Clark – clarkd@uwosh.edu

About the University of Wisconsin Oshkosh College of Education and Human Services

The University of Wisconsin Oshkosh is a public comprehensive university offering a full range of baccalaureate and selected master's degree programs. Founded in 1871, the University serves as the arts and cultural center for 1.2 million citizens of Northeast Wisconsin.

The University of Wisconsin Oshkosh is one of 13 four-year universities who work collaboratively to provide outstanding educational opportunities as well as employing "more than 32,000 faculty and staff statewide."

The policies and practices of the College of Education & Human Services (COEHS) at the University of Wisconsin Oshkosh, are governed by four sets of interlocking and integrated policies and corresponding practices that conform with its Mission, Values and Conceptual Framework. They are:

1. The policies regarding teacher education adopted by the University of Wisconsin System
2. The statutory requirements of the Department of Public Instruction
3. Those policies and practices set by the institution (UW Oshkosh)
4. COEHS policies and practices.

College Mission

The mission of the College of Education and Human Services is that the college will be a community of inquirers working collaboratively to make living a humane and hopeful experience for all. Our ultimate purpose is to prepare professionals in education, counseling, and human services who are caring intellectuals.

College Vision

As a college, we maintain a vision that the COEHS will be an intellectually rigorous and diverse community dedicated to the development of caring professionals who powerfully impact education and social programs in our global society (Noddings, 1984; Giroux, 1988; Freire; 1970).

College Philosophy

The COEHS is highly responsive to changing societal needs and provides programs which enable students to obtain the broadest possible professional preparation, without sacrificing the depth of training essential to prospective employees.

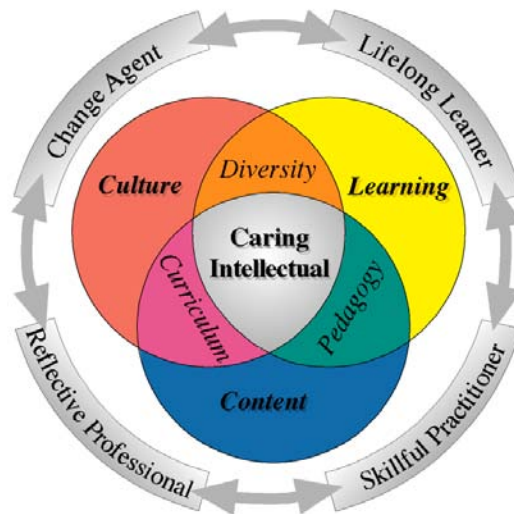
Conceptual Framework

UW Oshkosh's College of Education and Human Services (COEHS) is distinctive in its commitment to preparing educators and professionals as caring intellectuals. This conceptual framework drives all decisions made by the college's faculty and staff. The framework focuses on the preparations of the following broad outcomes for educators, human services professionals, and counselors:

- knowledge of content, culture, and learning
- understanding of pedagogy, diversity, and curriculum
- skills and dispositions for reflective professionals, skillful practitioners, change agents, and lifelong learners.

Model for Preparation of Educators

The Educator as a Caring Intellectual



CARING means more than being nice to others. A *caring* educator is one who can understand the perspective of the *cared-for--the "other."* A *caring act* involves stepping out of one's own personal frame of reference into the other's. When we care, we consider the other's point of view, the other's objective needs, and what the other expects of us. We act (or sometimes must choose not to act) so as to promote the well-being of the other.

INTELLECTUAL does not mean "brainy" or "ivory-towered." Educators, as *transformative intellectuals*, are thinking men and women with a special dedication to the values of the intellect and the enhancement of the critical powers of the young. They take active responsibility for raising serious questions about what they teach, how they are to teach, and what the larger goals are for which they are striving.

CULTURE refers to ideals for conduct that are passed from one generation to another within an identifiable group--the collective perceptions, beliefs, knowledge, customs, skills, arts, technologies, language and values. Culture sets standards and determines our views about social relationships. It strongly influences not only *what* we learn but also *how* we learn.

CONTENT refers to subject matter knowledge. Educators must be knowledgeable about a range of content and also must understand and appreciate the content likely to be part of their curriculum in order to skillfully focus simultaneously on content, teaching strategies, and students, while planning for teaching, during teaching, and during reflection after teaching.

LEARNING occurs when experience causes a relatively permanent change in an individual's knowledge and/or behavior. It can result from the association of events, changes in antecedents and/or consequences, cognitive processes, modeling, and observations. Learning is often facilitated by a supportive environment in which students interact.

DIVERSITY creates a rich mosaic of the human community. Educators need an accurate and authentic understanding of diverse groups. A willingness to critically analyze stereotypes, preconceptions, and prejudices directed at diverse groups, and to appreciate and value diversity is needed, also, to promote effective and empathetic social interaction.

CURRICULUM represents the knowledge and the learning environment which teachers and students together experience as they interact and attend to skills, understandings, appreciations, analyses, and critical thinking about what is being studied. Educators must strive to produce curriculum that is democratic, fair, just, visionary, and reality based, so as to enhance the likelihood of academic and social success by all student learners.

PEDAGOGY includes the dialogues and/or activities a teacher might initiate with a class to bring about student learning, effectively designed to accomplish the objective desired--whether it be conceptual development, skill learning, or habits of reasoning and critical reflection.

LIFELONG LEARNERS find pleasure in discovering new ideas, exploring issues and problems, developing hypotheses, evaluating conjectures, and creating connections. The educator who values lifelong learning recognizes that societal survival is dependent upon the ability and inclination of students to learn, contribute, and celebrate in ways that are life sustaining. Thus, effective educators model and motivate lifelong learning for students.

AS A CHANGE AGENT, an educator is committed to a vision of education that strives for a democratic society in which exceptionalism, social class, race, ethnicity, and gender are included and affirmed in all realms of social and political life. This vision transforms curriculum and teaching practice in order to reflect democracy.

REFLECTIVE PROFESSIONALS are continually striving to improve their understanding of the form and function of an educator, and to develop mastery over the theory and knowledge of their field in order to resolve problems that arise in practice. A reflective professional shares learning with and learns from colleagues and students. A reflective professional is guided by an ethical practice which is often grounded in a formal code.

SKILLFUL PRACTITIONERS assess how individual students learn and develop and translate that information into instructional approaches that are adapted to fit the needs of diverse learners, while maintaining an inquiring mind and being open to innovation and new ideas. Skillful practitioners attend not only to students' academic needs but also to social and emotional needs. They create a learning environment that encourages positive social interaction, active engagement in learning, and self motivation.



Wisconsin Educator Standards – Teachers

Ten Standards for Teacher Development and Licensure Aligned with the COEHS Model of “The Educator as a Caring Intellectual”

Within the COEHS Conceptual Framework are ten performance expectations for undergraduate program candidates. These expectations represent the three core areas of the Conceptual Framework: Culture, Learning and Content. Each performance expectation is closely aligned to one or more of the Ten Wisconsin Teaching Standards.

1. Teachers know the subjects they are teaching.

Content, Curriculum, Lifelong Learner

The teacher understands the central concepts, tools of inquiry, and the structures of the discipline(s) she or he teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Disposition – Shows enthusiasm for the subject and values multiple points of view, theories, ways of knowing, and methods of inquiry.

2. Teachers know how children grow.

Learning, Pedagogy, Diversity Culture

The teacher understands how children with broad ranges of ability learn, and provides instruction that supports their intellectual, social, and personal development.

Disposition – Recognizes and appreciates variation in student development, respects diversity in the classroom, and builds on student strengths as a basis for student growth.

3. Teachers understand that children learn differently.

Diversity, Culture, Learning, Pedagogy

The teacher understands how students differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.

Disposition – Believes that all children can learn and is committed to the pursuit of individually configured excellence.

4. Teachers know how to teach.

Pedagogy, Learning, Skillful Practitioner

The teacher understands and uses a variety of instructional strategies, including the use of technology, to encourage children’s development of critical thinking, problem solving, and performance skills.

Disposition – Values the active engagement of all learners and teaches in ways that support and encourage independence, critical thinking, and problem solving.

5. Teachers know how to manage a classroom.

Skillful Practitioner

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Disposition – Demonstrates positive regard toward students and their families and takes responsibility for establishing a positive climate in the classroom.

6. Teachers communicate well.

Skillful Practitioner

The teacher **uses effective** verbal and nonverbal communication techniques as well as instructional media and technology to **foster** active inquiry, collaboration, and supportive interaction in the classroom.

Disposition – Listens to students and recognizes the power of language for fostering self-expression, identity development, and the role of language in learning and encourages many modes of communication in the classroom.

7. Teachers are able to plan different kinds of lessons.

Curriculum, Skillful Practitioner, Pedagogy, Learning, Content

The teacher **organizes** and **plans** systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.

Disposition – Values short and long-term planning and the importance of connecting this to state standards, but understands the importance of flexibility in planning and is willing to change lessons according to the needs and understanding of students.

8. Teachers know how to test for student progress.

Skillful Practitioner, Pedagogy, Learning, Content, Curriculum

The teacher **understands and uses** formal and informal assessment strategies to **evaluate** and **ensure** the continuous intellectual, social, and physical development of the pupil.

Disposition – Values on-going assessment as essential to the instructional process and recognizes that many strategies are necessary for monitoring student progress and promoting student growth.

9. Teachers are able to evaluate themselves.

Lifelong Learner, Reflective Professional

The teacher is a reflective practitioner who continually **evaluates** the effects of his or her choices and actions on pupils, parents, professionals in the learning community and others and who **actively seeks out** opportunities to grow professionally.

Disposition – Believes reflection is an essential and powerful part of professional growth and improvement of instruction, and seeks help and refines practices to meet the changing needs of students.

10. Teachers are connected with other teachers and the community.

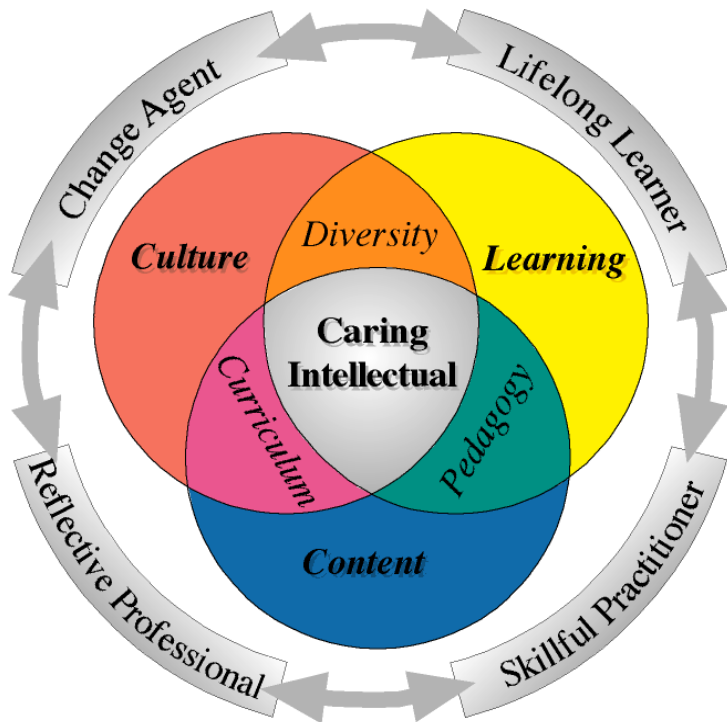
Diversity, Culture, Change Agent, Reflective Professional

The teacher **fosters** relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well-being and **acts** with integrity, fairness and in an ethical manner.

Disposition – Believes in the importance of collaboration with other professionals to improve the overall learning of students while respecting their students' rights to privacy and confidentiality.



The Educator as a Caring Intellectual



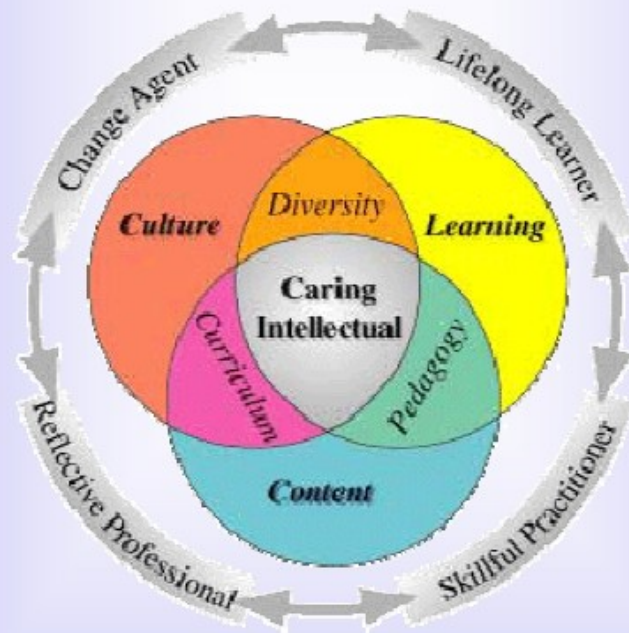
COEHS Conceptual Model Aligned with Standards for Teachers

Pedagogy, Learning	2,3,4,7,8
Content, Curriculum	1,7,8
Diversity, Culture	2,3,10
Skillful Practitioner	4,5,6,7,8
Change Agent	10
Reflective Professional	9,10
Lifelong Learner	1,9

Wisconsin Department of Public Instruction Standards for Teacher Development and Licensure

- | | |
|---|---|
| 1. Teachers know the subjects they are teaching. | 6. Teachers communicate well. |
| 2. Teachers know how children grow. | 7. Teachers are able to plan different kinds of lessons. |
| 3. Teachers understand that children learn differently. | 8. Teachers know how to test for student progress. |
| 4. Teachers know how to teach. | 9. Teachers are able to evaluate themselves. |
| 5. Teachers know how to manage a classroom. | 10. Teachers are connected with other teachers and the community. |

ADVISING



THE COLLEGE OF EDUCATION AND HUMAN SERVICES
UNIVERSITY OF WISCONSIN OSHKOSH

Advising

The College of Education and Human Services is committed to the quality education of our students. To receive a quality education, a student must have access to academic advising that supports them throughout the program. It is important that students understand their role in advising as well as the role of the University and the College. COEHS advising happens in two phases.

Phase I

When students enroll in the University of Wisconsin Oshkosh, they are assigned to one of the four Education Advisors who work at the Undergraduate Advising Resource Center (UARC). Students are required to meet with their UARC advisor during their freshman year, and they are advised to meet with their UARC advisor each academic semester. Once students are admitted to their licensure program, they will complete a Plan for Program Completion. Until students are formally admitted to COEHS, they are advised by their UARC advisor.

Phase II

When students are admitted to their licensure program, they will be assigned a faculty advisor. Students bring to their COEHS advisor the Plan for Program Completion they have developed with their UARC advisor. Their COEHS advisor is in charge of their academic program from admission into the College until completion.

Students in the following licensure areas have only one faculty advisor who is in COEHS:

- EC-MC
- MC-EA
- Dual
- Special Education
- ESL
- Physical Education

Students in the following licensure area have faculty advisors in both COEHS and COLS (College of Letters and Sciences):

- ❖ All Secondary content majors (including Art and Music)

Information on UARC



130 Dempsey Hall
Appointments: (920) 424-1268
www.uwosh.edu/advising

Mission

The Undergraduate Advising Resource Center, in partnership with the campus community, seeks to empower students to articulate and achieve their personal, educational, and career goals.

Vision

The Undergraduate Advising Resource Center will be a respected and trusted resource for students, faculty, and staff. We will be sought after by students for our personal, caring, and competent advising. We will be recognized by faculty and staff for our expert knowledge and collaborative efforts.

Academic Advisors

Bryan L. Bain, Assistant Director, (920) 424-3262, bain@uwosh.edu
Advising Areas: Elementary Education (last names M-Z) and Math and Natural Sciences Education

Erin Anderson, Academic Advisor, (920) 424-2288, andersone@uwosh.edu
Advising Areas: Elementary Education (last names A-L) and Social Sciences Education

Shonda Hertle, Academic Advisor, (920) 424-3340, hertles@uwosh.edu
Advising Areas: Dual Education, Special Education, and Physical Education

Gary Simonsen, Senior Academic Advisor, (920) 424-3234, simonsen@uwosh.edu
Advising Areas: Arts, Humanities, and Undeclared Education and Human Services Leadership

Mehgan Clark, Academic Advisor, (920) 424-1310, clarkm@uwosh.edu
Advises students in the Student Support Services (TRIO) program

Advising Syllabus

<http://www.uwosh.edu/advising/students/Advising%20Syllabus%20Final%20Version-2008-2009.doc/view>

Odyssey (New Student Summer Orientation) Advising Presentation

http://www.uwosh.edu/advising/students/Odyssey%20COEHS_2009%20Presentation%20Version.pdf

Odyssey (New Student Summer Orientation) Planning Sheeting

<http://www.uwosh.edu/advising/students/OdysseyEducationPlanningSheet2009.pdf>

Information on COEHS Faculty Advisors

Academic advising, based in the teaching and learning mission of higher education, is a series of intentional interactions with a curriculum, a pedagogy, and a set of student learning outcomes. Academic advising synthesizes and contextualizes students' educational experiences within the frameworks of their aspirations, abilities and lives to extend learning beyond campus boundaries and timeframes.

UWO/COEHS Advising Responsibilities

The advising of students in COEHS is overseen by two Lead Advisors.

Lead Advisor responsibilities:

- maintain and disseminate information to college advisors
- advise students—particularly in areas of identified greatest need
- collect, analyze and disseminate important data in regard to student advising
- maintain current information for dissemination to students at orientation sessions
- assist in assigning students to advisors
- provide general leadership in regard to issues of advising and training
- resolve student complaints
 - speak with faculty members regarding specific complaints
 - refer unresolved issues to Department Chair

Department chair responsibilities:

- assist Lead Advisors, as needed, in the assignment of advisees within their department.
- post and maintain office hours.
- read and respond to email from students in regard to issues of advising.
- respond to unresolved student complaint issues. (If the complaint is unresolved at this level, the Student Appeals Procedure will be followed)

College Advisor Responsibilities:

It is anticipated that all College advisors will work formally with the students assigned to them once admitted to a program area. College advisors will assume the following general responsibilities:

- Meet only with students who have been formally admitted by the COEHS to a respective (degree/licensure) program area. Prior to such admission, it is intended that students will have been advised on their overall university degree program and schedules by UARC and will bring to their COEHS advisor their Plan for Program Completion.
- Have their names entered on official university student advising documents (STAR report) after the student is admitted to the particular teacher licensure or human services program. Secondary and K-12 Majors, with the exception of physical education majors, will have two advisors, one from the College of Education and Human Services and one from the College of Letters and Sciences.
- Post and maintain office hours.

- Read and respond to emails from student advisees.
- Meet with students in faculty offices as needed to be efficient and constructive.
- Write notes (using the Advising Worksheet with carbon) to provide the college advisor and advisee with a written record of items discussed and future actions needed by the advisee.
- Use resources provided by Lead Advisors and Department Chairs. (Resources include the program planning sheet and STAR report, emails or phone calls to PEP personnel (Jean Inda, Bonnie Gaskill) or Human Services personnel (Annette Larie).
- Use information from COEHS Intranet and UARC Website to remain current.

COEHS Graduation Examiner and Field Experience Offices Responsibilities

Graduation Examiner (Barb Nemeth) checks for student satisfactory completion of all course requirements, prerequisites, GPA, major, professional and minor requirements, admission to student teaching, etc. during students' senior year and beyond. The PEP Field Experience Office (Dean's Office Suite, Mary Beth Petesch), the Human Services Field Experience Office (NE 619, Human Services Director Annette Larie), and College advisors will direct students to resources for relevant applications (student teaching, internships, graduation).

General Provisions of Dempsey UARC Advising

1. UARC advisors for the COEHS will continue to advise COEHS majors prior to admission to their licensure program. In their freshman year, COEHS students will be **required** to meet with their UARC advisor and review their STAR. The students will have the Plan For Program Completion form completed **before** they arrive at the COEHS PEP or HS offices. In the event that a student has not finished the process of finalizing the Plan For Program Completion form, they will be referred back to the appropriate UARC advisor for assistance. It is not the intention of UARC that the COEHS College advisors, PEP or HS offices meet with students until the students have finalized their program planning.
2. UARC will conduct COEHS small group advising sessions to assist students with details about their programs. All COEHS advisors who are interested may participate in these advising sessions. UARC has agreed to provide training, assistance and support to the College advisors, which will be coordinated in part by the COEHS Academic Advising Committee.

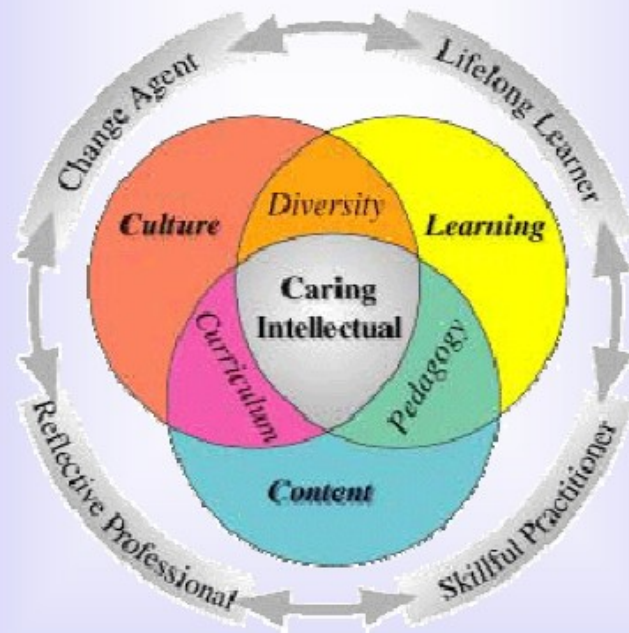
Assessment of College Advising

Beginning the semester after Admission to the College (PEP or Human Services), students will be emailed a survey about their advising experiences. The same survey currently used by UARC (Dempsey) advisors will be used by the COEHS. Survey results will be provided to the individual advisor as well as to the Lead Advisors.

Student Appeals

The COEHS Student Appeals Policy applies to student concerns and appeals related to advising.

UNDERGRADUATE LICENSURE PROGRAMS



THE COLLEGE OF EDUCATION AND HUMAN SERVICES
UNIVERSITY OF WISCONSIN OSHKOSH

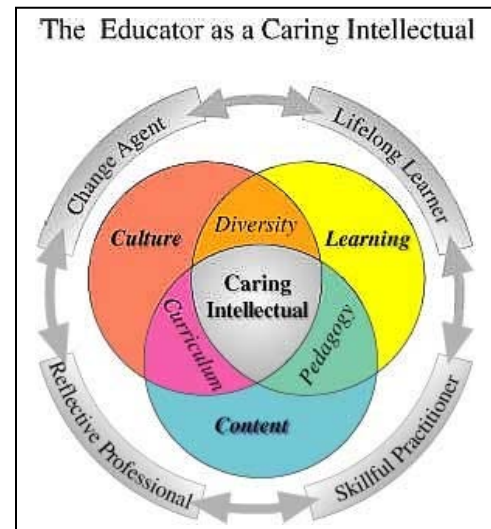


College of Education and Human Services (COEHS)

Nationally Recognized Licensure Programs Approved by Wisconsin Department of Public Instruction

1. Elementary: Early Childhood through Middle Childhood (EC-MC)(Birth-age 11) Regular Education
2. Elementary: Middle Childhood through Early Adolescence (MC-EA)(age 6-approx. 12-13) Regular Education
3. Secondary: Early Adolescence through Adolescence (EA-AD)(age 10-21) Regular Education **and** Early Childhood through Adolescence (EC-AD)(Birth-age 21) Regular Education in Art, ESL, Foreign Languages, Music, Physical Education only
4. Special: Middle Childhood through Early Adolescence (MC-EA)(age 6-approx. 12-13) Special Education Cross Categorical **and/or** Early Adolescence through Adolescence (EA-AD)(age 10-21) Special Education Cross Categorical; MC-EA and EA-AD are recommended
5. Dual: Early Childhood through Middle Childhood (EC-MC)(Birth-age 11) Regular Elementary Education with Early Childhood Special Education (ECSE) (Birth-age 8)
6. Dual: Middle Childhood through Early Adolescence (MC-EA)(age 6-approx. 12-13) Regular Elementary Education with Middle Childhood through Early Adolescence (MC-EA)(age 6-approx. 12-13) Special Education Cross Categorical

- State and nationally recognized student organizations
 - Student Wisconsin Education Association
 - Student Council for Exceptional Children
 - Wisconsin Early Childhood Association
- Quality and accessible academic advising
- Modern computer labs with internet connections
- Classes taught by dedicated faculty
- Average class size fewer than 30
- Opportunities for multiple and early field experiences
- Overseas student teaching and paid internship opportunities
- Outstanding graduates in state and national education positions



Jean Inda, Director
Professional Education Program
College of Education and Human Services, 113 Nursing/Education Building
University of Wisconsin Oshkosh
Oshkosh, WI 54901
Phone: (920) 424-0115 Fax: (920) 424-0858 E-mail: inda@uwosh.edu
College of Education and Human Services Web site: <http://www.uwosh.edu/coehs>
Undergraduate Advising Resource Center Web site: <http://www.uwosh.edu/advising>
DPI Supply and Demand Web site: <http://dpi.wi.gov/tepd/research.html>

This document is available online at <http://www.uwosh.edu/advising/students/planning-sheets>

ELEMENTARY, DUAL, & SPECIAL EDUCATION

- A minor is **required** for Elementary Education MC-EA majors – a licensable minor is highly recommended.
- A minor is **not required but recommended** for Elementary Education EC-MC majors.
- A minor is **not required** for Dual and Special Education majors.

Licensable minors are listed below. COLS & COB (non-teaching) minors are listed in the Undergraduate Bulletin.

# Bilingual Education: Hmong (take concurrently w/ ESL minor)	Language Arts
# Bilingual Education: Spanish (take concurrently w/ ESL minor)	^ Library Science
° English as Second Language (ESL; consider w/ Bilingual minor)	Mathematics
Environmental Studies	Reading (does not lead to initial licensure)
°* French	Science
Geography	Social Science
°* German	Sociology (only as second minor)
° Health Education	°* Spanish
History	

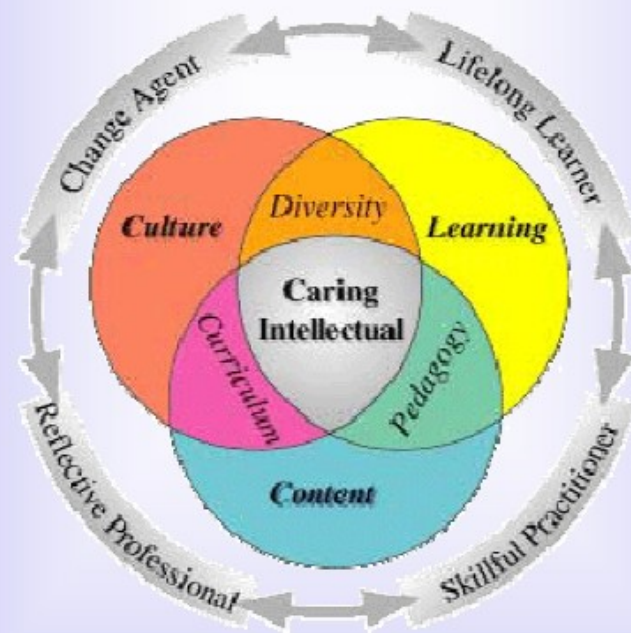
*A period of language immersion in residence in a country in which the language is spoken is required prior to student teaching
 # May require out-of-area student teaching ° Requires an additional Praxis II exam ^ Minor is licensed EC-AD

SECONDARY EDUCATION

- A minor is **not required**; a licensable minor is highly recommended for the majors with an **. Discuss w/ UARC advisor.

Majors and Minors	Levels	Comments
Adaptive Physical Education minor	EC-AD	Can only be taken with a Physical Education major
Art major	EC-AD	
Bilingual Education: Hmong minor	EA-AD	ESL & any foreign language majors may select only as a second minor; take concurrently w/ ESL minor; may require out-of-area student teaching
Bilingual Education: Spanish minor	EA-AD	ESL & any foreign language majors may select only as a second minor; take concurrently w/ ESL minor; may require out-of-area student teaching
** Biology major or minor	EA-AD	Discuss Broadfield Natural Science major w/ UARC advisor
** Chemistry major or minor	EA-AD	Discuss Broadfield Natural Science major w/ UARC advisor
Computer Science minor	EA-AD	
** Earth Science major or minor	EA-AD	Discuss Broadfield Natural Science major w/ UARC advisor
Economics minor	EA-AD	
** English major or minor	EA-AD	
English as a Second Language (ESL) major	EC-AD	ESL minors should consider a Bilingual Education: Hmong or Spanish minor; EC-AD minor if combined with any foreign language major
English as a Second Language (ESL) minor	EA-AD	
Environmental Studies minor	EA-AD	Limited to majors in Biology, Chemistry, Earth Science, or Physics; other majors may select only as a second minor
French major	EC-AD	Requires a period of language immersion prior to student teaching; EC-AD minor if combined with an ESL or any foreign language major
French minor	EA-AD	
** Geography major or minor	EA-AD	Discuss Broadfield Social Science major w/ UARC advisor
German major	EC-AD	Requires a period of language immersion prior to student teaching; EC-AD minor if combined with an ESL or any foreign language major
German minor	EA-AD	
Health minor	EA-AD	EC-AD minor if combined with a Physical Education major
** History major or minor	EA-AD	Discuss Broadfield Social Science major w/ UARC advisor
Journalism minor	EA-AD	
Library Science minor	EC-AD	
Math major or minor	EA-AD	
Music Education major	EC-AD	Choose Choral, General, and/or Instrumental Emphasis
Natural Science – Broadfield major	EA-AD	Includes Biology, Chemistry, Earth Science, and Physics
** Physical Education major	EC-AD	Includes a license to coach athletics; highly recommend a Health or Adaptive Physical Education minor
** Physics major or minor	EA-AD	Discuss Broadfield Natural Science major w/ UARC advisor
Political Science minor	EA-AD	
Psychology minor	EA-AD	
Social Science – Broadfield major	EA-AD	Includes Economics, Geography, History, Political Science, Psychology, and Sociology
Sociology minor	EA-AD	
Spanish major	EC-AD	Requires a period of language immersion prior to student teaching; EC-AD minor if combined with an ESL or any foreign language major
Spanish minor	EA-AD	
** Speech Communication major or minor	EA-AD	
Theatre Education minor	EA-AD	

ADMISSION TO THE PEP PROGRAM



THE COLLEGE OF EDUCATION AND HUMAN SERVICES
UNIVERSITY OF WISCONSIN OSHKOSH

Disposition Statement

The Educator as a Caring Intellectual



Professional Dispositions Statement Required of All Education Majors

The National Council on Accreditation of Teacher Education (NCATE) defines **dispositions** as:

Professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities. These positive behaviors support student learning and development.

Throughout your professional education program at UW Oshkosh, your professional dispositions will be evaluated in the following ways:

- At the end of each semester, all education faculty will be asked to complete the attached *Teacher Candidate Disposition Assessment Rubric* for any student about whom they have serious concerns regarding classroom behaviors that may be in conflict with professional dispositions.
- At each portfolio review stage (Initial, Admission to Student Teaching, and Transition to the Teaching Profession), you will submit a reflection paper evaluating your professional dispositions as related to the Wisconsin Educator Standards.
- For each field experience you have, i.e. Initial Practicum, Advanced Practicum, clinical placement and student teaching, the Assessment/Evaluation form completed by you, your cooperating teacher and your university supervisor includes the dispositions listed above. This allows each of you to indicate any concerns about specific professional dispositions.

Effective and caring teachers possess a number of professional dispositions to guide their practices, decisions, and behaviors. Students are expected to demonstrate the following professional dispositions aligned to the Wisconsin Educator Standards and the College of Education and Human Services (COEHS) Conceptual Model.

Teachers...

1. **...know the subjects they are teaching.**

Content, Curriculum, Lifelong Learner

Shows enthusiasm for the subject and values multiple points of view, theories, knowledge, and methods of inquiry.

2. **...know how children grow.**

Diversity, Culture, Pedagogy, Learning

Recognizes and appreciates variation in student development, respects diversity in the classroom, and builds on student strengths as a basis for growth.

3. **...understand that children learn differently.**

Diversity, Culture, Pedagogy, Learning

Believes that all children can learn and is committed to facilitating individually configured excellence.

4. **...know how to teach.**

Pedagogy, Learning, Skillful Practitioner

Values the active engagement of all learners and teaches in ways that support/encourage independence, critical thinking, and problem solving.

5. **...know how to manage a classroom.**

Skillful Practitioner

Demonstrates positive regard toward students and their families and takes responsibility for establishing a positive climate in the classroom.

6. **...communicate well.**

Skillful Practitioner

Recognizes the power of language for fostering self-expression, identity development, and the role of language in learning and encourages many modes of communication in the classroom.

Teachers...

7. **...are able to plan different kinds of lessons.**

Pedagogy, Learning, Content, Curriculum, Skillful Practitioner

Values short and long-term planning and the importance of connecting this to state standards but understands the importance of flexibility in planning and is willing to change lessons according to the needs of students.

8. **...know how to test for student progress.**

Pedagogy, Learning, Content, Curriculum, Skillful Practitioner

Values on-going assessment as essential to the instructional process and recognizes that many strategies are necessary for monitoring student progress and promoting student growth.

9. **...are able to evaluate themselves.**

Reflective Professional, Lifelong Learner

Believes reflection is an essential and powerful part of professional growth and improvement of instruction, and seeks and refines practices to meet the changing needs of students.

10. **...are connected with other teachers and the community.**

Diversity, Culture, Change Agent, Reflective Professional

Believes in the importance of collaboration with other professionals to improve the overall learning of students while respecting their students' rights to privacy and confidentiality.

Note: This signed/dated form is due to the PEP Office on either September 15 or February 15 of the semester you will be completing your Stage II Admission to Licensure Program Initial Stage Portfolio.

Student Statement on Professional Dispositions

Teaching is a profession that requires its potential candidates to be individuals of integrity. Prospective teachers must be able to demonstrate that they are professionals who can make mature decisions for themselves and for the students whom they will teach. Teachers are responsible for the education, safety, and well-being of anyone in their charge. The College of Education and Human Services prepares future teachers who show professionalism and the ability to act responsibly inside and outside the classroom. These individuals must be able to serve as representatives of the College and the University and must demonstrate the personal and professional dispositions of the teaching profession.

Unprofessional behaviors on the part of teacher candidates which demonstrate conduct and patterns of behavior inconsistent with the personal and professional dispositions expected in the teaching profession shall be sufficient grounds for (1) denial of admission to or enrollment in and/or (2) dismissal or removal from the professional education program, courses, clinical experiences, or student teaching that lead to teacher licensure. Displays or patterns of behaviors may be established by any credible means including persistent concerns of faculty, staff and/or cooperating teachers as student behaviors have been observed in courses and field experiences.

Candidates who exhibit inappropriate behaviors may be referred for a conference with the Department Chair(s) and relevant faculty/academic staff. The purpose of this conference is to formally identify the unprofessional behaviors, recommend corrective action(s), and determine the candidate's suitability for continuing in the teacher preparation program.

I have read and understand this document on professional dispositions.

Student

Date

Notification of Teacher Candidate Dispositional Concerns
College of Education and Human Services
University of Wisconsin Oshkosh

Student Name: _____ **Course or Field Experience** _____

Describe the behavior(s) of concern	With which disposition(s) does this concern correlate? (aligned to the 10 Wisconsin Educator Standards)	How has this been addressed with the student?
	<p>___ 1. Shows enthusiasm for the subject and values multiple points of view, theories, knowledge, and methods of inquiry.</p> <p>___ 2. Recognizes and appreciates variation in student development, respects diversity in the classroom, and builds on student strengths as a basis for growth.</p> <p>___ 3. Believes that all children can learn and is committed to facilitating individually configured excellence.</p> <p>___ 4. Values the active engagement of all learners and teaches in ways that support/encourage independence, critical thinking, and problem solving.</p> <p>___ 5. Demonstrates positive regard toward students and their families and takes responsibility for establishing a positive climate in the classroom.</p> <p>___ 6. Recognizes the power of language for fostering self-expression, identity development, and the role of language in learning and encourages many modes of communication in the classroom.</p> <p>___ 7. Values short and long-term planning and the importance of connecting this to state standards, but understands the importance of flexibility in planning and is willing to change lessons according to the needs of students.</p> <p>___ 8. Values on-going assessment as essential to the instructional process and recognizes that many strategies are necessary for monitoring student progress and promoting student growth.</p> <p>___ 9. Believes reflection is an essential and powerful part of professional growth and improvement of instruction, and seeks and refines practices to meet the changing needs of students.</p> <p>___ 10. Collaborates with other professionals to improve the overall learning of students while respecting the students' rights to privacy and confidentiality.</p>	

Evaluator Signature: _____ Date : _____

Candidate Acknowledgement and Signature: My signature below acknowledges that I have read this notification.

Student: _____ Date: _____



Disclosure Statement

The University of Wisconsin Oshkosh College of Education and Human Services requires applicants for admission to programs leading to licensure or requiring field placements, e.g., practica, student teaching, or clinical field experiences, to complete this disclosure statement.

Falsification or omission of information may constitute grounds for denying admission to the program or for termination of admission. Further, after you have submitted the disclosure statement, **if circumstances occur that would change any responses, you must inform the college of the changed responses. Failure to do so may result in removal from the program.**

The college will take this information into account when determining whether to admit you to the program, to postpone or place special conditions on your admission or to provide special accommodations.

In the event you are denied admission to the program based on your responses to the questions, you have a right to appeal that decision. Notice of the grievance procedure will be forwarded to you in the event of a denial. A copy of the grievance procedure is also available in all departmental and program offices in the college.

Name: _____ Student ID: _____

- 1. Have you ever been admitted to, then withdrawn from, or been asked to withdraw from, or been dropped from, a student teaching, clinical experience, or other intern/practicum program **for other than academic reasons**? Yes ___ No ___
- 2. Has licensure (teaching or other) been denied to you, or been revoked from you, in any state in the United States for reasons other than insufficient credits or courses? Yes ___ No ___
- 3. Have you ever been suspended, expelled, placed on probation, or otherwise disciplined by any college or university including UW Oshkosh or from any program of a college or university **other than for academic reasons**? Yes ___ No ___
- 4. Have you ever been charged with, convicted of, pleaded guilty or no contest to, or forfeited bail for any criminal conduct under law or ordinance, excluding only minor traffic violations? Yes ___ No ___
- 5. Have there been additional charges added to your record since the last criminal background check was performed by the College? Yes ___ No ___

PLEASE NOTE: The existence of criminal charges or a criminal record or denial or revocation of a license does not constitute an automatic bar to admission and will be considered only as they substantially relate to the duties and responsibilities of the program and eventual licensure.

- 6. Is there anything that would prohibit you from performing essential "job-related" functions, or functions related to your responsibilities as a student in the program to which you are applying? Yes ___ No ___

PLEASE NOTE: The existence of a physical or mental condition or impairment does not constitute an automatic bar to admission to the program and will be considered only as it/they relate(s) to an ability to perform the duties or responsibilities of a student within the program. Further, the University will make reasonable accommodations to a physical or mental disability.

For any "Yes" response to questions 1-5, attach a written explanation on 8 1/2" x 11" paper.

I hereby certify that the above statements are true to the best of my knowledge. I understand that any false statements or omissions of information may result in denial of admission or termination of admission if the falsification or omission is discovered after admission.

Your Signature

Date

PRAXIS I



THE COLLEGE OF EDUCATION AND HUMAN SERVICES
UNIVERSITY OF WISCONSIN OSHKOSH

Praxis I Information

➤ Which tests are required in Wisconsin?

- Praxis I: The Wisconsin Department of Public Instruction **requires** Praxis I tests in Reading, Writing and Math **for admission** to teacher preparation programs. The required tests and passing scores are:

<u>Session</u>	<u>Test Code</u>	<u>Test Name</u>	<u>Passing Score</u>
1	0710	Reading	175
2	0720	Writing	174
1	0730	Math (calculators prohibited)	173

➤ When do I take Praxis I?

- It is recommended that Praxis I tests be taken during the **second semester of your freshman year**. Failure to take Praxis I in a timely manner will delay your eligibility to apply to the College of Education and Human Services (COEHS).
- Passing scores on all Praxis I tests are a **prerequisite** for applying to the COEHS.
- All students apply for Admission to COEHS during the semester in which they take the course Ed Foundations 235: Child and Adolescent Development. **Students must have passing scores on all Praxis I tests prior to taking this course.**

➤ How do I schedule to take Praxis I?

There are currently **two** options for taking Praxis I:

- **Computer-based Tests**

Contact Testing Services, Polk Library, Room 3, (920) 424-1433 to schedule tests, or register on-line: www.ets.org/praxis

Fees: (includes registration fee)

1 Test: \$80 2 Tests: \$120 3 Tests: \$160 Combined Test: \$130

- **Paper/Pencil Test**

The Paper/Pencil test is a **written** test offered through Testing Services, Polk Library, Room 3, on The dates listed below. Please visit the Praxis website (www.ets.org/praxis) for more information.

Fees: \$50 registration fee Each Test: \$40

<u>Test Dates</u>	<u>Registration Deadlines</u>
April 24, 2010*	March 25, 2010
June 12, 2010*	May 13, 2010
July 24, 2010	June 24, 2010

*Accommodations for test takers whose Primary Language is Not English are available on these test dates.

Special Registration Options: If your primary language is not English or if you have a disability, please visit the Praxis website (www.ets.org/praxis). Non-standard testing accommodations, including extended test-taking time, are available to test takers who meet Educational Testing Service eligibility criteria.

If you have a question about registration, scoring, or other Praxis Series services, please go to www.ets.org/praxis.

➤ **How do I study for the Praxis I?**

There are several ways to study for the Praxis I, and it is highly recommended that you do study.

- Praxis I Study Guides—At Polk Library or any bookstore
- Sample questions online at www.ets.org/praxis
- Online course at www.testprepreview.com/praxis_practice.htm

FREE PRAXIS I WORKSHOP, 201 N/E	Tuesday, May 18	Reading 1:00pm- 2:00pm	Writing 2:00pm- 3:00pm
--	-----------------	---------------------------	---------------------------

Praxis I practice tests and other self-help materials are available at the Reading Study Center throughout the year for student use as well as individual assistance. Call 424-1031 or stop by N/E 201 for an appointment or go to www.uwosh.edu/programs/readingstudycenter/ppst_praxis.php.

➤ **When will I receive my scores?**

Your official score report will be available **online** via your [My Praxis account](#) 2-3 weeks after the test date. Your scores will also be sent to up to three institutions/agencies you selected during the registration process. Online scores are downloadable for 45 calendar days. After 45 days, they will no longer be available and you will need to request additional score reports for a \$40 fee (per request). We recommend saving a copy of your score report for future reference. When scheduling, allow enough time to receive official scores **prior** to the Admission to COEHS Application Date.

➤ **Do I have to retake Praxis I if I do not pass?**

Students **must retake** parts of Praxis I for which passing scores have not been met. You may take the Computerized Praxis I only once per calendar month, and no more than 6 times within a 12 month period. Students will not be **eligible** to apply to the COEHS until they have **passed all** sections of Praxis I or qualify for the Exceptions Policy.

- **Exceptions Policy** – according to Wisconsin Department of Public Instruction Chapter PI 34 Teacher Education Program Approval and Licenses, exceptions for Praxis I may be granted to **no more than 10%** of the total number of students admitted each semester. **Documentation** that students have met all requirements **must be presented to the Professional Education Program Director, N/E 115**, for official verification **prior to your Application for Admission to the College**.

Exception One:

To be considered, a student must meet **ALL** five requirements listed below:

1. Hold a minimum 2.75 Combined Grade Point Average; provide a copy of your STAR
2. Pass two parts of the test
3. Take the part of the test not passed **at least two times**
4. Miss the part of the test not passed by **no more than three points**
5. Provide a written statement detailing the resources you used to prepare for the test each time

OR

Exception Two:

To be considered, a student must meet **ALL** six requirements listed below:

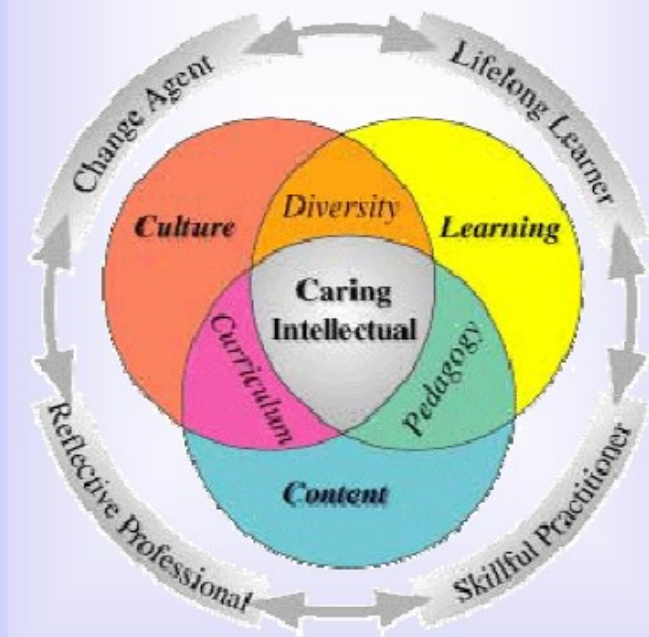
1. Hold a minimum 2.75 Combined Grade Point Average; provide a copy of your STAR
2. Take all parts of the test not passed **at least two times**
3. **Documentation** of status as a student with a disability, an educational disadvantage, or primary language not English
4. Provide a written statement detailing the resources you used to prepare for the tests each time
5. **Provide comparable evidence** of competency in math, writing and/or reading through appropriate course grades, life experiences, or additional test results

6. Include a cover letter explaining your situation and why you are requesting Exception II. Explain any extenuating circumstances for why you should be granted this exception. Discuss the documentation you have included for review. Include any additional information that you feel will help the committee make their decision.

ALL evidence must be presented to and **approved by** the Culture and Diversity Committee **prior to your Application for Admission to the College**. Make an appointment to see the Professional Education Program Director in N/E 115 for details.

If you have further questions, please contact the Program Assistant in the Professional Education Office, College of Education and Human Services, N/E 113.

PRAXIS II



THE COLLEGE OF EDUCATION AND HUMAN SERVICES
UNIVERSITY OF WISCONSIN OSHKOSH

Praxis II Subject Tests Information and Timelines

Praxis II Timeline

<u>If you are student teaching</u>	<u>Take Praxis II</u>	<u>Need passing scores by</u>
Spring 2010	No later than summer, 2009	October 1, 2009
Fall 2010	No later than early fall, 2009	March 1, 2010
Spring 2011	No later than summer, 2010	October 1, 2010
Fall 2011	No later than early fall, 2010	March 1, 2011

Please go to the ETS website for registration information, practice tests and specific date offerings:
www.ets.org/praxis. You may take the Praxis II exam at any Wisconsin test site where the test is being offered.

Who must take the Praxis II Subject Assessments?

All students who complete a professional education program after August 31, 2004, must take the Praxis II: Subject Assessments required by Wisconsin for their licensure area in order to qualify for a state education license. **Undergraduate and licensure only students must have been officially admitted to their Licensure Program** before they are eligible to take the Praxis II. It is important to note that no candidate may be waived from taking the required Praxis II test for their licensure area.

You must have been officially admitted to your Licensure Program before taking the Praxis II exam.

This test focuses on your content knowledge – knowledge of the subject matter you will be teaching. You should register to take the test once you have completed most of your content preparation and feel competent with your subject matter. Register to take the test early enough to allow for the possibility of retesting. This is not an easy test and does require preparation. The Reading Study Center offers Praxis II Preparation Strategies Workshops in both fall and spring semesters. Learn:

- How to assess your preparedness for the exam
- Where to find free study resources
- How to reduce test anxiety
- Test-taking tips

For more information about the workshops contact the Reading Study Center, N/E 201, or email at readingstudy@uwosh.edu

The Praxis II exam is offered only as a paper/pencil test approximately 7 times a year. Test dates fill up quickly. You must submit passing scores with your student teaching application. There are no exceptions. Refer to the back of this page for a complete list of required tests and passing score information.

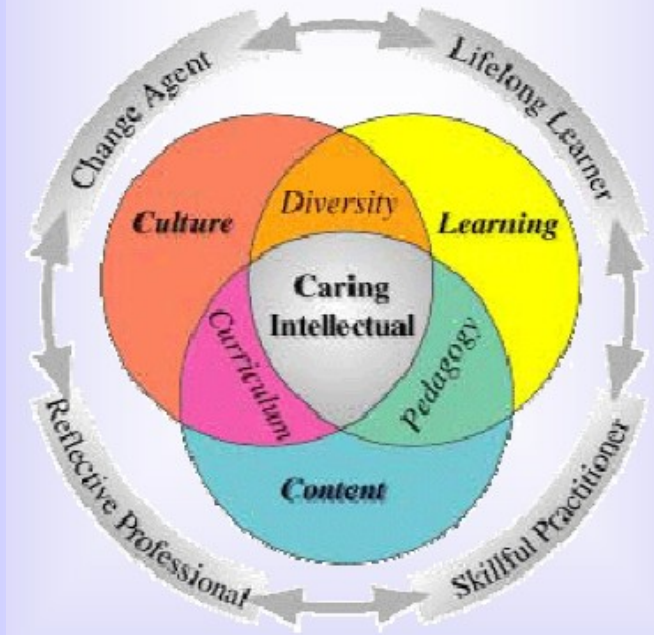
- **The PEP Office must have an original copy of your scores on file. These scores will be verified at the time you turn in your student teaching application. When completing registration information, please have scores sent to the University of Wisconsin Oshkosh. Our Recipient Code # is 1916.**

IT IS THE STUDENT'S RESPONSIBILITY TO SIGN UP FOR THE CORRECT PRAXIS II EXAM. IF YOU ARE UNSURE OF WHAT TEST(S) TO SIGN UP FOR, PLEASE CONTACT THE PEP PROGRAM ASSISTANT OR PROGRAM DIRECTOR.

Wisconsin License Area	Session	Test Code	Test Name	Qualifying Score	Notes
<ul style="list-style-type: none"> • Early Childhood Reg. Ed. (PK-6) • Dual – Reg./Spec Ed (PK-6) (PK-3) 	1	0014	Elementary Education: Content Knowledge	147	Test includes language arts areas, math areas, social studies areas & science areas. If you have a minor in foreign language, ESL, or health, you must take an additional Praxis II exam that corresponds with your minor.
<ul style="list-style-type: none"> • Middle Childhood-Early Adolescence (1-8) • Dual - Reg/Spec Ed (1-8) • Special Education (all grade levels) 	2	0146	Middle School: Content Knowledge	146	Test includes language arts areas, math areas, social studies areas & science areas. If you have a minor in foreign language, ESL, or health, you must take an additional Praxis II exam that corresponds with your minor.
Art	1	0133	Art: Content Knowledge	155	
English as a Second Language	2	0360	English to Speakers of Other Languages (contains listening section)	530	
French	2	0173	French: Content Knowledge (contains listening section)	156	Required for all students who have chosen a French major or minor.
German	2	0181	German: Content Knowledge (contains listening section)	153	Required for all students who have chosen a German major or minor.
Health	2	0550	Health Education	610	
English, Journalism, Speech Communication	1	0041	English Language, Literature, Composition: Content Knowledge	160	Secondary education majors and minors only.
Mathematics	1	0061	Mathematics: Content Knowledge	135	
Music	1	0113	Music: Content Knowledge (contains listening section)	150	
Physical Education	1	0091	Physical Education: Content Knowledge	150	Physical Educations majors with a Health minor must also take the Health Praxis II exam (see above).
Broadfield Science Physical Science Chemistry Physics Earth & Space Science Biology Life & Environmental Science	1	0435	General Science: Content Knowledge	154	
Broadfield Social Studies Geography History Political Science Economics Psychology Sociology	1	0081	Social Studies: Content Knowledge	153	
Spanish	1	0191	Spanish: Content Knowledge (contains listening section)	158	Required for all students who have chosen a Spanish major or minor.
Theatre	1	0640	Theatre	600	

Please notice that subject tests are only offered either Session 1 or 2. Session 1: Students report at 7:30 a.m. Session 2: Students report at 10:45 a.m. – please refer to directions on your Admission Ticket.

PORTFOLIO INFORMATION



THE COLLEGE OF EDUCATION AND HUMAN SERVICES
UNIVERSITY OF WISCONSIN OSHKOSH

Portfolio Information

All students in the College of Education and Human Services who are seeking teacher certification are required to complete a Teacher Education portfolio. The undergraduate portfolio process clearly defines the philosophical underpinnings of the Caring Intellectual and the College of Education and Human Services' strong belief in performance based assessment. The ideals and philosophies of the Caring Intellectual Framework are interwoven into the portfolio process as well as the performance assessment of the 10 Wisconsin Teaching Standards.

Portfolios play a vital role in both candidate and program assessment. Students are required to purchase a portfolio binder at the University Bookstore. This binder contains the requirements for completing the portfolio of evidence to demonstrate your performance in the knowledge, skills and dispositions of the 10 Wisconsin Teacher Standards. Listed below are some of the critical components of the portfolio process. Detailed information can be found in the complete binder. Please read through the directions carefully, attend all information meetings, and take the initiative to make this portfolio an outstanding example of your course work and clinical performance. The faculty and staff look forward to working with you on your academic and personal journey.

The Portfolio is aligned with the 10 Wisconsin Teacher Standards with each standard listed on the appropriate tab. It is designed to highlight growth and understanding as student's progress through the PEP program. Each portfolio stage represents work toward proficiency of the Teaching Standards, ability to self-reflect on personal progress and performance, and readiness to move to the next level.

In the binder are four distinct stages leading to the completion of the COEHS PEP Educator Portfolio. They include:

- Stage I – Eligibility for Admission to the College of Education and Human Services (COEHS)
- Stage II – Initial Admission to your Licensure program (PEP) - RED
- Stage III - Admission to Student Teaching - BLUE
- Stage IV - Transition to Teaching - GREEN

Stage I

Eligibility for Admission to the College of Education and Human Services (COEHS)

Please Note: Admission to the COEHS does not guarantee admission to PEP and your licensure program.

Label your portfolio:

- **Label the spine of your portfolio as follows:**
 - Last Name, first name
 - Licensure area major/minor

Due Dates:

*Staple all requirements together in the order given below. See Application Materials Tab**

- Application materials for Eligibility for Admission to the College are accepted twice during the academic year. Materials are due in the **PEP Office in N/E 113 no later than 4:30 p.m.** on either:
 - **September 15**, or if this date falls on a weekend, the Friday before September 15
 - **February 15**, or if this date falls on a weekend, the Friday before February 15

When to apply:

- **All Majors:** Apply the semester enrolled in 12-235 Child and Adolescent Development

What is needed:

1. Completed COEHS Admission Application
2. Passing Praxis I (PPST) scores or verification form. Original copy from ETS must be on file in PEP Office before admittance to COEHS.
3. Copy of your current STAR
 - Successful completion of minimum of 27 credits
 - Grade of “C” or better in Fundamentals of Speech
 - Minimum 2.75 combined grade point average
4. Completed Disclosure Statement. If you answer “yes” to any of the questions, you must provide an explanation on a separate sheet of paper.
5. Criminal Background form and receipt
6. TB Test results with date of test. If you have taken the test within the past year, or use your own physician, please supply the test date **and** a copy of the test results. Tuberculosis (TB) Tests may be completed at the UW Oshkosh Student Health Center in Radford Hall First Floor. Cost is \$10.00. TB Tests are given on Monday or Tuesday from 8:00-11:00 and 1:00-4:00; no appointment is necessary.
7. Signed Professional Dispositions Statement

Notification of acceptance/denial:

- Notification of Admission to COEHS will be sent via campus student email
 - September 15 applicants will be notified by October 1

- February 15 applicants will be notified by March 1
- Students who are **denied** will have all application materials returned. They should then meet with their education academic advisor in the Undergraduate Advising Resource Center (UARC) in D130 to determine course sequencing.

Elementary and Secondary Regular Education Majors admitted to COEHS: All application materials are kept on file in the PEP Office. Register for pre-professional education courses and **begin** Initial Stage Portfolio.

Special Education and Dual Majors admitted to COEHS: All application materials are kept on file in the PEP Office. Register for Initial Practicum courses. Dual Majors may begin Initial Stage Portfolio.



COEHS ADMISSION APPLICATION

College of Education and Human Services
University of Wisconsin Oshkosh

To be eligible for application to the College of Education and Human Services (COEHS), the following items **must be completed and submitted to the COEHS office in N/E 113 by February 15, 2010**. The PEP office will verify eligibility requirements. Application materials will be returned to you if any requirements are not met.

NAME: _____ STUDENT ID # _____

CAMPUS EMAIL ADDRESS: _____@uwosh.edu LOCAL/MOBILE PHONE () _____

LOCAL/CAMPUS ADDRESS: _____

Street City State Zip

Dorm: _____ Room # _____

Eligibility Requirements

Please staple materials together in the following order:

- _____ Completed COEHS Admission Application
- _____ Passing Praxis I (PPST) scores **or** _____ Verification Form on file for the Praxis I Exceptions Policy
 - Original score report from Educational Testing Services **must be on file** in the PEP Office.
- _____ Copy of your current STAR
- _____ Successful completion of minimum of 27 credits – Number of credits completed: _____
- _____ Grade of “C” or better in Fundamentals of Speech – My grade: _____
- _____ A minimum 2.75 combined grade point average is required. My combined GPA is: _____
 - I do not have a 2.75 combined GPA, but have _____ credits excluded for COEHS Admission. My revised GPA is _____.
 - _____ Attach a copy of your exclusions document.
- _____ Completed Disclosure Statement
- _____ Criminal Background Check form and receipt
- _____ TB Test: I had a TB at the UW Oshkosh Health Center on _____ and results are on file.
- _____ I had a TB Test through my own Physician on _____ (Please provide a copy of results with date)
- _____ Signed and dated Professional Dispositions Statement

Please indicate major and minor:

- _____ Early Childhood through Middle Childhood (EC-MC) (Birth-age 11) - Minor (optional): _____
- _____ Middle Childhood through Early Adolescence (MC-EA) (age 6 – approx. 12-13) Minor (required): _____
- _____ Early Adolescence through Adolescence (EA-AD) (age 10-21)
 - Major: _____ Minor (optional): _____
- _____ Early Childhood through Adolescence (EC-AD) (Birth-age 21)

_____ Art	_____ Physical Ed	Minor (optional): _____
_____ Music	_____ Foreign Language	Minor (optional): _____
	_____ ESL	Minor: _____
- _____ Special Education Cross Categorical - Middle Childhood through Early Adolescence (MC-EA) (age 6- approx. 12-13) and/or Early Adolescence through Adolescence (EA-AD) (age 10-21) (**MC-EA and EA-AD recommended**)
- _____ Dual: Early Childhood through Middle Childhood (EC-MC) (Birth – age 11) Regular Education with Early Childhood Special Education (ECSE) (Birth-age 8)
- _____ Dual: Middle Childhood through Early Adolescence (MC-EA) (age 6-approx. 12-13) Regular Elementary Education with Middle Childhood through Early Adolescence (MC-EA) (age 6-approx. 12-13) Special Education Cross Categorical

Signature: _____ Date: _____

Office use: _____ Accepted _____ Denied (Deficiencies highlighted above)

Stage II

Admission to Licensure Program (PEP) Initial Stage Portfolio

Please Note: Admission to the COEHS does not guarantee admission to PEP and your licensure program

The Portfolio process requires you to include artifacts that demonstrate your knowledge, skills, and dispositions for each of the 10 Wisconsin Teaching Standards. In addition, you will be required to reflect on your knowledge of the 10 Standards, and to think intently and honestly about your areas of strength and weakness to determine personal growth needed to become an effective teacher.

Due Dates:

- **Elementary and Secondary Education Majors:**
 - Initial Stage Portfolio due in the PEP Office in N/E 113 the final day of the 14 week semester.
- **Special Education and Dual Majors:**
 - Initial Stage Portfolio is turned in to Initial Practicum course faculty as instructed by faculty.

When to apply:

- **Elementary and Secondary Regular Education Majors:** Apply the semester enrolled in 13/14-201 Individual, School and Society. You should be currently enrolled in or have completed the following courses:
 - 12-235 Child and Adolescent Development (prerequisite for 12-380)
 - 17-205 Introduction to Computers in Education
 - 12-380 Educational Psychology
 - 13/14-201 Individual, School and Society
- **Special Education and Dual Majors:** Apply for admission to your licensure program the semester enrolled in Initial Practicum courses.

Portfolio artifacts and rubrics:

- Portfolio artifacts all can be generated in professional course work. All courses are aligned with the standards and course syllabi indicate which of the standards are assessed in course assignments.
- Rubrics for each standard are included behind the tab for that standard. If you choose to use a course assignment for your portfolio, it is your responsibility to have the course instructor assess your understanding of that particular standard by rating, signing, and dating the rubric for that standard.
- An assignment in a course not listed for a standard that demonstrates your knowledge and understanding of that particular standard may be included as an artifact, but you must have the course instructor complete the rubric.

Notification of acceptance/denial:

- Notification of Admission/Denial to Licensure Program will be sent via campus student email
 - Fall Applicants will be notified in mid January
 - Spring Applicants will be notified in mid June

- **Admitted Students:**
 - Students **officially admitted** meet with their education academic advisor in the Undergraduate Advising Resource Center in D130 to complete their “Plan for Program Completion.”
 - Students officially admitted to their licensure program are assigned a faculty advisor in the College of Education and Human Services who assists them as they complete their licensure program.

- **Students who have been denied:**
 - Students who are **denied** admission should meet with their education academic advisor in the Undergraduate Advising Resource Center (UARC) in D130.
 - Students who are **denied** may re-apply **one** more time through the following process:
 - re-submit a revised Initial Portfolio to the PEP Office in N/E 113 two weeks before the last day of the following 14 week semester
 - include **all** written materials from the first admission attempt
 - complete a face-to-face interview.

 - Informational meetings for all students who will be reapplying will be held in the beginning of each semester. Check the PEP Office for dates and times.
 - Students who receive **two denials** to their licensure program are not eligible to re-apply but may appeal the decision through the College Appeals Process. Decisions made at this point are considered final.
 - Students should make an appointment to meet with the PEP Director in N/E 113 for more information.

Stage III

Admission to Student Teaching Portfolio

The Portfolio process requires you to include artifacts that demonstrate growth in your knowledge, skills, and dispositions for each of the 10 Wisconsin Teaching Standards. In addition, you will be required to reflect on your knowledge of the 10 Standards, your ability to think intently and honestly about areas of strength and weakness and determine personal growth needed to become an effective teacher.

Student Teaching Due Dates:

- Applications for Student Teaching are due October 1 or March 1 prior to the semester that you plan to student teach. Applications are distributed at Student Teaching Informational Meetings in early February and early September.
- An **Original copy from ETS** of passing Praxis II (Subject Knowledge) score(s) must be on file in the PEP Office by October 1 or March 1. Indicate **UW Oshkosh recipient code 1916** on your Praxis Registration Form.

Portfolio Due Dates:

- **Elementary Regular Education Majors:** The Admission to Student Teaching Stage portfolio is submitted to and reviewed by your Block B Clinical Supervisor. Your Clinical Supervisor will evaluate your portfolio and submit the Admission to Student Teaching Portfolio Scoring Form to the PEP Office.
- **Secondary Regular Education Majors:** The Admission to Student Teaching Stage portfolio is submitted to and reviewed by your Clinical Supervisor. Your Clinical Supervisor will evaluate your portfolios and submit the Admission to Student Teaching Portfolio Scoring Form to the PEP Office.
 - **If you complete Clinical more than one semester before student teaching,** your Clinical Supervisor will complete a “preliminary” review of your portfolio. You will keep the Portfolio Scoring Form in your portfolio. Continue to work on your portfolio; contact your Content Methods instructor no later than two weeks before the end of the semester before you plan to student teach. Your Content Methods instructor will complete a “final” review of your portfolio and submit the Admission to Student Teaching Portfolio Scoring Form to the PEP Office.
- **Special Education Majors:** The Admission to Student Teaching Stage portfolio is turned into Advanced Practicum faculty per their instructions.
- **Dual Majors have two portfolio submissions:** The Admission to Student Teaching Stage portfolio for **Regular Education** is submitted to and reviewed by your Block B Clinical Supervisor. Your Clinical Supervisor will evaluate your portfolio and submit the Admission to Student Teaching Portfolio Scoring Form to the PEP Office. The Admission to Student Teaching Stage portfolio for **Special Education** is turned into Advanced Practicum faculty per their instructions.

Stage IV

Transition to Teaching Portfolio

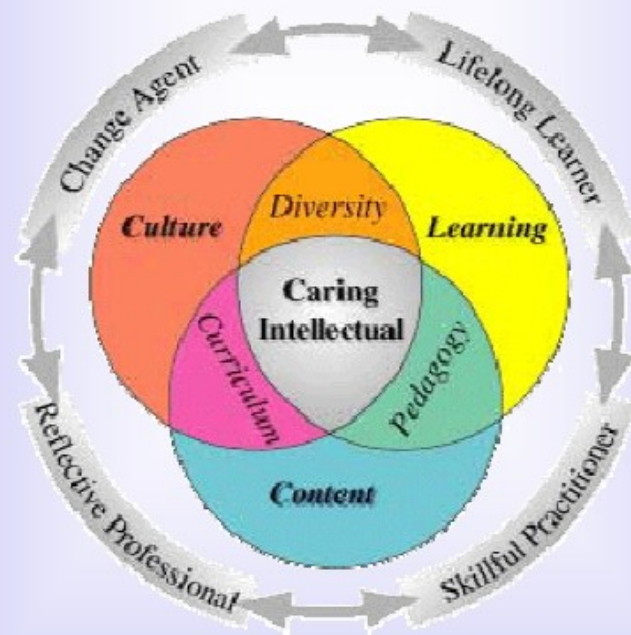
The Portfolio process requires you to include artifacts that demonstrate growth in your knowledge, skills, and dispositions for each of the 10 Wisconsin Teaching Standards. In addition you will be required to reflect on your knowledge of the 10 Standards, your ability to think intently and honestly about areas of strength and weakness and determine personal growth needed to become an effective teacher.

- Directions for Transition to Teaching Portfolio are on each of the **GREEN** ink tabs
- Completed Exit Survey must be submitted to Field Experiences Office at end of student teaching
- Application for Initial Wisconsin Educator teaching license www.dpi.state.wi.us/dlsis/tel - Attend large group seminar licensure meeting for additional information.

When to apply:

- **Regular Education Majors, Elementary and Secondary:** The Transition to Teaching Stage portfolio is reviewed by your university supervisor at the end of the student teaching experience. The supervisor will submit the Transition to Teaching Portfolio Scoring Form to Office of Field Experiences (OFE) in N/E 113.
- **Special Education and Dual Majors:** The Transition to Teaching Stage portfolio is submitted to the university supervisor. The Supervisor will submit the portfolio to the Special Education Department. The Special Education Department will submit the Transition to Teaching Portfolio Scoring Form to OFE in N/E 113.

FIELD EXPERIENCES



THE COLLEGE OF EDUCATION AND HUMAN SERVICES
UNIVERSITY OF WISCONSIN OSHKOSH

COLLEGE OF EDUCATION AND HUMAN SERVICES

Field Experience Descriptions

Throughout the PEP program students will complete a variety of field experiences designed to enhance their coursework and assist in classroom skills through direct involvement with students and professionals in the field. Brief descriptions of field placements are listed below.

Major	Licensure	Pre-Student Teaching Clinical and/or Practicum	Student Teaching
Elementary Education (PK-6)	EC-MC	EC Block Practicum Block B	9 weeks Kdg or primary (opposite of clinical) 9 weeks intermediate
Elementary Education (1-8)	MC-EA	Block B	9 weeks elementary (opposite of clinical) 9 weeks middle
Elementary Education (PK-8)	EC-EA	EC Block Practicum Block B	9 weeks Kdg or elementary (opposite of clinical) 9 weeks middle
Secondary Education (6-12)	EA-A	Clinical in major (56 hours)	9 weeks middle 9 weeks high
Secondary Education (PK-12)	EC-A	Clinical in major (56 hours)	9 weeks elementary or middle 9 weeks middle or high
Early Childhood Dual (P-6 Elementary) (ECSE)	EC-MC EC	EC Block Practicum Block B Sophomore Practicum (2 placements) Advanced Practicum (1 placement)	9 weeks Kdg or primary (opposite of clinical) 9 weeks ECSE
Special Education (1-12) Concentration areas: CD, LD, ED	MC-EA EA-A	Sophomore Practicum (2 placements) Advanced Practicum (1 placement)	9 weeks elementary or middle 9 weeks middle or high (one placement in emphasis area)
Dual (1-8) Concentration areas: CD, LD, ED	MC-EA	Block B Sophomore Practicum (2 placements) Advanced Practicum (1 placement)	9 weeks elementary 9 weeks elementary or middle in special education emphasis area

Student teaching for 9 weeks is required for anyone with ESL, Bilingual, or Library Science minors.

Table 6

Field Experiences and Clinical Practice in Physical Education (530)

Program	Field Experiences (Observations and/or Practicum)	Clinical Practice (Student Teaching or Internship)	Total Number of Hours
Physical Education PK-12 <i>initial</i>	<p>Elementary Physical Education Methods course (392) involves 14 hours per student of actual elementary physical education lesson implementation, fitness testing, assessment and interaction in a local school (dealing with elementary students – PK-6 depending on semester) within a 14 week course structure.</p> <p>This class also plans and implements a pre-school physical education/physical activity workshop for pre-school children off-site.</p>	:	<p>14 hours of on-site implementation with children</p> <p>4 hours of on-site implementation with children</p>
	<p>Organization and Administration course (441) involves organizing and administering an all school and/or community event (depending on semester) such as an all school field day or special event such as Spring Splash. The special event has always been held on a Saturday. Undergraduates conduct various activities and interact with children, parents, faculty/staff, and administrators.</p>		<p>6 hours of on-site implementation with children</p>

Program	Field Experiences (Observations and/or Practicum)	Clinical Practice (Student Teaching or Internship)	Total Number of Hours
Physical Education PK-12 <i>Initial</i>	<p>Human Relations Hours: as described above.</p> <p>Clinical: minimum of 56 hours, 1 class hour/period a day in a licensable content area at the secondary level; concurrent with methods courses.</p> <p>Middle School Education course involves 30 intense hours of observation/guided reflection and interaction in a local middle school within a 7-week course structure.</p>	<p>A full semester (approximately 18 weeks) of full time student teaching in a school setting:</p> <p>9 weeks at the elementary level; 9 weeks at the secondary level in physical education.</p>	810
	<p>Class Management & Instruction in Physical Education class (295) involves 3 hours of observation of classroom management techniques. A reflection paper is then written for each class observed.</p>		3 hours of on-site observation
	<p>Evaluation/Assessment and Technology in Pk-12 Physical Education (421) involves 7 hours of field experience (2 hours at elementary, 2 hours at middle school, 2 hours at high school and 1 hour choice). A journal/reflection is written for each experience.</p>		7 hours of on-site work conducting assessments with students

Program	Field Experiences (Observations and/or Practicum)	Clinical Practice (Student Teaching or Internship)	Total Number of Hours
Physical Education PK-12 <i>initial</i>	Stunts and Tumbling (279) requires six hours of one-on-one teaching at the Gymnastics Center in Oshkosh.	:	6 Hours on site
	Adapted Physical Education (373) involves 15 hours of work with individuals with disabilities; 10 hours are to be done in the schools. The other 5 are done with special Olympics. Reflection journals are done for each hour of work.		15 Hours Hands-on
	Movement Act/ PreK-2 (190) involves 10 hours teaching children between PreK-2 grades. Reflection journals are kept to record each hour of experience.		10 Hours Assisting Teachers in the schools
	Swimming (224) involves 6 hours team teaching swimming lessons at local YMCA's. Swim Lessons are created by our students.		6 Hours of on-site instruction

Table 6

Field Experiences and Clinical Practice by Program

Program	Field Experiences (Observations and/or Practicum)	Clinical Practice (Student Teaching or Internship)	Total Number of Hours
Adapted Physical Education Minor <i>initial</i>	Assess and Prescription Techniques APE (374) involves 4 hours of assessment tests within our local school districts.		4 Hours Hands-on Administering Assessments
	Sports for Individuals with Disabilities (376) involves 10 hours working with the UW-Oshkosh adapted sports development program.		10 Hours Hands-on teaching one-on-one
	Adapted Aquatics (380) involves 5 hours teaching AA to the local school districts. It also involves 8 hours of one-on-one AA lessons at the downtown Oshkosh YMCA. Lessons are crated by our students.		5 Hours in the schools 8 Hours one-on-one at the YMCA
		Adapted Physical Education Practicum (482) within the school setting - 180 hours of practical student teaching experience in the elementary/secondary schools with individuals with specific needs under the supervision of a certified Adapted Physical Educator	180 Hours

Program	Field Experiences (Observations and/or Practicum)	Clinical Practice (Student Teaching or Internship)	Total Number of Hours
Adapted Physical Education Minor <i>initial</i>	Physical Education for Individuals with Developmental Disabilities (422) involves students working at Oshkosh North Senior High school in the Special Movin' School Service Learning Program. The purpose of Special Movin' School Service Learning is to enable the student to experience working first hand with an approved group of individuals with developmental disabilities.		10 Hours
	Physical Education for Individuals with Chronic and Permanent Physical Disability (424) has students help create and participate in an event call Fishing Has No Boundaries. Service learning experiences consist of working with individuals with disabilities from surrounding communities (as far as Milwaukee, Red Granite, as far North as Green Bay, etc.) a selected weekend in May helping with cooking, serving food, running boats, as well as any other things that may come up when working at a cooperate event. Collaboration is with Fishing Has No Boundaries Corporation, Area Fisherman and Businesses as well as community volunteers. 12 hours.		12 Hours

Table 6

Field Experiences and Clinical Practice by Program

Program	Field Experiences (Observations and/or Practicum)	Clinical Practice (Student Teaching or Internship)	Total Number of Hours
Health Education Minor <i>initial</i>	<p>Human Relations Hours: as described above.</p> <p>Clinical: minimum of 56 hours, 1 class hour/period a day in a licensable content area at the secondary level; concurrent with methods courses.</p> <p>Middle School Education course involves 30 intense hours of observation/guided reflection and interaction in a local middle school within a 7-week course structure.</p>	<p>:</p> <p>A full semester (approximately 18 weeks) of full time student teaching in a school setting:</p> <p>9 weeks in health education; 9 weeks in an elementary or high school licensable content area classroom OR 9 weeks each in two areas and levels of certification. Must have one placement in concentration area.</p>	810
	<p>Health Education in the Elementary School course (401) includes lesson development and implementation with elementary students.</p> <p>This class also plans and implements a health fair for middle school children off-site.</p>		<p>1 hour of on-site implementation with children</p> <p>2 hours of on-site implementation with children</p>

COLLEGE OF LETTERS AND SCIENCE

FIELD EXPERIENCE DESCRIPTIONS

Students majoring in Art, Music and Health/Physical Education:

Clinical Description for Art Education Majors

Art education majors have a clinical with three methods courses: Art 254: Foundations of Art Education, Art 354: Art Education Elementary Methods, and Art 356: Art Education Secondary Methods. Students will take a one-credit clinical with each methods course. Once students complete three methods courses, they also finish their three credits clinical at the same time. Each clinical offers different types of activities and events that occur outside of class.

Through the series of one-credit clinical experiences, students will be involved in a variety of school and community art activities that will provide them with teaching experiences related to the state standards for art teachers. These experiences will increase in sophistication and responsibility as the student moves through the program.

Students discuss and reflect upon all clinical activities and events with their professors and classmates through three method courses to build a bridge between theory and practice and gain actual teaching and learning experience. Their clinical activities and events allow students to make a smooth transition to their student teaching.

Clinical Description for Music Education Majors (SEC ED 367)

Clinical students in music are required to:

1. Spend a minimum of 56 hours in school attendance and participation with a cooperating teacher in a field setting appropriate to the licensure area(s) and arranged by the program coordinators.
2. Complete a log sheet initialed by the cooperating teacher in the school at the end of each visitation.
3. Complete video-recorded teaching segments as assigned, for self-evaluation, peer evaluation in seminar class, and consultation with the supervisor.
4. Teach lesson or rehearsal segments as determined, with lesson plans created in consultation with the cooperating teacher, for field observation by the university supervisor.
5. Compile lesson plans into a neatly organized binder for submission to the supervisor.
6. Complete a reflective journal of teaching experiences that draws upon daily work in the classroom.
7. Participate in all seminar class meetings and activities; prepare for class discussion of topics and issues as determined.
8. Complete all projects and assignments as required evidence included in the Admission to Student Teaching Portfolio and application.
9. Complete self-assessment instruments and Professional Education Program requirements.

Human Relations Requirement

What are the objectives (or intent) of the Human Relations requirement?

The broader goal of this requirement is to contribute to the mission of the College of Education and Human Services in preparing educators who are caring intellectuals. Given this mission, consider the following criteria for selecting meaningful Human Relations experiences. The experience will:

1. Contribute to an understanding of historically marginalized diverse groups;
2. Improve the ability to critically analyze stereotypes, preconceptions, and prejudices directed at these groups;
3. Enhance the ability to promote effective and empathetic social interaction; and
4. Contribute to an understanding of the educator's role as a change agent (a person committed to a vision of education that strives for a democratic society in which exceptionality, social class, race, ethnicity, and gender are included and affirmed in all realms of social and political life).

Note: In addition to completing the Human Relations Requirement, students considering admission into the Professional Education Program in the College of Education and Human Services are encouraged to engage in self-initiated hours of working with children and youth and/or teaching, supervising, and training others.

The Human Relations Requirement consists of two separate and unique experiences. One experience will contribute to your understanding of diversity and one experience will contribute to your understanding of individuals with disabilities. The requirements for each of these experiences are described below.

Diversity Requirement

- A minimum of 15 documented clock hours of direct involvement with members of historically marginalized racial, cultural, language, and economic groups who are different from self.
- In a large group situation, at least 20% must be members of diverse groups.
- **Regular Education and Dual Majors** will complete this requirement during the semester that you take "Individual, School & Society," Elem/Sec 201. **Transfer students** who have already taken this class may submit verification of a minimum of 15 documented clock hours as part of their class or will complete a minimum of 25 hours as a self-initiated experience. **Regular Education Majors** will include the completed Human Relations Report and Verification forms under Wisconsin Educator Standard #3 as part of the **Initial Portfolio**. **Dual Education Majors** will include the completed Human Relations and Verification forms under Wisconsin Educator Standard #3 as part of the **Admission to Student Teaching Portfolio**.
- **Special Education Majors**, including **Transfer students**, will complete this requirement as a self-initiated experience. You will include the completed Human Relations and Verification forms under Wisconsin Educator Standard #3 as part of the **Admission to Student Teaching Portfolio**.

What types of experiences will fulfill this requirement?

- Placement sites suggested in the Field Experience Placement Binder in N/E 113.
- Opportunities offered in the course "Individual, School & Society" (Elem/Sec 201).

Examples of inappropriate experiences:

- Babysitting for an ethnic infant (Fewer insights can be gained from a non-verbal child.)
- Working with a newly adopted Russian child (Child is being assimilated into your cultural group.)

Note: If your supervisor prefers to return the completed verification form to you by mail, please provide him or her with a self-addressed stamped envelope.

Individuals with Disabilities Requirement

- A minimum of 15 documented clock hours of direct involvement with individuals who are physically, emotionally, or cognitively disabled.
- In a large group situation, at least 20% must be individuals with disabilities.
- **Regular Education Majors**, including **Transfer Students**, will complete this requirement during the semester that you take Spec Ed 352, “Children and Youth with Disabilities in General Education.” **Regular Education Majors** will include the completed Human Relations Report and Verification form under Wisconsin Educator Standard #3 as part of the **Admission to Student Teaching Portfolio**.
- **Special Education and Dual Majors** will complete this requirement through your Initial Practicum Experience. You will include the completed Human Relations Report and Verification forms under Wisconsin Educator Standard #3 as part of the **Initial Portfolio**.

What types of experiences will fulfill this requirement?

- Placement sites suggested in the Field Experience Placement Binder in N/E 113.
- Opportunities offered in Spec Ed 352, “Children and Youth with Disabilities in General Education.”

Examples of inappropriate experiences:

- Tutoring a family member with a disability (Time spent with any family member will not be applicable.)

Note: If your supervisor prefers to return the completed verification form to you by mail, please provide him or her with a self-addressed stamped envelope.

Submission of Evidence of Completion

Verification of your experiences working with both ethnically diverse populations and individuals with disabilities **must** include:

1. Completion of a minimum of 15 documented clock hours
2. Human Relations Report Form
3. Signed Supervisor Verification Form

Graduate Students ONLY

Students who are in a graduate program must complete 25 hours working with a historically marginalized diverse population and 25 hours working with individuals with disabilities. The Human Relations Report Form and Verification Form are submitted when the total 50-hour commitment has been met. Please return completed forms to the Program Assistant in the Field Experience Office, N/E 113. These hours must be completed prior to student teaching.

Human Relations Supervisor Verification Form

Thank you for working with our students to help them fulfill their Human Relations Requirement. We believe that this is a critical piece of their teacher preparation and it could not be done without your support. It is our hope that this experience will:

1. contribute to an understanding of historically marginalized diverse groups;
2. improve the ability to analyze critically stereotypes, preconceptions, and prejudices directed at these groups;
2. enhance the ability to promote effective and empathetic social interaction; and
3. contribute to an understanding of the educator's role as a change agent (a person committed to a vision of education that strives for a democratic society in which exceptionality, social class, race, ethnicity, and gender are included and affirmed in all realms of social and political life).

Any additional support provided to the student in fulfilling these expectations is greatly appreciated.

Please complete this form when the student has completed their experience, adding any additional comments you see fit. Thank you again for your support in preparing future teachers to meet the needs of today's classroom.

SENSITIVITY/COMPETENCY:	<u>Usually</u>	<u>Occasionally</u>	<u>Never</u>
1. Student demonstrated professional behavior i.e. Punctual, ethical, cooperative	_____	_____	_____
2. Student was accepting of historically marginalized diverse or individuals with disabilities.	_____	_____	_____
3. Student was sensitive in communications with or about historically marginalized diverse or individuals with disabilities.	_____	_____	_____
4. Student was accepted by historically marginalized diverse or individuals with disabilities.	_____	_____	_____

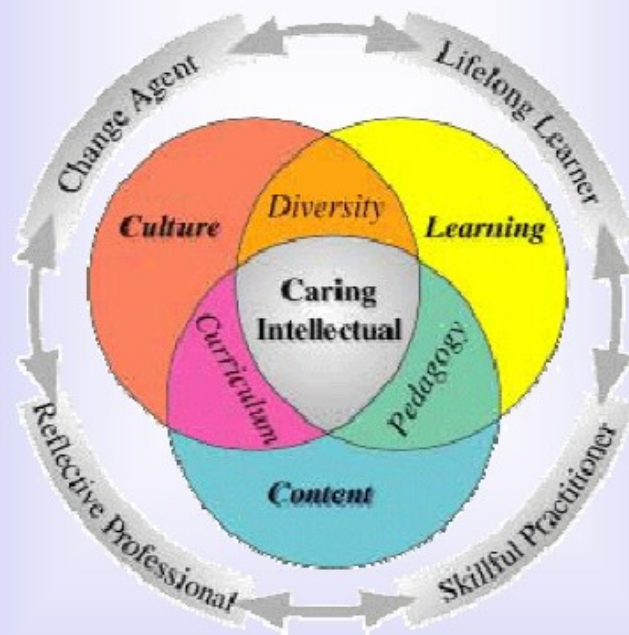
COMMENTS (student growth, effectiveness, accomplishments):

Working with Historically Marginalized Diverse Groups: # of hours completed: _____

Working with Individuals with Disabilities - # of hours completed: _____

Supervisor's Signature: _____ Date: _____

STUDENT TEACHING



THE COLLEGE OF EDUCATION AND HUMAN SERVICES
UNIVERSITY OF WISCONSIN OSHKOSH

Student Teaching Information

Student teaching is the capstone experience in the Professional Education Program and the stepping-stone into a career in education. Beginning and veteran teachers alike consistently report that student teaching is the most meaningful part of their professional preparation. This experience is cited in the teacher education literature and by prospective employers as the component of a teacher education program which has the highest impact on future teachers.

There are several important people involved in the student teaching placement who make the experience possible as well as meaningful. The cooperating teacher provides an appropriate setting and opportunity to practice the art and skills of teaching. This professional has had at least three years of experience in the classroom, has completed a course in the supervision of student teachers, and has been recommended by district administration.

The university supervisor is assigned to the student based upon expertise in content and grade level. She/he acts as a liaison for the University. Periodic visits to observe the student teacher offer the supervisor an opportunity to assess the knowledge, skills, and dispositions of the candidate. This university employee facilitates triad discussions, seminar meetings and awards a grade for the experience.

The Director of the Office of Field Experiences (OFE) is responsible for the administration of the student teaching program. The director is responsible for locating and selecting student teaching sites and following the protocol designed by each participating district. The director must arrange mutually satisfactory agreements between the university and cooperating school districts. Student teaching assignments are made in cooperation with university departments, supervisors, school administrators, and district human resources offices.

Students are not to initiate contact for purposes of placement. Letters sent to the cooperating teacher when the placement is confirmed suggest that student teachers contact their cooperating teachers prior to the beginning of student teaching. Cooperating teachers, principals, and district administrators are encouraged to refer questions and comments to the Office of Field Experiences. Issues emerging regarding supervision can be directed (via the OFE) to the respective department chairperson.

The Director of Field Experiences also serves as the College's Certifying Officer providing endorsement on approved teaching license applications submitted by UW Oshkosh candidates.

The Handbook for Student Teaching provides a comprehensive review of expectations, policies, and supplemental materials to assist candidates and mentors.

EXPECTATIONS FOR STUDENT TEACHING

Candidates apply for student teaching and complete the Stage III Admission to Student Teaching portfolio simultaneously (March 1/October 1). Eligibility for student teaching is determined by successful completion of the undergraduate curriculum, 3.00 grade point average, passing Praxis II score(s), and submission of the Admission to Student Teaching Portfolio.

Prior to application, candidates are required to attend an **Application Meeting** held in mid February/September to learn about process, protocol, and eligibility for the student teaching experience. At this time options to regular student teaching are shared, advising connections established, and applications distributed. Options for eligible candidates are; internships, urban, tribal, and international placements. All experiences satisfy the Wisconsin state statute requiring one full school semester (18 weeks minimum) of student teaching.

SERVICE REGION

The UW Oshkosh service region is loosely defined by the Hwy 49/54/55 half-circle corridor around Oshkosh with 12 additional districts added to the south of Hwy 49 and to the east of Lake Winnebago in 2010. Close proximity to the university assures programmatic continuity, seminar compliance, and ease of personal contact/supervision.

OUT OF AREA REQUEST

Students can request the respective department(s) to grant an out of area student teaching placement. The student must have one of two extenuating circumstances; health issues or spousal job relocation for approval. A higher GPA is required; 3.25 Professional, 3.1 major/minor/cumulative. Acceptance to an approved internship, urban, tribal, or international student teaching precludes an out of area request. Students will be charged an additional out of area fee to offset supervision/support costs.

OPTIONS FOR STUDENT TEACHING PLACEMENTS

Internships

The teacher internship is a licensed, full semester assignment in a school district. The intern is under contract to a particular school and is paid a salary of \$4,500 (minus taxes) for a 50% teaching assignment. Students are admitted to the internship program based on availability of district internships, their compatibility with the placement, academic record, letters of recommendation, and department approval. The internship program is administered by the Wisconsin Improvement Program (WIP) of the Department of Public Instruction with a liaison at each licensing campus. For detailed information, go to www.dpi.wi.gov/tepd/wip.html.

Urban/Tribal

Students interested in applying for a student teaching placement in an urban or tribal setting need to meet the same eligibility requirements as an out of area student teaching applicant. The college will subsidize a portion of the out of area fee. Participating urban districts are **Milwaukee, Racine, Kenosha, and Beloit**.

Elementary education and secondary mathematics and science students applying to student teach in Milwaukee become part of a cohort group connected to the UW System Institute for Urban Education (IUE) and must commit to a full semester of student teaching in Milwaukee. The IUE Director procures these placements, organizes supervision, and facilitates weekly seminars. For more information, visit the website <http://iue.uwsa.edu/>.

International

Eligible students may apply for international student teaching opportunities through a program administered by Educators Abroad, Ltd. called Global Student Teaching (see www.educatorsabroad.org). Educators Abroad provides the option of student teaching in over 40 different countries to approved candidates. Liaisons in each country supervise the academic experience for the candidate and provide assistance with housing. Students participating in this program work with the UW Oshkosh Office of International Education to negotiate the general logistics and the on-line registration of the international student teaching component.

International student teachers teach nine weeks stateside and then ten weeks in a host country. An appointment with the Director of Field Experiences is required prior to the application materials being submitted. The UW Oshkosh Office of International Education will be involved in assisting candidates with logistical matters and providing orientation for candidates and their families www.uwosh.edu/oie/abroad/gst.php.

ON THE JOB STUDENT TEACHING

The Office of Field Experiences/Internships receives questions regarding on the job placements and emergency licenses. The following information may help clarify on the job scenarios:

In isolated cases, students working on Special Education graduate degrees in good standing at UW Oshkosh may be allowed on the job placement with permission of the department chair.

On the job teachers are employed by a school district on a temporary emergency teaching license to fulfill a specific instructional assignment.

The respective school district must request an Emergency License/Permit from the Wisconsin Department of Public Instruction for the candidate in question.

Specifics on these options are provided on the Office of Field Experience web site:

http://www.uwosh.edu/coehs/departments/OFE/Stud_Tch_Opt



University of Wisconsin Oshkosh Application for Graduation

Reset Form

FOR OFFICE USE ONLY
CKD _____
HONORS _____

When do you expect to graduate?

- January 20____ (Dec. commencement) June 20____ (May commencement) August 20____ (May or Dec. Commencement)

Do you want your name released to your hometown newspaper? Yes No

Student I.D. Number: _____ Local Phone Number: _____

E-mail Address: _____ Today's Date: _____

Name: _____
(as desired on diploma) (first) (middle) (last)

Address: _____
(for mailing diploma) (street) (city) (state) (zip)

Address: _____
(until graduation) (street) (city) (state) (zip)

Hometown Address: _____
(mailing commencement, brochure & news) (street) (city) (state) (zip)

Do you intend to have any credits transferred to UW Oshkosh between now and graduation? Yes No

If so, explain. (An official transcript must be sent to the Admissions Office, P.O. Box 2434, 54903-2423)

College of Education and Human Services

- | | | | |
|---|--|--|--|
| <input type="checkbox"/> BSE (Elementary Education) | <input type="checkbox"/> BSE (Special Education) | <input type="checkbox"/> BSE (Secondary Education) | <input type="checkbox"/> BS (Human Services) |
| <input type="checkbox"/> EC-MC/PK-6 | <input type="checkbox"/> Cross-Categorical | <input type="checkbox"/> BSE Secondary Education | <input type="checkbox"/> Human Services |
| <input type="checkbox"/> MC-EA/1-8 | Emphasis (Check One) | <input type="checkbox"/> Bachelor of Fine Arts (Education) | |
| Dual | <input type="checkbox"/> CD <input type="checkbox"/> LD <input type="checkbox"/> ED | <input type="checkbox"/> Bachelor of Music Education | |
| <input type="checkbox"/> EC/MC/PK-6 + EC:SE | Level (Check One) | | |
| <input type="checkbox"/> MC-EA/Cross Categorical | <input type="checkbox"/> MC/EA <input type="checkbox"/> EA-AD <input type="checkbox"/> MC-AD | | |
| <input type="checkbox"/> CD <input type="checkbox"/> LD <input type="checkbox"/> ED | | | |

College of Letters and Science

- Associate Degree Bachelor of Science Bachelor of Arts
 Bachelor of Fine Arts Bachelor of Music Bachelor of Social Work

College of Nursing

- Bachelor of Science in Nursing

Center for New Learning

- Bachelor of Liberal Studies
 Bachelor of Applied Studies

College of Business Administration

- Bachelor of Business Administration

Major: _____

Emphasis, if any: _____

Minor: _____

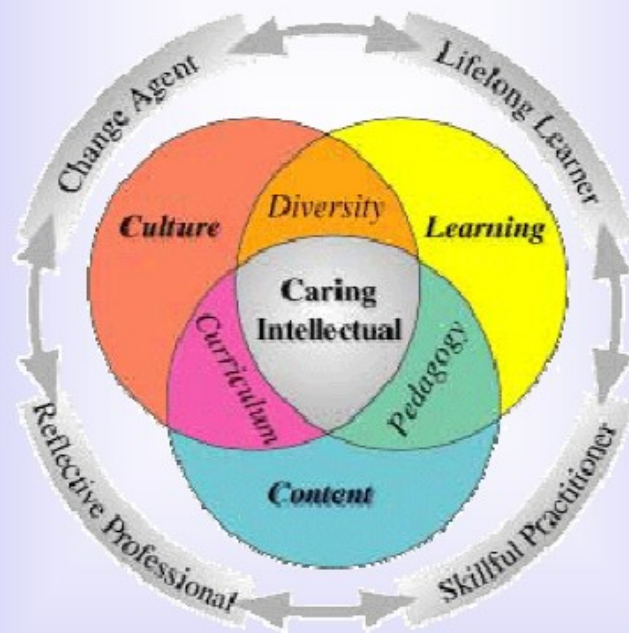
This space for office use.

IMPORTANT: If you fail to meet the requirements for graduation by the end of the term indicated above, you must file another application by the first week of the semester in which you plan to meet your degree requirements.

COMMENCEMENT ACTIVITIES: Specific information relating to the Commencement Ceremony will be mailed to you at the local address you have listed above or to your UW Oshkosh email address. If you have any questions, see Commencement Coordinator. (Diplomas are mailed approximately six weeks after the official graduation date to the address specified above.)

PLEASE SEND ONE COPY AS INDICATED ON INSTRUCTION PAGE AND RETAIN ONE COPY FOR YOUR RECORD.

APPLYING FOR THE INITIAL EDUCATOR LICENSE



THE COLLEGE OF EDUCATION AND HUMAN SERVICES
UNIVERSITY OF WISCONSIN OSHKOSH

Process for Applying for a Wisconsin Teaching License

Provided by Certifying Officer

To apply for a teaching license, either a first time license or an add-on license, please follow these directions:

1. Ensure that all your prerequisite courses are completed and that your student teaching grades have been submitted by your supervisor.
2. Go to the DPI web site **dpi.wi.gov/tepdll/index.html**
3. Click on "**License Applications.**"
4. Carefully read the general directions provided before you begin.
5. Look for Form **PI1602-IS**.
6. Print this document.
7. The Conduct and Competency Review must be *notarized*.
8. Provide the completed application with a \$100 remittance (*check made out to the DPI*) to:
Office of Field Experiences, N/E 113
College of Education and Human Services
800 Algoma Blvd
Oshkosh, WI 54901
9. The certifying officer will collaborate with the respective credit examiner or program coordinator on your license eligibility. When their endorsement is provided, the certifying officer certifies the application with my signature and send it to the DPI.

Please be aware that NO license can be processed until student teaching grades are submitted and entered in PeopleSoft. This usually occurs about 10 days after the end of a 17-week semester.
10. After the license leaves the Field Experience Office, it will take between eight to ten weeks for it to be confirmed on the DPI web site. You can check the status of your application by clicking on **Educator License Search** using the URL listed in #2 above.

Remember that the processing time for your teacher license can be as long as three months from the time it leaves your hands, depending upon the volume of requests, so plan accordingly.
11. If you want a **Verification of Program Completion** form to take to a potential or current employer to demonstrate your teaching license is being processed, please attach a note to the application. The note should include where you would like the verification form sent.



Wisconsin Department of Public Instruction
**LICENSE APPLICATION—
 INITIAL IN-STATE
 TEACHING OR PUPIL SERVICES**
 PI-1602-IS (Rev. 12-04) Page 2

FOR INFORMATION CONTACT

Telephone No. (608) 266-1027
 Voice Mail No. 1-800-266-1027
 Web Site www.dpi.state.wi.us/dlsis/tel
 Application forms www.dpi.state.wi.us/dlsis/tel/applications.html
DO NOT FAX THE APPLICATION.

I. APPLICANT INFORMATION

Legal Name	First	Middle	Last
Previous Name(s)	Social Security Number*		Date of Birth Mo./Day/Yr.
Address			P.O. Box
City	State	Zip Code	Zip Plus 4 digits
Primary Telephone (include area code)	Ext.	Alternate Telephone (include area code)	Ext.
Email Address			

II. LICENSE(S) REQUESTED

Indicate grade level(s), subject(s), and position(s) for which you are requesting a license.

Grade Level(s) / Developmental Range(s)	Subject(s)/Category(ies) and/or Position(s)	Date License is to Begin: July 1, _____
		Driver's License Number and State <i>(Only if requesting Driver Ed. License)</i>

III. POST SECONDARY EDUCATION AND INSTITUTIONAL ENDORSEMENT

List each institution where you earned a degree or completed a state-approved educator licensing program with the most recent first.

(City/State)	Graduation Date Mo./Year	Major(s)	Minor(s)	Concentration(s)

I, THE CERTIFYING OFFICER, CONFIRM that the education information listed in Section III is accurate. The applicant successfully completed this institution's state-approved program(s) for the license(s) requested in Section II above on the following date:
Mo./Year.

Signature of Certifying Officer ➤	Date Signed Mo./Day/Yr.	Name of Institution
--------------------------------------	-------------------------	---------------------

For DPI Use Only <input type="checkbox"/> FP <input type="checkbox"/> Conduct	Amount of Remittance \$100	Date Stamp
--	---	------------

*Collection of Social Security Number is for processing purposes only.

Name	Social Security Number
-------------	-------------------------------

IV. EXPERIENCE OR PROFESSIONAL GROWTH REQUIREMENT

Complete this section ONLY if you completed your Wisconsin program over five years ago AND were never licensed in Wisconsin.
 In the previous five years, were you employed by an elementary, secondary, or post-secondary public or private educational agency in a regular part-time or full-time contractual teaching or pupil services position for at least one semester?

<input type="checkbox"/> Yes ▶	School District/Educational Agency	Location <i>City/State</i>	Employment Dates	Position
---------------------------------------	------------------------------------	----------------------------	------------------	----------

No ▶ *If No*, in the previous five years, did you complete six credits or the equivalent of professional growth coursework?

Yes You Must Attach Original Transcripts or Grade Reports*.

No *If No*, you may be eligible for one of the license types below. To apply, check the appropriate box(es).

Substitute Teaching License (Does not require employment or coursework in the previous five years.)

1-Year NonRenewable License (Attach a district request verifying employment for current school year*.)

*If any materials will be mailed separately, *Check here:*

Include social security number on items mailed separately. Mail to: DPI Teacher Licensing, PO Box 7841, Madison, WI 53707-7841



Wisconsin Department of Public Instruction
CONDUCT AND COMPETENCY REVIEW

PI-1602-A (Rev. 05-07)
 Page 1

ANSWER ALL QUESTIONS

- Carefully read **all** instructions on following page.
- This form **must** be completed and included with your licensing application. Failure to complete this form will delay the processing of your application.
- Your signature on this form must be notarized. Most schools have a notary public on staff.**

License application forms are available at:
<http://dpi.wi.gov/tepdll/applications.html>

For purposes of this application, "teaching" applies to all licensed school personnel which includes, but is not limited to, classroom teachers, counselors, social workers, psychologists, administrators, school library media specialists, substitute teachers, special education aides, etc.

<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> PR* <small>Previously Reported</small>	1. Have you ever been disciplined for alleged misconduct in the course of any employment or as a member of any licensed or regulated profession, including but not limited to verbal, physical, or sexual abuse or harassment?
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> PR	2. Have you ever resigned, been disciplined or dismissed from any teaching or other school position, in part, for alleged (<i>check any which apply</i>) <input type="checkbox"/> immoral conduct or <input type="checkbox"/> incompetence <i>Definitions on next page.</i>
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> PR	3. Have you ever had a certificate or license to teach or perform other school duties denied, revoked or suspended?
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> PR	4. Is disciplinary action of your educationally related license or employment currently pending in any jurisdiction?
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> PR	5. Have you ever been convicted of violating any civil law, local ordinance, state law, or federal law for actions involving sexual conduct, physical abuse of a child, and/or contributing to the delinquency of a child?
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> PR	6. Have you ever been convicted of any criminal offense (including <i>criminal</i> traffic matters, not general traffic violations) in any jurisdiction? (<i>check any which apply</i>) <input type="checkbox"/> felony or <input type="checkbox"/> misdemeanor
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> PR	7. Have you ever participated in a deferred prosecution program resulting from a criminal investigation?
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> PR	8. Are you currently on probation in any jurisdiction?
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> PR	9. Have you ever been acquitted or found not guilty of a criminal offense involving sexual conduct or harm or threat of harm to another, for reasons of insanity, mental disease or defect, diminished mental capacity or comparable legal defense or basis?
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> PR	10. Is any criminal charge or investigation pending against you in any jurisdiction?
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> PR	11. Have you (or a school district where you worked) ever been a party to a civil settlement, award, or agreement of any kind that involved an allegation concerning your conduct as an educator or in an educationally related position?
Fingerprinting Requirement	12. Carefully read the instructions on the following page to determine whether or not you are required to submit fingerprints with your license application. Check the appropriate box(es) below to indicate your response. <input type="checkbox"/> I am required to submit fingerprints with my application. Indicate status of prints below. <input type="checkbox"/> Fingerprint cards enclosed OR <input type="checkbox"/> Fingerprints will be submitted separately <input type="checkbox"/> I am not required to submit fingerprints with my application. I understand that I may be required to supply proof that fingerprints are not required at this time.

For any "Yes" response to questions 1-11, attach a written 8½" x 11" explanation. Submit certified copies of any criminal complaint and if convicted, a copy of the criminal judgment. Also, submit any other relevant court documents pertinent to any of the questions raised.

*If you have reported a "Yes" response on a previous application, check PR (previously reported) instead of Yes on this application if **no further conviction(s) has occurred.**

IMPORTANT: You must respond to ALL questions 1-12.

<p>UNDER OATH, I swear that all information on this form and the accompanying license application and documentation are true to the best of my knowledge. Any false statements may result in denial, revocation, or suspension of license. I HEREBY AUTHORIZE any of my previous employers, law enforcement agencies, and the courts to release, to the Wisconsin Department of Public Instruction, information which pertains to my responses to questions on this form.</p>	
Name <i>Print or type</i>	Sworn and signed before me this ____ day of _____ in the year _____.
Signature (<i>Sign in blue or black ink, in presence of a Notary Public</i>)	_____
➤	Notary Public, _____
Social Security No.**	My commission expires on _____

**Collection of social security number is a requirement of s. 118.19(1m) and (1r). The social security number may be released to the Department of Justice, Department of Revenue, and the Department of Workforce Development. Such information is made available to these governmental agencies for official purposes only.

**INSTRUCTIONS AND DEFINITIONS
CONDUCT AND COMPETENCY REVIEW FORM (PI-1602-A)**

The Conduct and Competency Review Form is a screening method to protect children. While the vast majority of educators are not a danger to the safety and education of our children, there are exceptions to the rule. Some people use the profession to have access to children and to prey upon them. Because of these people, the department must investigate the backgrounds of all license applicants. The questions contained in the conduct and competency review form have been developed to alert the department to cases that warrant further investigation. A “yes” answer to a question or an arrest record **does not** automatically make you ineligible for licensure. Each situation is investigated independently and the final decision is made on a case-by-case basis. Your cooperation in protecting our children is greatly appreciated.

1. **Respond to all questions.** We cannot issue a license unless all questions are answered. Use black or blue ink only. *Submitting a fully and correctly completed form with notarized signature will speed processing of your application.*
2. **Fingerprints:** Read **ALL** the criteria below carefully. Determine whether fingerprints are required in your situation and indicate your response in item 12 of the Conduct and Competency Review. If fingerprinting is required, your prints must be prepared on cards obtained directly from the Department of Public Instruction or submitted electronically. (see <http://dpi.wi.gov/tepd/fphelp.html>)
 - If you have worked, resided, or attended school in a state other than Wisconsin, a listed territory (American Samoa, Guam, Puerto Rico, Commonwealth of the Northern Mariana Islands, or Virgin Islands), Canada, or Great Britain within the last twenty years *after age 17*, **you must submit fingerprints** with your license application.
 - Even if you previously submitted fingerprints to the Department of Public Instruction **you must submit fingerprints again if, since the previous submission, you have worked, resided, or attended school in any of the locations listed above.** (If you previously submitted prints that met approved FBI/CIB standards *and* have not worked, resided, or attended school in any of the locations above since submitting your prints to DPI, then new prints are not required.)
 - If your license application contains a mailing address from a U.S. territory, Canada, Great Britain, or a non-Wisconsin U.S. state, you are required to submit fingerprints.

How to Obtain Fingerprint Cards: To request cards and instructions from DPI, call 1-800-266-1027 or send an e-mail request to licensing@dpi.state.wi.us. Be sure to include your complete mailing address in your request. You will be sent a Federal Bureau of Investigation (FBI) card and a Wisconsin Crime Information Bureau (CIB) card which are preprinted with DPI's code. Your prints must be prepared, by a law enforcement official, on the two cards provided by DPI.

NOTE: Incomplete, or incorrectly prepared cards, will be returned to you for resubmission until they are prepared as specified in the instructions provided. See <http://dpi.wi.gov/tepd/fphelp.html> for instructions on completing the cards correctly, information about fingerprinting services, and an e-mail link for requesting cards from DPI.

3. **Notarization Requirement:** Your signature on the Conduct and Competency form must be notarized. Notary Publics are available at schools, banks, and post offices. Other options include a clerk or deputy clerk of a court of record, a court commissioner, a register or deputy register of deeds, a judge, or a county or deputy county clerk. For more information about notarization see Frequently Asked Questions about notarization at: <http://dpi.wi.gov/tepd/notary.html>.

Definitions

“Immoral Conduct” means conduct or behavior that is contrary to commonly accepted moral or ethical standards and that endangers the health, safety, welfare, or education of any pupil. (Sec. 115.31(1)(c), Wis. Stats.)

“Incompetence” means a pattern of inadequate performance of duties or the lack of ability, legal qualifications or fitness to discharge required duties, and which endangers the health, welfare, safety or education of any pupil. (PI 34.35(1)(d), Wis. Admin. Code)

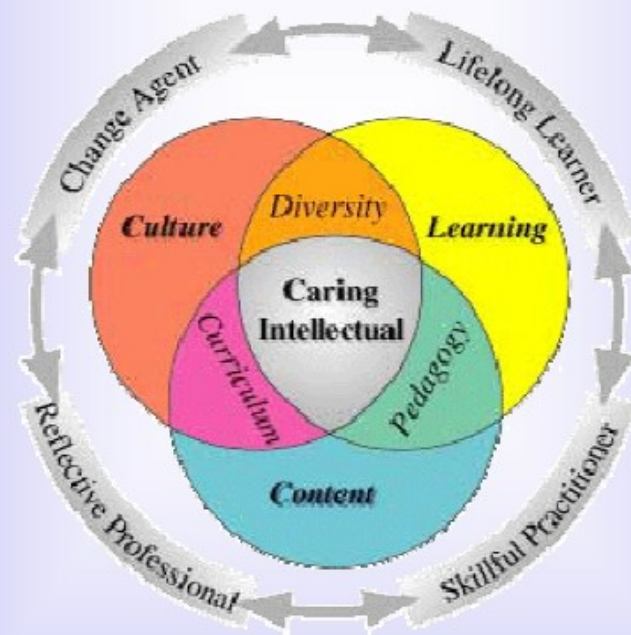
Reminders

Issuance or renewal of any license or permit by DPI is conditional upon the receipt of a satisfactory background investigation. (Sec. 118.19(10)(e), Wis. Stats.)

All information received from the Federal Bureau of Investigation and the Wisconsin Department of Justice as part of a background check, remains confidential. (Sec. 118.19(10)(f), Wis. Stats.)

You will be notified only if the department determines that the result of the background investigation is unsatisfactory.

PROGRAM POLICIES



THE COLLEGE OF EDUCATION AND HUMAN SERVICES
UNIVERSITY OF WISCONSIN OSHKOSH

Criminal Background Policy

Purpose: To describe the policies of the College of Education & Human Services (COEHS) concerning Criminal Background Checks as a requirement for admission to and/or continuation in the college's professional education programs, student teaching, internships and other clinical field placements.

Policy: In keeping with the regulations of the Wisconsin Department of Public Instruction (DPI), where no teacher may be or may remain licensed in the state who has been convicted of certain crimes as identified by state statutes (*WI. Stat. 118.19*) and administrative regulations (*PI 34.35*) of the DPI, similarly no student(s) who has been convicted and/or charged of similar crimes shall be admitted to the COEHS professional education programs or admitted to or remain in student teaching, or other similar field experiences. In addition, DPI administrative regulations state that an applicant may be denied a teaching license or a teaching license may be suspended for "immoral conduct" which is defined by statute as conduct or behavior which is contrary to commonly accepted moral or ethical standards and endangers the health, welfare, safety or education of any pupil [WI. Stat. PI34.34(1,c), (2)].

The following procedures are to be followed in the event of either evidence of current criminal charges or documentation of a past criminal conviction or charges of "immoral conduct" as defined by state statute.

A. Issues of Admission to Teacher Education and Student Teaching

1. As part of the admission processes in the College, whether that is Admission I, Admission II (Student Teaching) or admission to any other program in the College leading to initial or additional licensure, all students must have a current Criminal Background Check (CBC) on file. Specifically;
 - a. Undergraduate students must have TWO CBC's on file in order to be admitted to student teaching.
 - i. The first is required with an Admission I application
 - ii. The second is required for admission to Student Teaching
 - b. Graduate and/or post-baccalaureate students in initial, alternative or additional licensure programs must have TWO CBC's on file to be admitted to student teaching.
 - i. The first is required for program admission
 - ii. The second is required for admission to Student Teaching, whether that is being accomplished through traditional student teaching, an internship or some form of on-the-job experience (see sec. C below).
 - c. All Criminal Background Checks will be performed by appropriately designated staff in the College as defined in this policy. No Criminal Background Checks will be accepted by the College if performed and presented by students, parents, faculty or other divisions of UW Oshkosh.
 - d. The Criminal Background Check process will include checks through (1) the Wisconsin Department of Justice's Criminal Background Check process, (2) the Caregiver Program, and (3) the Wisconsin Circuit Court Access website for the counties of student residence (generally home and Winnebago).
2. Procedures for Acquiring & Filing a Criminal Background Check
 - a. At the undergraduate level (PEP), as part of the application process for both admission to the professional education program (currently Admission I) and to student teaching, the students must complete the following process:
 - i. Pick up the "Criminal Background Check" (CBC) form from the PEP Office and take it to the Cashier's Office to pay the applicable charges and obtain the Cashier's receipt stamp;

- ii. Return the CBC form to the PEP Office, where the CBC will be processed and retained by the college.
- iii. Departments will be advised of any negative results.

- b. At the post-baccalaureate level, whether that is in a graduate program or in an initial license program that does not include a baccalaureate degree, as part of the admissions process, both as to the program and as to any terminal field experience (e.g. student teaching, internships, job-related or other site-based field experience), the requirement is a check at the point of admission and for any terminal field experience. The students must complete the following process:
 - i. Pick up the “Criminal Background Check” (CBC) form from the PEP Office and take it to the Cashier’s Office to pay the applicable charges and obtain the Cashier’s receipt stamp;
 - ii. Return the CBC form to the PEP Office, where the CBC will be processed and retained by the college.
 - iii. Departments will be advised of any negative results.

3. Procedures for Review of a Criminal Background Check for Admission

- a. All CBC’s will be initially screened by the Professional Education Program (PEP) Director or designated staff member.
- b. In the event that the CBC is clear, it will be indicated in the college’s records. All written CBC records will be placed on file per Sec. D, 2 below.
- c. If the CBC evidences that the student has either a conviction or criminal charge(s) pending against the student of any kind or type, then the reviewing staff member shall determine if the criminal conviction or charge is (1) on the *Automatic Denial or Revocation of License* list (WI. Stat. 118.19 referencing Class A - H felonies; see Appendix A) or (2) instead represents non-mandatory felonies, misdemeanors and/or immoral conduct.
 - i. If the conviction or charge is on the *Automatic Denial* list, the staff member will confirm that determination with either the PEP Director or the Director of Field Experience. Notice will be sent to the student advising them that they are denied admission pursuant to their CBC.
 - Students may appeal only by providing valid legal information evidencing a mistake in identity;
 - In similar fashion to the state statutes, no other appeal is available.
 - In the event that the CBC result represents criminal charges of the kind to warrant automatic denial and the student can show evidence of the charges being dropped or being held innocent, then the student may request reinstatement within the program. A null or suspended determination will not suffice for reinstatement. A plea resulting in a conviction of a lesser charge(s) will cause a determination of admissibility or retention based on the lesser conviction.
 - ii. If the conviction or charge is not on the *Automatic Denial* list, then as appropriate, the Director (office of Field Experience) or PEP Director will review the CBC and determine whether to admit or refer the student to the next level of review. The Director will not deny admission to the student without reference sec. 4 below. Any admission decision must be documented and placed in the student’s file along with the CBC.

4. Procedure for CBC Review when a CBC contains criminal incidents and is referred from either Director (Sec. 3c,ii)

- a. When a student’s Criminal Background Check indicates a conviction and/or charge not on the *Automatic Denial* list, and the appropriate Director (see sec. 3,c,ii above) determines upon review of the file not to admit the student, the following process is to be followed:

- i. The Director is to consult with the Dean regarding procedural issues that may be involved. The decision may result in admission, denial or an interview with the student to determine extenuating circumstances or student's perspective/disposition. Any decision must be documented in the student's file along with CBC.
 - ii. If the decision is to interview the student, the Director will meet with the appropriate department chair to arrange an interview between the student, the chair and the Director. The department chair in his/her absence may delegate responsibility to the department assistant chair. The interview must be followed by a decision to either admit or deny admission to the student on the basis of the CBC; in addition any information or disposition developed in the interview with the student may also be used to admit or deny admission. A decision either to admit or deny must be documented and placed in the student file.
 - iii. During any interview, all normal rules and regulations as to the safeguard of student privacy must adhered to.
- b. Timeliness of Decisions & Notices to Student
 - i. Any CBC Review must take place within ten business days of receipt of the CBC by the college, excepting as to the timing of any necessary interview;
 - ii. If an interview is determined to be necessary, then it must be completed within an additional three weeks unless the student is unavailable or does not respond to a notice regarding the CBC and interview.
 - iii. Notices to the student should be as follows:
 - 1. No notice is required if at any point it is decided to admit the student, unless a prior notice was sent as to denial due to the CBC;
 - 2. Where it is desired to hold an interview with the student, notice should be sent to the student no later than the tenth business day after receipt of the CBC by the college;
 - 3. Where no interview is to be held and the student is to be denied admission based on the CBC, notice must be mailed on the tenth business day after receipt by the college of the CBC. Such notice will explain the basis for the denial and describe the appeal process.

5. Basis for Denial or Approval of Admission due to a CBC

- a. Since the issue is not a conviction and/or charge(s) on the *Automatic Denial* list, review of the CBC and student file should be guided by the following:
 - i. Whether the CBC results would prohibit teacher licensure in Wisconsin;
 - ii. Whether the CBC results represent sufficient evidence of unprofessional and/or immoral conduct (as defined by WI. Stat.) so as to deny licensure or admission to the program;
 - iii. Whether the CBC results evidence sufficient question as to the student's judgment as to appropriate behavior with and/or around children;
 - iv. Whether the CBC results are as to crimes involving children or child endangerment.
- b. The review should also consider whether the CBC results indicate a significant and serious potential for either unprofessional or immoral conduct on the part of the student.
 - i. This determination, if made, needs to conform to state statute and DPI regulations;
 - ii. Since this is a dispositional issue, doubt should be resolved in favor of the student and negative decisions thoroughly documented.
- c. In each case, the reviewers will need to document decisions and rationales.

6. Appeal Process

- a. A student may appeal the CBC Review Team's Review Determination by filing a written appeal with the COEHS Dean's office.

- i. The appeal must be filed within seven (7) business days after mailing of the letter of denial (initial determination).
 - ii. The appeal must state the student's response to the CBC results, meaning his or her agreement with mitigation or explanation OR denial of the legitimacy of the results. Failure to include such information or discussion will result in the automatic failure of the appeal.
 - iii. The appeal must include multiple means by which the Dean's office or delegated staff may reach the student to set up an appeal interview. Failure to do so will negate the appeal.
- b. Upon receipt of such an appeal, the designated member of the Dean' staff shall contact the student and arrange for an appeal interview with either the Dean or the Associate Dean.
 - c. Such interview must occur in a reasonably timely manner not to exceed ten business days from receipt of the appeal. In the event that the student is unable to meet within that time limit, the appeal may be determined to be void and the CBC denial decision final, at the discretion of the Dean or Associate Dean.
 - d. At the time of the appeal interview with the student, the interviewing Dean or Associate Dean has discretion to over-turn the review determination or decide that it becomes final. The decision should take into account the student's general character, if known or presented, the circumstances of the CBC results, whether they are convictions or charges, the legal situation (if known), and whether or not the student will be able to be licensed as a teacher and/or be accepted by a student teaching school site.
 - e. The appeal interviewer will advise the student at the end of the interview of the appeal decision. The decision of the Dean or Associate Dean shall be a final decision as to this matter with no further appeal available.

B. Suspension from Student Teaching

1. In the event that during student teaching, a determination is made by the Director of Field Experience that a student shall be suspended from student teaching due to evidence of criminal conviction or charge(s) as governed by this policy, that suspension shall be communicated to the university supervisor, the student, the cooperating teacher and the school site administrator.
 - a. Depending on the exigency of the situation, the notice can be verbal and/or in writing.
 - b. If verbal notice is made to effect the suspension, then written notice must be made to all parties within two (2) business days of the verbal notice and suspension. Whether verbal or written, all notices need to include information about student appeals as governed under this policy.
2. The basis for the decision to suspend the student can be made on any reasonably legitimate notice of criminal conviction or charge(s) made to the Director or coming into his or her possession, particularly if the conviction and/or charge(s) are of a nature to invoke the Wisconsin *Automatic Denial* list. Upon or before making the suspension decision, in the absence of a Criminal Background Check, the Director should request an updated CBC.
3. If the student desires to file an appeal, the process is as described in sec. A,6 of this policy.

C. Suspension from On-the-Job or Internship Student Teaching

1. Recognizing that in the event of a disclosure of criminal conviction(s) or charge(s), including resulting from a Criminal Background Check, a district may choose to deny a position, suspend and/or terminate a teacher in either an On-the-Job (OTJ) or internship position no matter how the College of Education and Human Services elects to respond to such an occurrence, this policy shall still govern whether or not a teacher/student in either category shall remain in the College's teacher preparation program.

2. In the event that a school district advises that an OTJ teacher or an intern is being suspended by the district for a criminal conviction or criminal charge(s), the Director of Field Experience should request confirming documentation from the district. If the district is unwilling to comply, then the Director should cause a Criminal Background Check to be run on the student. In the event that the CBC results suggest that the district action is warranted, as determined by the Director, the student shall be notified by mailing a letter within two business days of receipt of the CBC results advising of their suspension from the college program. If seemingly unwarranted and not confirmed by a CBC, the COEHS will act reasonably to assist the student with alternatives as may be available, if any.
3. If the student desires to appeal the decision by the college, the process is as described in sec. A, 6 of this policy.

D. Miscellaneous

1. Students are responsible for being familiar with the appropriate state statutes and Dept. of Public Instruction administrative regulations. Those may be found as follows:
 - a. Dept of Public Instruction regulations (*PI 34.35*):
<http://dpi.state.wi.us/tepd/PI34.html#licrevocationreinstateddenial3435>
 - b. Wisconsin State Statutes
<http://nxt.legis.state.wi.us/nxt/gateway.dll?f=templates&fn=default.htm&vid=WI:Default&d=stats&jd=top>
2. All student Criminal Background Checks will be kept in files maintained in the Dean's office (unless required to be archived in some other manner by university administrative policy).
 - a. The students' CBC's will be kept in alphabetized files without reference to year or semester or specific student name.
 - b. All student CBC's are to be filed as soon as the appropriate admission process is complete.
 - c. In the event that a student is denied or suspended from the program for reasons unrelated to the CBC, the CBC is still to be filed per this section.
 - d. No original CBC's are to be returned to the student.
 - e. All CBC's will be kept confidential as to all parties excepting only as identified in this policy or governed by such statutes such as FERPA, etc.
 - f. Documentation of all decisions and judgments must be in writing and filed with the appropriate CBC.
3. Other programs in the college, such as Counselor Education or Human Services, may either operate their criminal background checks through the teacher education (PEP) office or through their own department; however, the policy and procedures must be essentially the same. Any variations must be in writing and approved in writing by the Dean of the College.

Praxis II Waiting List Policy



Student Teaching “Waiting List” Agreement PRAXIS II (Revised 3/09)

Name of Student/Major (print): _____ / _____

I am signing this agreement indicating that I understand and agree to the following:

1. That I am currently not eligible to student teach in the _____ semester of _____ (year) because I have not passed the Praxis II exam in my **major**;
2. *That I have taken the Praxis II exam and failed it at least once but am scheduled to take the exam again on _____; I will provide the Office of Field Experiences a copy of the test registration along with this agreement; * on the job candidates can participate in this contract without having previously failed the Praxis exam;
3. That if I have not passed the PRAXIS II on the date in item 2, I am not eligible for student teaching in the upcoming semester; I may not student teach until I pass the exam and that I will meet with my program director to develop a plan of action;
4. That if I pass the exam on the date in item 2, I will be eligible for student teaching in the upcoming semester after I provide evidence of my passing scores to the COEHS Office of Field Experiences. The test results must be an *original* copy.
5. I understand and agree that the consequences of being on a waiting list are:
 - a. If I pass the Praxis II exam, I understand that the COEHS Office of Field Experiences will use normal and reasonable efforts to find me student teaching sites appropriate to my desired licensure, however;
 - b. I understand and accept that such a site may not be my desired site, but will make every effort to make the site selection work and will accept whatever sites are located for me;
 - c. I understand and agree that I will under no circumstances make any effort to locate my own site/s.
 - d. *On the job candidates will wait until passing to continue student teaching.
6. I have discussed my participation in this student teaching agreement with _____ and understand and agree to the conditions.

Student Signature: _____ Date: _____

Dean/Chair Signature: _____ Date: _____

Office use only

Received by OFE: _____ Date: _____

Student Appeal Procedures

(Updated July 17, 2007)

Recognizing that evaluation of student performance and programmatic decisions are based on the professional judgments of faculty and staff, decisions which may be appealed by students are limited to Type One Grievances (grade decisions made by an individual instructor related to a specific course) and/or Type Two Grievances (decisions made by faculty and staff related to the Professional Education Program).

Type One Grievances are based upon one or more of the following criteria:

- a. An error made in grade computation;
- b. The grade is based upon factors contrary to those stated in the course syllabus or a reasonable interpretation of it;
- c. The grade reflects in whole or part some penalty for actions involving the freedom of written or spoken classroom expression;
- d. The grade involves some breach of federal or state constitutional protections, federal laws, state statutes, Regent's rules or UW Oshkosh policies.

It should be noted that an instructor's decision regarding individual student product evaluation is not subject to appeal except as it relates to the previously identified four criteria. Type One Grievances must follow procedures as outlined in Part One of the COEHS Student Appeal Procedures.

Type Two Grievances are limited to the following programmatic decisions: program admission, transitional decisions (i.e., Admission II), exit decisions, program requirements, field experience placements and curricular/program modifications. Type Two Grievances must follow procedures as outlined in Part Two of the COEHS Student Appeal Procedures.

Part One: Type One Grievances Student Appeal Procedures

Informal Procedures

1. Any student initiating an informal resolution of a grievance will be provided with a copy of the COEHS Student Appeal policy. The student must attempt an informal resolution of the grievance with the faculty/academic staff member or administrator involved no later than ten working days after the beginning of the next regular semester.
2. If the informal resolution attempt is unsuccessful, the student shall request an informal meeting with the faculty/academic staff member involved and the department chair.

Formal Procedures

1. If the student is dissatisfied with the outcome of the informal resolution attempt, the student may file a written Request for Reconsideration with the relevant department chair or administrator. The faculty member/academic staff person involved in the grievance will be immediately informed of the student Request for Reconsideration. The Request for Reconsideration shall be in writing and filed within five working days after the adverse decision in the informal resolution phase. The Request for Reconsideration shall include:

- a. A description of the nature of the grievance (The student must clearly indicate and justify why this is an appealable issue as specified in the Appeal Policy section of this document);
 - b. A summary of the results of the informal resolution phase;
 - c. The desired outcome the student is seeking; and,
 - d. A copy of all supporting evidence.
2. The relevant department chair/administrator, within five working days of receipt of the Request for Reconsideration, shall appoint a Department Student Appeal Committee of three faculty members (excluding the affected faculty member) who will render a decision within ten working days of their appointment. The Department Student Appeal Committee will review all relevant information from the affected parties. The Department Student Appeal Committee shall render a written decision, which clearly informs the affected parties of the decision reached and the rationale for said decision and inform the student of the next step permitted in the appeal process.
 3. If the student is dissatisfied with the outcome from this Phase 2 grievance process, the student may file a written appeal request on forms available from the Associate Dean's office.
 4. This appeal must be filed within ten working days of the student's receipt of the written decision of the Phase 2 Department Student Appeal Committee. The following process for a student appeal to the COEHS Student Appeal Committee will be adhered to:
 - a. The concerned student will obtain an appeal form from the COEHS Associate Dean's office.
 - b. The completed appeal form will be submitted to the COEHS Associate Dean's office within ten working days of the student's receipt of the Department Student Appeal Committee written decision.
 - c. Upon receipt of the appeal form the Associate Dean will contact the COEHS Student Appeal Committee to arrange for a meeting time and place.
 5. If the Committee's decision is to grant a formal appeal hearing or if the COEHS Associate Dean concurs with the student's petition, the student and the affected department will be notified as to the date, time and location of the hearing. The following conditions will apply.
 - a. The hearing will be held within ten working days of the decision to grant the formal appeal hearing.
 - b. Both the student and the faculty/academic staff member involved may elect to be present at the hearing.
 6. If the student is dissatisfied with the COEHS Student Appeal Committee decision, the student may file a final written appeal to the Dean on appeal forms available from the Dean's office (Phase 4). The appeal must be filed within ten working days of the student's receipt of the written decision of the COEHS Student Appeal Committee. The Dean shall review the documents in the case, and in particular the findings, recommendations, and the rationale for the decision made at each prior level of review. The Dean shall render a final written decision within ten working days of receipt of the appeal, which shall be sent to the student, the faculty/academic staff member involved, the department chair/administrator, and the COEHS Student Appeal Committee.
 7. The COEHS Student Appeal Committee for each case is constituted as follows:

- a. One faculty member from each of the departments (except for the affected department); the affected department's representative may be present at the COEHS Student Appeal Committee meeting to answer questions but may not participate as a voting member. Representatives will be elected by departments during the first week of the fall term and will serve for one year.
- b. One student: During the first week of the fall term each department will recommend, as appropriate, one graduate and/or one undergraduate student to serve on the COEHS Student Appeal Committee for one year. From this student pool, one graduate student will be selected to serve on each graduate appeal and one undergraduate student will be selected to serve on each undergraduate appeal. Students will be selected on a rotational basis--alphabetically by student for each appeal session.
- c. The Associate Dean will chair the Committee until a chairperson is elected.
- d. The COEHS Student Appeal Committee will examine information submitted by the student, by the affected faculty/academic staff member, and by the affected department. On the basis of this evidence, its decision will be to: (1) grant the student a formal appeal hearing; (2) support the appeal without a formal hearing; or, (3) deny the appeal without a formal hearing.
- e. The COEHS Associate Dean will inform the student of the COEHS Student Appeal Committee decision within ten working days of receipt of the appeal form.
- f. If the appeal is denied without a formal hearing, the student may petition the COEHS Associate Dean for a formal hearing. This petition must be filed by the student within five working days of receipt of the COEHS Student Appeal Committee decision.

Part Two: Type Two Grievances Student Appeals Procedures

Informal Procedures

1. Any student initiating an informal appeal will be provided with a copy of the COEHS Student Appeal policy. The student must attempt an informal appeal of the program decision with the appropriate program coordinator and/or faculty member involved no later than ten working days after the beginning of the semester following the semester in which the decision/action under appeal occurred.
2. A program representative must provide, in writing, the decision, the reasons for the decision, notify the student of the right to appeal, the right to due process, and to whom the appeal should be made. **A specific date for the decision must be reasonable, e.g. 10 working days.**

Formal Procedures

1. If the student is dissatisfied with the outcome of the informal resolution attempt, the student may file a written appeal with the COEHS Associate Dean within ten working days. The appeal shall include:
 - a. A description of the nature of the program;
 - b. A summary of the results of the informal resolution phase;
 - c. The desired outcome the student is seeking; and,
 - d. A copy of all supporting evidence.

2. The Associate Dean will meet with the student by: 1) discussing the Student Appeals Committee hearing procedures, (2) assisting the student in filing the appropriate forms, (3) attending the hearing to insure that procedure is followed.
3. The hearing will be scheduled within ten working days. Adequate time and notice must be given to the student and a program representative. At the request of the student, more time can be given, but not more than thirty days total.
4. Any committee member with a vested interest in the case must recuse him/herself. The Student Appeals Committee chair will serve as chair for the appeals hearing. The chair will be responsible for conducting the hearing and the writing of the final decision. If the Student Appeals Committee Chair has to recuse him/herself from the case, an alternative chair will be selected by the remaining committee members.
5. The meeting must be posted as a closed meeting under Sec 19.84(5), Wis. Stats. The student however is allowed to request the meeting be open.
6. The Student Appeals Committee accepts written information concerning the appeal. The Committee listens to oral arguments and facilitates discussion. Minutes of the hearing must be kept. The Committee must provide a written decision within ten working days of the hearing. The decision must be made only on the basis of the written or spoken testimony at the hearing, No other information can be considered. The committee members' votes are recorded.
7. Default decision goes to the student if the program representative fails to attend the hearing. The student is not required to attend but is strongly encouraged to do so.
8. The student may appeal the Student Appeals Committee's decision only on the grounds that due process was not followed. In this case, the student may appeal to the COEHS Dean for reconsideration. Otherwise, the Student Appeals Committee's decision is final.