



Program Handbook
Revised February 17, 2012

A PARTNERSHIP BETWEEN THE UNIVERSITY OF WISCONSIN OSHKOSH
AND UNIVERSITY OF WISCONSIN COLLEGES



Program Overview

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act! Program Overview

act! is an alternative teacher preparation program leading to initial licensure as a secondary (grades 6-12) mathematics and science teachers. The **act!** program has approval as an alternative teacher preparation program from the Wisconsin Department of Public Instruction (DPI) and meets all of the PI 34 statutory requirements for a teacher preparation program in Wisconsin. The **act!** program was proposed as an alternative teacher preparation program to the DPI on December 31, 2005. DPI granted approval to the **act!** program on March 13, 2006. The first review of the **act!** program by DPI occurred on February 16, 2007 when Mr. Kenneth Starkman visited UW Oshkosh to discuss the initial start-up of this alternative licensure program. A full, on-site review of the **act!** program by DPI occurred July 9-10, 2009. This review team was lead by Ms. Elaine Strom. Annual reviews were conducted in 2009 and 2010. All reports and reviews are filed with the DPI.

act! Program Mission

The mission of the **act!** program is to attract, prepare, and support post-baccalaureate individuals seeking a quality teacher licensure program in secondary mathematics or science. The **act!** program responds to the need for highly qualified secondary mathematics and science teachers, particularly in the smaller communities that are characteristic of the northeastern region of Wisconsin.

The **act!** program is affiliated with the University of Wisconsin Oshkosh and the University of Wisconsin Colleges. **act!** directly advances the select missions of these institutions in various ways. First, **act!** cultivates an appreciation for lifelong learning by targeting mid-career professionals who are interesting in changing career paths. Second, the **act!** program offers an alternative route to teacher preparation, alternative to the traditional Professional Education Programs at UW Oshkosh. Third, the **act!** program responds to the needs of

the state by preparing highly qualified secondary mathematics and science teachers who can bring real world experiences as practicing mathematics or scientists to the classroom. Finally, the program enables all participating institutions to use inter-institutional relationships to maximize the educational opportunities and resources for the people of Wisconsin.

***act!* Program Philosophy**

Because the ***act!*** program is intended for post-baccalaureate mid-career professionals, the delivery and content of the program are grounded in principles of adult learning which entail alternative learning methodologies and an accelerated pace (Merriam, S. and Caffarella, R., 1999, Smith, M.C. and Pourchot, T., Eds., 1998, and Brookfield, S., 1986). The program design recognizes the solid background in content knowledge and the life experiences brought to this endeavor by teacher candidates, as well as accommodating practical considerations which govern the lives of adult learners such as the need for continued employment while earning an initial license and the recognition of family, community and work responsibilities.

act! Program Coordinators

UW Oshkosh and UW Fox Valley have assigned one faculty person each to coordinate the **act!** program. Faculty and Staff for the **act!** program are employed at either UW Oshkosh or one of the UW Colleges.

Dr. Michael Beeth
act! Co-Coordinator
Professor, Curriculum and Instruction
UW Oshkosh
COEHS/NE 113
800 Algoma Blvd
Oshkosh, WI 54901-8662
Phone: 920-424-3326
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Dr. Tammy Ladwig
act! Co-Coordinator
Assistant Professor, Education
UW Fox Valley
1478 Midway Road
Menasha, WI 54952
Phone: 920-832-0108
Email: Tammy.Ladwig@uwc.edu

act! Program Advisory Council

The Advisory Council for the **act!** program is composed of representatives from the business community, K-12 administrators, higher education, CESA 6 and retired secondary mathematics or science teachers. The Advisory Council meets annually to receive a report of previous year activities, advise the **act!** program coordinators on budgetary and curricular issues that are brought to the council, and recommend future directions for the **act!** program. Appointments to the Advisory Council are on-going.

act! Program Advisory Council Members (2012-2013)

Ms. Diane Koehler

Residency in Teacher Education Program, CESA 6

Mr. Paul A. Linzmeye

General Partner, I.S.O. International

Mr. Bob McIntosh

High School Principal, Hortonville Area School District

Dr. Martin Rudd

Campus Dean and CEO
Chemistry Professor, UW Fox Valley

Mr. Bruce Smith

Retired Science Teacher, Appleton Area School District

Dr. Carleen Vandezande

Assistant Vice Chancellor, UW Oshkosh

Ms. Angela Victor

Career Services, UW Oshkosh

Dr. Fred Yeo

Dean, College of Education and Human Services, UW Oshkosh

***act!* Program Phases**

Admission to the *act!* program (Phase I)

This phase includes a personal interview, and the assessment of undergraduate and graduate transcripts to determine the content and educational coursework required to complete the ***act!*** program. It also includes an evaluation of a student's resume and work experience, and a review of the applicant's written statement about why he or she is interested in becoming a teacher. Admission decisions are made throughout the calendar year, with most students starting coursework at the beginning of the Fall term or the Winter/Spring term.

Evidence of Criminal Background Check and TB Test

The applicant must comply with the criminal background check policy and provide evidence of a negative tuberculosis skin test (TB test) at the time they enroll in EDU 201 and again when they apply to student teaching.

Coursework, PRAXIS, and Developing the Professional Portfolio (Phase II)

During this phase the student works towards licensure by completing content and education course that were identified as needed at the time of admission. Typically ***act!*** students will take some required content coursework that was not covered in their undergraduate and/or graduate mathematics or science majors as well as the state required education coursework. During Phase II, evidence of passing scores on both the PRAXIS I (PPST) and PRAXIS II exams are required. During Phase II the ***act!*** student will complete the required ***act!*** orientation course that will assist them in preparing their professional portfolio.

Student teaching (Phase III)

Student teaching is the capstone experience in the **act!** teacher preparation program. Student teachers are expected to demonstrate sound content knowledge, well developed pedagogical skills in teaching and the appropriate professional dispositions at all times. State statutes require that every person seeking an initial teaching license complete a student teaching experience for 18 weeks, full time. A successful student teaching experience, one that results in strong letters of recommendation from Cooperating teachers and the University Supervisor, can have a significant influence on future employment. Student teaching placements for all **act!** students are provided through the [Office of Field Experiences](#) at UW Oshkosh. Generally, student teachers will have two placements: 9 weeks in a middle school setting and 9 weeks in a high school setting. All student teachers are placed with a Cooperating Teacher who is licensed in the appropriate subject area, has at least 3 years of experience as a classroom teacher, has completed a course in supervision of student teaching and has the recommendation of the school district administrator to serve as a Cooperating Teacher.

Initial Educator Licenses Available

The **act!** program can recommend initial educator licenses only at the secondary level and only for mathematics, Broadfield Science, Biology, Chemistry, Earth Science, Environmental Science or Physics. The table below identifies the licensure codes for mathematics, Broadfield Science, Biology, Chemistry, Earth Science, Environmental Science or Physics and the corresponding grade band and developmental level according to DPI.

LICENSES AVAILABLE	LICENSING GRADES (ages 11-18+)	DPI SUBJECT CODES	DPI Developmental Level*
Broadfield Natural Sciences	6-12	601	73
Biology	6-12	605	73
Chemistry	6-12	610	73
Earth Science	6-12	635	73
Environmental Science	6-12	615	73
Physics	6-12	625	73
Mathematics	6-12	400	73

*PI 34.27-30 Subject codes and developmental levels are required when applying for an initial licenses. DPI aligns grade (6-12) and developmental levels (ages 11-18+) as indicated above.

Program Fees

Transcript Review Fee

The cost of reviewing transcripts for the **act!** program is \$75. This fee covers the review of all transcripts and processing of the Determination Letter. This fee is required at the time of the review along with the [Transcript Review Application](#) Form and original transcripts.

Admission Fee

The admission fee to the **act!** program, due at the time of application, is \$450. This fee covers designing a personal program for each applicant and the instruction in and reviewing of the professional portfolio at the end of the program.

Tuition

An orientation course (EDU 211) is a requirement of the **act!** program. The cost for the orientation course is \$1,500. Orientation classes are held in January and May. Typically, orientation is delivered in a one-day seminar format. Orientation is a one-credit course and it is graded.

The cost of tuition for all the required content and education coursework necessary to obtaining a new license is the candidate's responsibility. This will vary depending on each candidate's individual plan and the institution(s) where he or she enrolls to complete required coursework.

PRAXIS Fees

Passing scores on the PRAXIS I (PPST) and the PRAXIS II exam are required. These exams are offered by Educational Testing Service (ETS). PRAXIS fees are subject to change. The [ETS website](#) lists the current test fees and registration information.

Wisconsin Department of Instruction License Application Fee

The DPI license application fee is currently \$100, payable at the time an application is submitted; this fee is subject to change. The licensing information page on the [DPI website](#) has current fee information.

Financial Assistance

***act!*/Noyce Teacher Stipend Information**

Students enrolled in the ***act!*** program are eligible to apply for stipends of \$13,000 through the ***act!***/Noyce Teacher Stipend Program supported by the National Science Foundation. ***act!***/Noyce teacher stipends can be used for academic or personal expenses during the time a student is enrolled in the ***act!*** program. Applicants for an ***act!***/Noyce Teacher Stipend must hold an advanced degree in one of the STEM fields supported by the National Science Foundation (see NSF Supported Fields of Study list), have a GPA of 3.0 or higher, and a PRAXIS II score in Mathematics of 135 or higher or General Science of 154 or higher. Recipients of a Noyce stipend must agree to teach **two years** in a high need school and certify their place of employment annually after completing the ***act!*** program. Failure to comply with all requirements for an ***act!***/Noyce Teacher Stipend may result in repayment of all or part of any stipend awarded plus interest. Questions regarding eligibility for an ***act!***/Noyce Teacher Stipend should be directed to:

Dr. Michael Beeth
beeth@uwosh.edu
920-424-3326

Support for Mid-Career Advancement and Retention through Transition-to-Teaching (SMARTT)

act! is a partner in the Support for Mid-Career Advancement and Retention through Transition-to-Teaching grant awarded to the DPI by the U.S. Department of Education for \$2.2MM. ***act!*** candidates may qualify for financial assistance through this grant program. Applicants for this award must meet specific criteria and are obligated to seek employment in high need schools upon completion of the ***act!*** program.

Knowles Science Teaching Foundation (KSTF) Scholarship

KSTF Teaching Fellows are young men and women who have received a bachelor's or advanced degree in science, engineering or mathematics and are committed to teaching high school science and/or mathematics in U.S. schools. The fellowship supports them professionally and financially for up to five years through a teacher preparation program to eligibility for tenure. More information is available at [Knowles Science Teaching Foundation](#).

NSF-SUPPORTED FIELDS OF STUDY

CHEMISTRY

5230 Analytical	5330 Organic
5250 Bio-inorganic	5350 Physical
5240 Bio-organic	5331 Polymer
5260 Biophysical	5370 Theoretical
5290 Inorganic	0001 Chemistry other (specify)

COMPUTER AND INFORMATION SCIENCE AND ENGINEERING (CISE)

0006 Artificial Intelligence (including Robotics, Computer Vision and Human Language Processing)	7260 Human Computer Interaction
7210 Computer Science - Languages and Systems	7250 Information Technology and Organizations
0007 Computer Science - Theoretical Foundations	7290 Networks and Communications
7270 Computer Systems Design (including Signal Processing)	0010 Scientific Computing and Informatics
0008 Databases Information Retrieval and Web Search	7220 Software Engineering
0009 Graphics and Visualization	0012 Computer Architecture and Grids
	0020 Information Security and Assurance
	0011 Operating Systems and Middleware
	0001 CISE other (specify)

ENGINEERING

6210 Aeronautical and Aerospace	6580 Industrial Engineering
6240 Agricultural	6476 Materials
6250 Bioengineering and Biomedical	6620 Mechanical
6330 Chemical Engineering	6660 Metallurgical
6350 Civil Engineering	6740 Nuclear
6388 Computer Engineering	6245 Ocean
6390 Electrical and Electronic	6716 Petroleum
6741 Energy	6480 Polymer
6470 Engineering Mechanics	6585 Systems Engineering
6532 Engineering Science	0001 Engineering other (specify)
9996 Environmental	

GEOSCIENCES

5710 Aeronomy	5830 Magnetospheric Physics
5720 Atmospheric Chemistry	5840 Marine Geology and Geophysics
5750 Chemical Oceanography	5850 Mesoscale Dynamics Meteorology
5770 Climate Dynamics	5870 Paleoclimate
5740 Geochemistry	5860 Paleontology
5780 Geology	5880 Physical Meteorology
5800 Geophysics	7799 Physical Oceanography
5810 Hydrologic Sciences	5890 Solar - Terrestrial
5820 Large-Scale Dynamics	0001 Geosciences other (specify)
Meteorology	

LIFE SCIENCES

0399 Agriculture
0140 Agronomy
4510 Anatomy
4530 Animal Behavior
4531 Animal Sciences
0999 Biochemistry
1870 Biological Oceanography
1299 Biophysics
0250 Forestry
2499 Genetics
0300 Horticulture
3293 Immunology
1874 Marine Biology
3299 Microbiology
1880 Molecular Biology
1829 Neurosciences
1599 Botany (including Plant Physiology)

1820 Cell Biology
1860 Computational Biology
1840 Developmental Biology
1830 Ecology
4570 Entomology
9992 Environmental Sciences
1850 Evolutionary Biology
4590 Fish and Wildlife
1890 Nutrition
2970 Pharmacology
3899 Physiology
1545 Plant Pathology
4540 Soil Science
1822 Structural Biology
3290 Virology
4699 Zoology
0001 Life Sciences other (specify)

MATHEMATICAL SCIENCES

7010 Algebra or Number Theory
7030 Analysis
7050 Applications of
Mathematical
(including Biometrics and Biostatistics)
7110 Geometry

7130 Logic or Foundations of
Mathematical
7140 Operations Research
7150 Probability and Statistics
7170 Topology
0001 Mathematics other (specify)

PHYSICS AND ASTRONOMY

4999 Astronomy
4930 Astrophysics
8040 Atomic and Molecular Physics
8050 Condensed Matter Physics
8160 Nuclear
8180 Optics

8110 Particle of Fluids
8210 Plasma
8220 Solid State
8260 Theoretical Physics
0001 Physics other (specify)

PSYCHOLOGY

4125 Cognitive
4120 Cognitive Neuroscience
0006 Computational Psychology
4130 Developmental
4150 Experimental or Comparative
4189 Industrial/Organizational
4155 Neuropsychology
4165 Perceptions and Psychophysics

4170 Personality & Individual
Differences
0007 Psycholinguistics
4158 Physiological
4162 Quantitative
4190 Social
0001 Psychology other (specify)

SOCIAL SCIENCES

0695 Cultural Anthropology	9099 History of Science
0694 Linguistics Anthropology	9499 International Relations
0696 Medical Anthropology	0008 Law and Social Science
0697 Physical Anthropology	9299 Linguistics
0610 Archaeology	9098 Philosophy of Science
0011 Cheometric History	9399 Political Science
0010 Communications	9799 Public Policy
0006 Decision Making	0007 Risk Analysis
9818 Demography	0012 Science Policy
0009 Economics	0014 Sociology (except Social Work)
0013 Economics (except Business Administration)	9699 Urban and Regional Planning
8799 Geography	0001 Social Sciences other (specify)

* Warning: Individuals pursuing research in a policy science are eligible for funding only if they completed research oriented Master's or Ph.D. degrees.

* Warning: Research with disease-related goals is not eligible for support by NSF. Applicants in this field will be judged ineligible if their Proposed Plan of Research has disease-related goals and/or is insufficiently focused on basic research questions.

* Warning: Clinical and counseling psychology are generally not supported in this program; applications will be judged ineligible if their Proposed Plan of Research focused on mental diseases abnormality or malfunction

Student Support

Students enrolled at UW Oshkosh or UW Fox Valley find support networks really make a difference. From assistance with daycare to career advice or just someone to talk with, you'll find the assistance you need to succeed.

Resources at UW Oshkosh	Phone
Academic Advising	424-1268
Admissions	424-0202
Adult Nontraditional Student Resource Office	424-1401
Alcohol & Drug Abuse Assistance	424-3212
Bookstore	424-0277
Career Services	424-2181
Cashier's Office	424-1338
Center for Academic Resources - Tutoring	424-3419
Center for New Learning	424-0234
Computer Assistance	424-3020
Counseling Center	424-2061
Day Care (Children's Center)	424-0260
Financial Aid	424-3378
Fitness Center	424-1245
Health Center	424-2424
Library (Polk)	424-4333
Math Tutor Lab	424-1333
Parking Office	424-4455
Registrar's Office	424-3454
Titan Card Information	424-1234
Tuition (Student Accounts/Billing)	424-1332
Transcripts	424-1199
Tutoring	424-3419
Veteran's Affairs	424-1804
Women's Center	424-3247
Writing Center	424-1152
Resources at UW Fox Valley	Phone
Bookstore	832-2665
Business Office (tuition/payments)	832-2613
Children's Center (Day Care)	832-2606
IT/Helpdesk	832-2719
Library	832-2672
Student Services (registration issues)	832-2620
Writing Pad (assistance with writing)	832-2867



Program Admission

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Admission to the *act!* program

When an applicant inquires about the ***act!*** program, a program representative follows up with the potential candidate via e-mail or telephone. Initial questions are answered and the applicant is directed to the website for further information. At the time of initial inquiry, basic contact information including name, address, e-mail, and telephone number is collected and recorded. When appropriate, candidates are directed to other DPI approved alternative programs if the ***act!*** program does not meet their needs, or to an add-on licensure program if the candidate already holds a Wisconsin teaching license.

Step 1 – Transcript Review

If the applicant is deemed a good fit for the program, meeting the initial requirements of having a bachelor's degree in a STEM related field and the minimum work experience requirement, he or she is encouraged to provide official copies of transcripts for a transcript review. Only official copies of transcripts are accepted for review. The applicant is responsible for procuring official copies of transcripts for all undergraduate and graduate credits that they have earned. The applicant completes and submits the [Transcript Review Application](#) Form along with the required fee to Dr. Michael Beeth, or designate, at UW Oshkosh. While waiting for the transcript review, the candidate is encouraged to work on their application, resume, and applicant statement in preparation for the personal interview

Assessment of a content major or minor (adopted 8/13/2009)

All applicants to the ***act!*** program must have content course work equivalent to a minor in Mathematics (Secondary Education emphasis) or a major in Broadfield Natural Science at UW Oshkosh. Some applicants may also have content course work equivalent to the majors or minors in Biology, Chemistry, Environmental Science, Geology or Physics for an education major at UW Oshkosh. The process for evaluating course work completed at an institution of higher education equivalent to those in a major or minor at UW Oshkosh is through a review of transcripts.

Review of transcripts

Credit is awarded for college-level course work completed at institutions accredited by a regional or national accrediting organization recognized by the Council for Higher Education Accreditation. College-level course work completed at foreign institutions must be recognized by the Ministry of Education in that country. Courses must be similar in nature, level and content to a course in the undergraduate curriculum at UW Oshkosh and applicable to the major or minor in Mathematics (Secondary Education emphasis), Broadfield Natural Science, Biology, Chemistry, Environmental Science, Geology or Physics. Continuing education courses, courses that are remedial, technical, or vocational in nature are not accepted.

Course equivalency information can be found through the [Transfer Information System](#) and the [Oshkosh Transfer Information System](#). The University of Wisconsin may also have articulation agreements with institutions of higher education for the awarding of credit for specific purposes. Information regarding current articulation agreements with other institutions of higher education can be found at: <http://admissions.uwosh.edu/artag/>.

Review of Prior Learning

Credit for a specific course or statutory requirement may be awarded for prior learning. More information on requesting credit for prior learning can be found in the Coursework section of the handbook.

Step 2 – Determination Letter

The co-coordinator's of the **act!** program, or designate, will provide each student who has sent transcripts for review and who has paid the transcript review fee with a determination letter after the transcript review has been completed. This letter includes a list of the content credits that must be completed by the student prior to student teaching. If credits for the content area are needed, the letter will list

specific content courses needed to meet those requirements. The letter outlines all the education courses required to complete the act! program, and addresses the student teaching, and Professional Portfolio components of the **act!** program.

Step 3 – Application, Resume, and Applicant Statement

Interviews are not scheduled until the following items are received.

- [Program Application](#) (the applicant does not have to sign, date, or provide their social security number until an admission decision has been made)
- Current resume that includes employment history since the bachelor's degree
- Applicant Statement – a short essay addressing the following:
 - Your reasons for wanting to become a licensed educator, and your choice of teaching field (i.e. Broadfield Science or Mathematics).
 - Experiences you believe have prepared you for teaching at the middle or high school level (include service, volunteer, and direct occupational experience)
 - Personal beliefs or circumstances that encourage your application to the program and aspiration to teach.

Step 4 - Personal Interview:

After receiving the program application, resume, and applicant statement, an interview with one of the **act!** coordinator is scheduled. At this interview, students are given the opportunity to discuss their academic qualifications and life experiences, and to have any questions about the program answered. Questions about the timeline for completion of the program are answered, based on the individual's circumstances and the amount of content and education coursework required. Typically a student will develop a written plan with the coordinator outlining how their path of coursework could look. The \$450 fee application fee is collected at this time. The application is signed and the candidate submits his/her social security number.

Letter of Acceptance

Admission decisions are made by the **act!** coordinators. Upon acceptance into the **act!** program, a letter of acceptance into the **act!** program is sent outlining general information and program requirements. Content courses and education courses required for completion of the program are listed, based on the individual's transcript review and his/her determination letter. Praxis, Field Experience, Student Teaching, and Professional Portfolio requirements are outlined.



Program Coursework

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Coursework for the *act!* Program

A letter of acceptance into the ***act!*** program is sent via mail or electronically to the student. This letter identifies all content and education coursework required before the student can apply to student teach. The ***act!*** student should review this letter carefully and utilize it as a checklist as he or she completes the coursework required before student teaching.

Coursework in the Content (Math/Science) Area:

If content coursework is required, those courses can be taken at any approved 2 year or 4 year institution in any format (face to face in a classroom setting, online, or hybrid). Students must maintain a 3.00 GPA in all coursework completed for the ***act!*** program. The ***act!*** program coordinators must approve all courses, other than those offered by UW Oshkosh or the UW Colleges, prior to enrollment in the course. Official transcripts verifying completion of a course and the grade received for the course must be submitted to the ***act!*** program coordinators. They must be on file before applying to student teach.

Evidence of relevant, applicable prior learning may be submitted in order to meet any course requirement identified after the review of your transcripts. The ***act!*** student must justify that evidence of prior learning is consistent with the learning outcomes in a specific UW Oshkosh or UW Colleges course description through a personal statement, relevant evidence and a supporting third party statement. See “Review of Life Experience” and “Directions for submitting evidence for review of Life Experience” in this section of the handbook.

Students register for a UW Colleges course through the PRISM system or the ***act!*** coordinator. Registration for any UW Oshkosh course is done through the ***act!*** program coordinator, or designate, at the UW Oshkosh campus. If you withdraw from a UW Oshkosh or UW Colleges course, or any other course that is meeting a program requirement, an email must be sent notifying both ***act!*** coordinators of the withdrawal.

Course Search

Below are suggested links for on-line, hybrid or alternative delivery courses in education or content areas. All courses need to be approved prior to enrollment.

[Distance Learning Wisconsin](#)

Distance Learning Wisconsin is your gateway to information about the courses and programs offered via distance learning by the UW System campuses.

- *Browse by desired subject. An advanced search is available.*

[UW Independent Learning](#)

UW Independent Learning delivers non-degree, print-based Independent Learning courses and creative, e-learning solutions.

- *Choose "Subjects" to see available courses in the desired content or developmental area.*
- *You are able to enroll in these courses at ANY time.*
- *You have one year to complete the course.*

[UW Colleges Online](#)

UW Colleges Online offers courses that are entirely online and can be taken from anywhere including home, school, work, or traveling afar.

- *Under the SEMESTER headings are "Course Schedules" for each of the semesters. Once you select "Course Schedules" you are linked to a table of all available courses. Click on the "Course Title" for the course description.*
- *There are deadlines to apply for these courses.*

Additional Online Course Options

Montana State University (Science): montana.edu/msse/index.html

Converse College (Math): onlinemathcourses.org

University of Kentucky (Physics): pa.uky.edu/sciworks/intro.htm

Illinois State University (Chemistry): elearning.flinnsci.com

Education Coursework Requirements

Since many **act!** students have undergraduate majors in technical areas of study, very often the following core education course requirements, or their equivalents, must be met before student teaching.

UW College course	# credits	UW Oshkosh course
EDU 201 Concepts, Issues and Field EDU in Education	3	Sec Edu 201 Individual, School and Society, Edu Found 408 Foundations of American Education
EDU 230 Educational Psychology EDU 250 or Psychology 330	3	Educational Psychology or Ed Found 235 Child and Adolescent Development
EDU 211 act! Orientation	1	
EDU 300 The Exceptional Individual	3	Spec Edu 352 Children and Youth with Disabilities in General Education
Ethnic Studies	2	
Speech	2	
Total UWC credits	14	
	2	[New Early Field Experience course – under development for fall 2012]
	3	Sec Edu 339 Teaching of Science or Sec Edu 341 Teaching of Mathematics
	3	Reading 440 Literacy and Language in Content Areas
	10	Sec Edu 450/451 Student Teaching in Middle School and Student Teaching in High School
	2	Instructional Technology
Total UWO credits	20	
TOTAL education credits	34	
Math or Science content coursework	TBD	As determined by transcript review

Credits for these courses are included in the Total education credits. However, many students have taken courses that meet the ethnic studies, instructional technology, and speech requirements before applying to **act!** Students who have not met these requirements must take these courses or request credit for prior learning.

Experience Course and Non-course Requirements

Speech

Many applicants have taken *Fundamentals of Speech*, or an equivalent course, in the general education component of their undergraduate degree. Program students who have not completed a *Fundamentals of Speech* course, or equivalent, with a grade of C or better have two options for completing the Speech requirement:

- Complete a *Fundamentals of Speech* course, or equivalent, at UW Oshkosh, UW Colleges, or another institution.
- Submit a request to receive credit for prior learning with supporting documentation of how fundamental principles and techniques of speech were learned and how those techniques were applied in the work place.

Instructional Technology

Many applicants have taken a computer applications or technology course in the general education component of their undergraduate degree. Program students who have not completed this requirement have the option to submit a request to receive credit for prior learning for instructional technology with supporting documentation illustrating significant opportunities to learn principles and techniques for using instructional technologies, and how those technologies were used and applied in the work place.

Ethnic Studies

Many applicants have had a course related to ethnic studies in the general education component of their undergraduate degree. Any applicant who has not completed an ethnic studies course must do after enrolling in the **act!** program or can submit a request with supporting documentation to receive credit for prior learning.

Conflict Resolution

Applicants can submit a request to receive credit for prior learning for conflict resolution by documenting significant opportunities to learn principles and techniques related to conflict resolution, and how those techniques have been applied in the work place. Students taking EDU 201, Concepts, Issues and Field Experience in Education, will have this requirement met with course instruction.

Environmental Education

Applicants may submit a request with supporting documentation to receive credit for prior learning for Environmental Education if they have learned how to teach K-12 students in an outdoor setting and if they have taught science in an outdoor setting.

Assessment of statutory requirements throughout the *act!* program

The *act!* program ensures candidates are assessed on communication skills, human relations and professional dispositions, pedagogical knowledge, content knowledge, and clinical practice that demonstrate proficiency in the Wisconsin educator standards.

Statutory requirement	Evidence	When assessed
Assessments of communication skills, including media and technology	<ul style="list-style-type: none"> • Grade of C or better in an oral communications course • Passing scores on PRAXIS I reading, writing and math tests • Written evaluations from the clinical experience by the Cooperating Teacher • Written evaluations from student teaching by the Cooperating Teachers • Written evaluations from student teaching by the University supervisor 	<ul style="list-style-type: none"> • At admission • Phase I (review of transcripts, review of life experience, applicant statement) • Phase II (Coursework grades and assignments, clinical experience evaluations, PRAXIS I and II tests, initial development of the Portfolio) • Phase III (Student Teaching, completion of Portfolio)
Assessments in human relations and professional dispositions	<ul style="list-style-type: none"> • Ethnic studies course or life experience • Written evaluations from the clinical experience by the Cooperating Teacher • Written evaluations from student teaching by the Cooperating Teachers • Written evaluations from student teaching by the University supervisor 	<ul style="list-style-type: none"> • At admission • Phase II (Coursework grades and assignments, clinical experience evaluations, PRAXIS I and II tests, initial development of the Portfolio) • Phase III (Student Teaching, completion of Portfolio)

Statutory requirement	Evidence	When assessed
Assessments of pedagogy	<ul style="list-style-type: none"> • Written evaluations from the math or science methods courses • Written evaluations from the clinical experience by the Cooperating Teacher • Written evaluations from student teaching by the Cooperating Teachers • Written evaluations from student teaching by the University supervisor 	<ul style="list-style-type: none"> • Phase II (Coursework grades and assignments, clinical experience evaluations, PRAXIS I and II tests, initial development of the Portfolio) • Phase III (Student Teaching, completion of Portfolio)
Assessments of content knowledge	<ul style="list-style-type: none"> • Transcript review • Passing scores of the appropriate PRAXIS II content exam • Written evaluations from the clinical experience by the Cooperating Teacher • Written evaluations from student teaching by the Cooperating Teachers • Written evaluations from student teaching by the University supervisor 	<ul style="list-style-type: none"> • At admission • Phase II (Coursework grades and assignments, clinical experience evaluations, PRAXIS I and II tests, initial development of the Portfolio) • Phase III (Student Teaching, completion of Portfolio)

Statutory requirement	Evidence	When assessed
Assessments of the clinical practice including	<ul style="list-style-type: none"> • Written evaluations from the clinical experience by the Cooperating Teacher • Written evaluations from student teaching by the Cooperating Teachers • Written evaluations from student teaching by the University supervisor 	<ul style="list-style-type: none"> • Phase II (Coursework grades and assignments, clinical experience evaluations, PRAXIS I and II tests, initial development of the Portfolio) • Phase III (Student Teaching, completion of Portfolio)
A description of the required documentation within a student's portfolio including	<ul style="list-style-type: none"> • Documents demonstrating growth and proficiency in the final professional portfolio 	<ul style="list-style-type: none"> • Phase II (Coursework grades and assignments, clinical experience evaluations, PRAXIS I and II tests, initial development of the Portfolio) • Phase III (Student Teaching, completion of Portfolio)

Review of Prior Learning

Credit for a specific course or statutory requirement may be awarded for prior learning when it meets the following requirements:

- A written statement from the student describing the learning experience, including how the experience is similar to a specific course or statutory requirement.
- Written or electronic evidence, produced by the student, indicating what was learned through the experience (a unit of instruction, web site, certificate of completion, etc.).
- Verification of the learning and/or performance by an individual capable of providing an independent assessment of the student's learning or

performance (a supervisor’s evaluation, evaluation by a knowledgeable peer, workshop leader, etc.).

- Each requirement above will be evaluated by the **act!** program coordinator, or designate, as acceptable or unacceptable according to the rubric below. Credit may be awarded for meeting 2 of the 3 requirements above if tangible evidence of a performance cannot be provided (for example, if the performance or supervisor’s evaluation would contain privileged information produced while the student was employed).

	Met	Not Met
Written statement describing the learning experience(s), including how the experience is similar to a specific course or statutory requirement		
Written or electronic evidence that includes a performance of what was learned through the experience(s)		
Verification of the learning and/or performance by an individual capable of providing an independent assessment of the student’s learning or performance		

Directions for Submitting Evidence of Prior Learning

To receive credit for prior learning in place of a UW Oshkosh or UW Colleges course, evidence must be provided showing that 80% of the learning expectations from each course have been met. All documentation and evidence for life experience credit must be approved before applying to student teach.

Documentation/evidence must include the following three items:

- A letter that summarized and describes the life experiences that were learned or applied to meet the specified course content. Identification of dates and topics or subjects and when they were learned and applied is necessary.
- Evidence that demonstrates how topics or subjects (i.e., unit plans, coursework, photos, a presentation to peers, etc.) were learned and applied.

- Verification that the learning and application of learning was evaluated as acceptable by a supervisor or someone who witnessed the learning and application of the subject matter (i.e., certificate of participation, course grade, administrative evaluation, a thank you note, certificate of completion, etc).



Clinical Experience

A PARTNERSHIP BETWEEN THE UNIVERSITY OF WISCONSIN OSHKOSH
AND UNIVERSITY OF WISCONSIN COLLEGES

act! Program Clinical Requirements

Thirty hours (30) of clinical experience are required in EDU 201. **act!** students are encouraged to engage in self-initiated hours that involve working with children and youth by teaching, supervising, coaching or training. Students will be encouraged to address these clinical and self-initiated experiences in their autobiographical letter used in their student teaching application and in their Professional Portfolio.

The broader goal of this requirement is to contribute to preparing educators by selecting meaningful clinical experiences with underrepresented and special needs learners. The experience will:

- Contribute to an understanding of special needs learners, and historically marginalized and diverse groups
- Improve the ability to analyze critical stereotypes, preconceptions and prejudice directed at these groups
- Enhance effective and empathetic social interaction
- Contribute to an understanding of the educators' role as a change agent
- Provide exposure to the lived experience of a teacher - 'a day in the life of a teacher'.

Diversity requirement

50% of hours during clinical must include direct involvement with members of historically marginalized, cultural, language and economic groups.

Special Needs Requirement

50% of hours during clinical must include direct involvement with special needs learners.

Coordination of Placement sites

Students enrolled in EDU 201 will participate in 30 hours of clinical experience as a requirement for this course. Teachers providing classrooms for students to participate in their clinical are required to have a valid Wisconsin State Teacher License. The teacher at the placement site will be required to sign a time log and evaluate students with an evaluation provided by UW Fox Valley. The professor/instructor teaching the EDU 201 will arrange placement sites and teachers for act students.



Praxis I and Praxis II Exams

A PARTNERSHIP BETWEEN THE UNIVERSITY OF WISCONSIN OSHKOSH
AND UNIVERSITY OF WISCONSIN COLLEGES

Praxis I and Praxis II

Two tests comprise the Praxis series; both exams must be passed before student teaching. Proof of passing scores for both the Praxis I (PPST) and Praxis II are required prior to student teaching. These exams can be taken anytime after the student is accepted into the **act!** program, either before, during or after coursework has been started or completed.

Planning is essential for a successful Praxis experience. [Educational Testing Services](#) develops, administers and scores more than 50 million tests annually. ETS is not flexible in terms of refunding the cost of any scheduled test. Students should take into account preparation, weather, and any other factors before scheduling a Praxis exam date.

Students should not delay in meeting the Praxis testing requirements. Allow enough time for test preparation, but take into account the scheduling options available through ETS. Additionally, allow enough time for the report to come before the application for student teaching deadlines of February 15 for the following Fall semester and September 15 for the following Spring semester. Note that the official score reports become available online via your Praxis account on the score report release date, approximately four weeks after the test date. Your score will be downloadable and available for only forty-five (45) calendar days from the score reporting date. More information on score reporting can be found at the [ETS website](#).

Praxis I (PPST) Exam

The Praxis 1 Pre-professional Skills Test (PPST) measures basic skills in reading, writing, and math. The PPST includes three separate tests:

- Reading (test code 0710 or 5710) Qualifying score is 175
- Writing (test code 0720 or 5720) Qualifying score is 174

- Mathematics (test code 0730 or 5730) Qualifying score is 173

The PPST can be taken computer-based or pencil and paper. The tests must be taken at a testing center (see www.ets.org/praxis for locations and costs). The computer-based Reading test is 46 questions, 75 minutes in length. The computer-based Math test is 46 questions, 75 minutes in length. The computer-based Writing test is 44 questions, 38 minutes in length plus a written essay with a 30 minute time limit. Computer based tests are given year-round by appointment. Students may choose any ETS testing center. The nearest center for computer-based testing is at UW – Oshkosh. For questions related to PPST testing, call Testing Services in Polk Library, Room 3, at 920-424-1433.

All computer based PPST and paper and pencil PPST tests must be scheduled online at ets.org/praxis. Test dates for paper and pencil tests are more limited than for the computer based tests. Check the website for the location nearest you, and for more details on all nonstandard accommodations.

ETS is committed to serving test takers with disabilities by providing services and reasonable accommodations that are appropriate given the purpose of the test. Nonstandard testing accommodations are available for test takers with disabilities who meet ETS requirements. If you are requesting nonstandard testing accommodations, you must register by mail through ETS and have your accommodations approved prior to testing.

Free “Test At a Glance” preparation materials are available at ets.org/praxis . Additionally, Praxis eBooks are affordable digital test preparation guides which can be ordered from the ETS website. PPST study guides are available at both the Polk Library (UW Oshkosh) and the UW Fox Valley Library. PPST workshops are offered by the Reading Study Center at UW Oshkosh. Call 920-424-1031 for more information.

Praxis II Exam

The Wisconsin Department of Public Instruction requires all individuals who apply for an initial license after August 2004 to pass the Praxis II content exam(s) for their area(s) of licensure.

The **act!** program requires passing scores on the Praxis II content exam(s).

You must provide an original score report of passing scores on the PRAXIS II exam for either the Mathematics: Content Knowledge or General Science: Content Knowledge test before you will be allowed to student teach.

- Mathematics: Content Knowledge (Test Code 0061)

Qualifying Score is 135

- General Science: Content Knowledge (Test Code 0435)

Qualifying Score is 154

For additional information including dates, locations, fees and practice exams please visit the ETS website at: www.ets.org



Professional Portfolio

A PARTNERSHIP BETWEEN THE UNIVERSITY OF WISCONSIN OSHKOSH
AND UNIVERSITY OF WISCONSIN COLLEGES

The Electronic Professional Portfolio Requirement

act! students must submit an electronic portfolio to document growth in the knowledge, skills and dispositions needed by a licensed educator. **act!** students will construct an electronic portfolio that documents changes in their new knowledge, skills and/or dispositions relative to the Wisconsin Educator Standards. Evidence included in the electronic portfolio will showcase exemplary work that highlights how the student is meeting each of the ten standards over time. The electronic portfolio process fosters professional growth as the **act!** student reflects on his or her learning processes and the impacts of that learning on their teaching. The electronic portfolio is aligned to the 10 Wisconsin Educator Standards and meets the statutory requirement for an electronic portfolio established by the Wisconsin Department of Public Instruction.

All portfolios are to be submitted electronically, and are graded as Pass or Fail. [Instructions](#) for setting up the electronic portfolio are posted on the **act!** website, as well as [Expectations](#) and the [Portfolio Rubric](#). To receive a passing grade, the rubric must show satisfactory completion of each standard.

The final electronic portfolio is submitted after successful completion of student teaching. The electronic portfolio needs to demonstrate growth in the knowledge, skills and dispositions towards teaching mathematics or science. Three (3) artifacts are required for each of the 10 Wisconsin Teacher Educator Standard listed below. In almost all cases, graded projects or papers from coursework are used to satisfy the requirements. Submitting work or life experiences whenever those proficiencies align with a standard is encouraged.

Complete information about the 10 Wisconsin Teaching standards can be found at [Wisconsin Standards for Teacher Development and Licensure](#)

The ten standards and some possible ideas for electronic portfolio artifacts are as follows:

Standard One: Teachers know the subjects they are teaching.

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

Possible portfolio artifact ideas for **standard one** could include:

- Transcripts showing graded content course work
- Praxis I and II Score Reports
- Evaluation by a university supervisor or cooperating teacher from student teaching that address your content knowledge
- Photos of bulletin boards relating to content areas
- Articles, subscriptions, website links relating to interest in content areas
- Teacher-made materials illustrating content knowledge or integration
- Log listing people and/or places who offer expertise in content areas
- Interdisciplinary unit and/or lesson plans demonstrating connections within content areas
- Student work samples showing content integration
- PowerPoint presentations and/or photos illustrating content knowledge and/or integration
- Collaborative teaching videos or notes discussing content decisions and or integration planning
- Reflective journals discussing content decisions and or integration planning
- Professional development records relating to content knowledge or integration

Standard Two: Teachers know how children grow.

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

Possible portfolio artifact ideas for **standard two** could include:

- Assignment(s) from EDU 230- Educational Psychology and/or other course work
- Written lesson plans from content methods course and/or student teaching
- Self evaluation, university supervisor or cooperating teacher evaluations from student teaching that addresses how children grow
- Model of developmental stages relating to the age group with which you are working
- Unit and/or lesson plans providing modifications to meet the needs of all children
- Unit and/or lesson plans illustrating active engagement of children
- Unit and/or lesson plans incorporating prior knowledge (KLW, prediction sheets, anticipation guides, etc.)
- Unit and/or lesson plans demonstrating connections to student experience
- Unit and/or lesson plans illustrating the testing of ideas and/or materials by students
- Pre- and post-test data leading to multi-leveled lessons
- Professional development records relating to content knowledge or integration

Standard Three: Teachers understand that children learn differently.

The teacher understands how pupils 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.

Possible portfolio artifact ideas for **standard three** could include:

- Assignment(s) from EDU 300- Exceptional Individual and/or other course work
- Human relations report form from EDU 201 – Issues and Concepts in Education, verifying and evaluating your clinical work specifically with diverse and special need students and/or other course work
- Written lesson plans from content methods course and/or student teaching
- Unit and/or lesson plans detailing adaptations for gifted & talented students, students with special needs, diverse students, etc.
- Log listing contact information for professionals and services relevant to students accommodations
- Documentation detailing family involvement related to student accommodations
- Unit and/or lesson plans or project involving multiple intelligences
- Photos showing diverse learning centers
- Unit and/or lesson plans listing and explaining modifications to original plans
- Student work samples illustrating student choice
- Various assessments highlighting how different student needs are met
- Photo of a bulletin board or project reflecting cultural diversity
- Student generated bulletin board or project highlighting personal diversity
- Unit and/or lesson plans presenting multiple perspectives
- Professional development records relating to differentiation or a specific exceptionality

Standard Four: Teachers know how to teach.

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.

Possible portfolio artifact ideas for **standard four** could include:

- Assignment(s) from EDU 440 – Reading in the Content Area and/or other course work
- Assignment(s) from your content methods course
- Written lesson plans from content methods and/or student teaching
- Unit and/or lesson plans incorporating brain-based learning
- Unit and/or lesson plans incorporating technology
- Unit and/or lesson plans describing student use of technology
- Unit and/or lesson plans illustrating variety of the teacher role in the instructional process
- Unit and/or lesson plans illustrating strategies used for large groups, cooperative groups, and independent learning
- Photos showing variety in classroom activities and description of the activity
- Student products demonstrating critical thinking, problem solving, and/or performance capabilities
- Professional development records relating to instructional strategies, materials, resources and/or technology
- Professional development records relating to critical thinking and/or problem solving

Standard Five: Teachers know how to manage a classroom.

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.

Possible portfolio artifact ideas for **standard five** could include:

- Assignment(s) from EDU 230- Educational Psychology and/or other course work
- Assignment(s) from your content methods course
- Written lesson plans from content methods and/or student teaching
- List describing class expectations
- Student accountability forms requiring reflection, consequence and plan
- Sample of a student pride form explaining “good news”
- Personal reflection describing management observed in a videotape of a class or lesson
- Observation notes highlighting management evaluation
- Photos showing your teaching and/or classroom environment
- Log describing team building activities used in your classroom
- Document detailing your daily schedule
- Documentation describing a behavior management program
- Correspondence from colleagues, students, parents and/or community members highlighting your management skills
- Professional development records relating to classroom management and/or behavioral issues

Standard Six: Teachers communicate well.

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.

Possible portfolio artifact ideas for **standard six** could include:

- An assignment that demonstrates your ability to communicate with students

- An assignment demonstrating your ability to use instructional media or technology to foster active inquiry, collaboration, and supportive interaction in the classroom
- Written lesson plans from content methods and/or student teaching
- Unit and/or lesson plans focusing on your role in encouraging discussions, critical thinking, problem solving
- Unit and/or lesson plans highlighting your role in promoting student collaboration
- Unit and/or lesson plans focusing on self expression/risk-taking/personal curiosity in lieu of concrete answers
- Project outlines demonstrating your ability to clearly communicate a process or assignment for your students
- Student progress reports and/or feedback demonstrating your ability to communicate
- Written student performance expectations demonstrating your ability to communicate
- Notes from parents, colleagues, and/or students commenting on your communication skills
- Unit and/or lesson plans demonstrating technology integration
- Class web page description explaining your role in its creation and/or communication uses.
- Assignments using a wide variety of media or technology

Standard Seven: Teachers are able to plan different kinds of lessons.

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

Possible portfolio artifact ideas for **standard seven** could include:

- Written lesson plans from content methods and/or student teaching
- Self evaluation, university supervisor or cooperating teacher evaluations from student teaching that include different kinds of lesson

- Assignment(s) from EDU 440 - Reading in the Content Area and/or other course work
- Video tape, and commentary, detailing your organization of a lesson
- Unit and/or lesson plans involving a breakdown of steps and completion dates
- Unit and/or lesson plans highlighting scope and sequence of curriculum
- Unit and/or lesson plans listing correlated standards
- Unit and/or lesson plan reflections discussing pacing and data that drove decision making
- Interest inventories leading to learning experiences
- Unit plan demonstrating long term planning
- Photos and/or lessons showing students in whole group, small group, and independent learning activities

Standard Eight: Teachers know how to test for student progress.

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

Possible portfolio artifact ideas for **standard eight** could include:

- Explicit assessment strategies included in lesson plans from content methods and/or student teaching
- Self evaluation, university supervisor, and cooperating teacher evaluations from student teaching that address assessing student progress
- Assignment(s) from EDU 440 - Reading in the Content Area and/or other course work
- Teacher-made tests, teacher-made rubrics, running records, anecdotal notes, conferencing notes and/or performance assessments illustrating your ability to ensure students' intellectual, social and/or physical development
- Sample journal questions allowing for students' self-assessment

- Peer assessment rubrics illustrating your ability to ensure students' intellectual, social and/or physical development
- Project criteria and associated grading rubric illustrating your ability to match assessment to project
- Study guides allowing for student practice
- Observation notes highlighting your ability to ensure students' intellectual, social and/or physical development and/or
- Observation notes highlighting your skills in record keeping and communication concerning student performance
- "Success card" recognizing students' efforts, attitudes, and/or achievements
- Modifications on exams and/or variety of assessment tools reflecting student needs
- Unit objectives relating to assessment and/or course syllabi including assessment plan
- Sample work (student portfolios, self evaluation, peer evaluations, first and final drafts and/or reflective journal entries) demonstrating your ability to ensure students' intellectual, social and/or physical development
- Samples of pre- and post-tests, or other individual and group assessments, along with data demonstrating student growth over a period of time

Standard Nine: Teachers are able to evaluate themselves.

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.

Possible portfolio artifact ideas for **standard nine** could include:

- Written reflection on the supervisor or cooperating teacher evaluations from student teaching
- Pre-Professional Development Plan (see your student teaching handbook)
- A written reflection on how you will implement your Professional Development Plan
- 1st & 2nd (drafts) of education philosophy highlighting your reflection on the effects of your choices on the educational process

- Weekly goals illustrating reflection on performance and effects on pupils, parents, professionals and others in the learning community
- Weekly journals illustrating reflection on performance and effects on pupils, parents, professionals and others in the learning community
- Self assessments specifying aspects of your teaching performance in terms of its effects on pupils, parents, professionals and others in the learning community
- Unit and/or lesson plans demonstrating use of reflective insights
- Committee work reflecting a personal goal or focus

Standard Ten: Teachers are connected with other teachers and the community.

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.

Possible portfolio artifact ideas for **standard ten** could include:

- Documentation of involvement in community or professional organizations
- Documentation of contacts or interactions with families
- Documentation of attendance at professional development activities during student teaching
- Record of collaboration with team teachers, building specialists, exceptional needs staff, paraprofessional staff and/or parent volunteers highlighting support of student learning and/or well-being
- Evidence of participation in staff meetings, community events, school events, extra-curricular activities, after school programs and/or field trips illustrating the fostering of relationships outside the classroom
- Documentation of parent communication demonstrating support of their students
- Evidence of interaction with the community illustrating appropriate use of agencies, personnel and/or resources in teaching



Student Teaching

A PARTNERSHIP BETWEEN THE UNIVERSITY OF WISCONSIN OSHKOSH
AND UNIVERSITY OF WISCONSIN COLLEGES

Student Teaching (Phase III)

Admission to Student Teaching

Students are eligible to apply for student teaching after meeting all of the coursework requirements and passing both the PPST exam and the Praxis II exam in the required subject area. All student teaching placements will be made through the Office of Field Experiences at UW Oshkosh.

Deadlines for applying to student teacher are firm:

- **September 15th** – *if you plan to student teach in the following Spring term*
- **February 15th** – *if you plan to student teach in the following Fall term*

The application for student teaching must be submitted with several supporting documents including:

- receipt for processing the required Criminal Background Check
- record of a negative TB skin test
- autobiographical sketch
- original copies of PPST and Praxis II exam scores

Students should plan enough time for writing the autobiographical sketch and for gathering these documents well ahead of the **September 15th** or **February 15th** deadlines.

Withdrawing an Application for Student Teaching

Once the application for student teaching has been submitted, the search for placement within an appropriate school district begins, and the applicant is registered at UW Oshkosh for 10 credits of student teaching. If for any reason an **act!** candidate chooses to withdraw from student teaching, Drs. Tammy Ladwig and Michael Beeth need to be notified immediately in writing of the reason for the withdrawal.

Student Teaching – Roles and Responsibilities

Candidates are required by state statute to student teach for 18 weeks, full time. Students follow the calendar of the school district in which they are placed, and the length of the placement is for a full semester (e.g., 18 weeks) in that district.

The applicant shares equal responsibility with the Cooperating Teacher for a successful student teaching experience. UW Colleges and the University of Wisconsin Oshkosh staff will provide a trained and appropriately licensed Cooperating Teacher and a University Supervisor with knowledge and expertise in the subject.

The Cooperating Teacher

The Cooperating Teacher is a licensed and trained classroom teacher who willingly accepts the opportunity to work with a student teacher. Cooperating Teachers must meet the following Wisconsin Department of Public Instruction statutory requirements:

- Hold a regular teaching license for the teaching assignment in which he/she is employed
- Have at least three years of teaching experience and at least one year of experience in the school system of current employment
- Have administrator approval to supervise the student teaching candidate, and
- Have completed a course or seminar in supervision of student teachers that includes information on PI-34 and the Professional Development Plan

The Cooperating Teacher agrees to observe, evaluate and document the candidate's ability to teach effectively in the new licensure area:

- Formative assessments and ensuing conversations should be held throughout the placement.
- Write-up of two formal observations (*College of Education and Human Services Field Experience Observation Form*) should be emailed to the UW Oshkosh **act!** program coordinator, preferably one during the first third and one during the

second third of the placement, to facilitate communication concerning the candidate's performance.

- Write-up of the final evaluation (*College of Education and Human Services Field Experience Evaluation Form*) and the narrative evaluation (*Student Teaching Intern Evaluation Cooperating Teacher's Report*) should be mailed to the UW Oshkosh **act!** program coordinator no later than two weeks after the candidate completes his/her placement.

The Cooperating Teacher occupies a key role in making the student teaching experience a successful and satisfying one through the dual roles of regular observation of the student teacher and providing professional feedback on the student teacher's performance. Skill in human relations, a broad background of knowledge and strategies for teaching, and high quality long and short term planning are expected of each Cooperating Teacher. Modeling, observing, evaluating and conferencing are a few of the tasks a Cooperating Teacher may engage in during student teaching.

The University Supervisor

A University Supervisor will be assigned to each student teacher by the UW Oshkosh **act!** program coordinator. The University Supervisor will observe the teaching of a student teacher at least 6 times during student teacher. More observations can be scheduled if the University Supervisor and/or Cooperating Teacher feel these observations are needed to help the student develop his or her teaching skills or professional dispositions. The University Supervisor ensures that all written documentation of a student's performance from the Cooperating Teacher, the student and the University Supervisor are returned to the **act!** program coordinators. The University Supervisor assigns a final grade of Pass or Fail to the student teachers after referring with the Cooperating Teacher.

act! Student Teacher Responsibilities

The teacher candidate must be willing and able to make the time commitments

necessary for a successful student teaching experience. The candidate must:

- Take this student teaching requirement seriously.
- Demonstrate initiative, accountability, commitment, stability, etc.
- Assess his or her strengths and weaknesses honestly and work towards gaining new knowledge and improved skills in areas identified for improvement.
- Conference with the Cooperating Teacher about curriculum, content, developmental levels of the students being taught, communication strategies, etc.
- Communicate with the **act!** program staff and coordinators concerning any questions or concerns that arise during student teaching.

The teacher candidate must also demonstrate appropriate professional dispositions during their placement through consistent performance of the following:

- Personal responsibility in demeanor, attendance, timeliness, appearance and conversation
- Professionalism in the planning required by the Cooperating
- All communications deemed confidential in nature, and any interactions held with students, staff or parents that require confidentiality
- A receptive attitude towards constructive feedback offered by other professional educators

The teacher candidate must regularly assess his/her performance in the following ways.

- Participate in formative assessments and ensuing conversations about performance and effort observed during student teaching.
- Complete a *College of Education and Human Services Field Experience Evaluation Form*. This must be provided to the UW Oshkosh **act!** program coordinator no later than two weeks after the candidate completes his/her placement.

If a student teacher experiencing significant difficulties during his or her student teaching they may be asked to enter the Serious Difficulties Policy (see Appendix A). A Cooperating Teacher, building administration, University Supervisor or the **act!** program coordinators may initiate the use of the Serious Difficulties Policy.



Applying for Licensure

A PARTNERSHIP BETWEEN THE UNIVERSITY OF WISCONSIN OSHKOSH
AND UNIVERSITY OF WISCONSIN COLLEGES

Teacher Licensure

The application for an initial educator license will be processed through UW Oshkosh after all program requirements have been successfully met.

To apply for a teaching license:

- Ensure that all prerequisite courses are completed and student teaching grades have been submitted by the supervisor.
- Go to the DPI web site www.dpi.wi.gov/tepd/index.html
- Click on "Application Forms"
- Look for Form PI-1602-IS. Click to download and print the application.
- [Initial In-State Teaching or Pupil Services - PI-1602-IS](#)
- Carefully read the general directions provided. All information regarding licensure can be found on the DPI website.

Fill out the application completely and send or hand deliver with the proper remittance and your original signature to:

Dr. Michael Beeth
UW Oshkosh
COEHS/NE 113
800 Algoma Blvd
Oshkosh, WI 54901-8662

- Your candidacy is reviewed by the appropriate credit examiner(s) and provided to the certifying officer for final endorsement.
- The **act!** Program Certifying Officer, Dr. Michael Beeth, must sign your license endorsing it for state licensure.
- After the application is sent to DPI for processing, you can check the Educator Licensing page for information on the status of your application, renewal of your teaching license, or other information regarding licensure.

Questions on licensing should be directed to:

Dr. Michael E. Beeth
University of Wisconsin Oshkosh
College of Education and Human Services
Phone: (920) 424-3326 · Fax: (920) 424-0858
E-mail: beeth@uwosh.edu

Verification of Program Completion

The DPI processing time for licenses can range from several weeks to several months depending upon the time of the year and the accuracy in completing the forms. If you would like an official verification that your license has been applied for and is in the process of being issued by DPI, you can request a “Verification of Program Completion” certificate from UW Oshkosh. The **act!** Program will issue this certificate when requested.

Request via e-mail or in writing at the time you submit your license application that you would like the “Verification of Program Completion” certificate.

This request should be submitted to:

Dr. Michael Beeth
UW Oshkosh
COEHS/NE 113
800 Algoma Blvd
Oshkosh, WI 54901-8662
Email: beeth@uwosh.edu



Program Policies

A PARTNERSHIP BETWEEN THE UNIVERSITY OF WISCONSIN OSHKOSH
AND UNIVERSITY OF WISCONSIN COLLEGES

Assessment of the Content Major or Minor and Prior Learning

(Adopted 08/13/2009)

Transcripts of all coursework completed by the applicant will be reviewed and evaluated by the **act!** program Coordinators. Applicants to the **act!** program must have the equivalent of the minor in mathematics offered at UW Oshkosh, or the equivalent of the Broadfield Science major offered at UW Oshkosh. Applicants seeking licensure in science may also have coursework equivalent to one or more of the science minor's offered at UW Oshkosh. Coursework must be taken from institutions accredited by one of the following organizations:

- Middle States Association of Colleges and Schools Middle States Commission on Higher Education
- New England Association of Schools and Colleges Commission on Institutions of Higher Education
- North Central Association of Colleges and Schools The Higher Learning Commission
- Northwest Commission on Colleges and Universities
- Southern Association of Colleges and Schools Commission on Colleges
- Western Association of Schools and Colleges Accrediting Commission for Community and Junior Colleges
- Western Association of Schools and Colleges Accrediting Commission for Senior Colleges and Universities

College-level course work completed at foreign institutions must be recognized by the Ministry of Education in that country.

PRAXIS II Subject Assessments

(adopted 10/14/2009)

Passing scores on the appropriate PRAXIS II content exam are **required before admission to student teaching**. The Praxis II: Subject Assessment is a test that measures subject matter knowledge. It is not an exam about how you teach. The Wisconsin Department of Public Instruction (DPI) has established passing scores for each test. A passing score for General Science content exam is 154, and a passing score for the Mathematics exam is 135. Original copies of your test score report must be submitted with the application to student teach.

Pre-Professional Skills Test and Grade Point Average Exceptions Policy

(adopted October 21, 2011)

An exception to passing the PPST exam (PRAXIS I) will only be granted for one of the two reasons below. No more than 10% of the total number of students admitted to the **act!** program each semester may receive an exception to passing PRAXIS I. Request for an exception must be submitted in writing and address ALL of the requirements for Exception One or Two below.

Exception One: A student must meet ALL requirements below to be considered for Exception One:

1. Pass two parts of the PPST (PRAXIS I) test
2. Miss the third part by no more than three points
3. Take the part of the test not passed at least two times

OR

Exception Two: A student must meet ALL requirements below to be considered for Exception Two:

1. Documentation of status as a student with a disability, an educational disadvantage or a primary language other than English

2. Take all parts of the PPST (PRAXIS I) test not passed at least two times
3. Provide evidence of a good faith effort to prepare for the tests each time
4. Provide comparable evidence of competency in math, writing and/or reading through appropriate course grades, life experiences, or additional test results

Requests that address ALL requirements for exception one or two must be submitted in writing to:

Dr. Michael Beeth
UW Oshkosh
COEHS/NE 113
800 Algoma Blvd
Oshkosh, WI 54901-8662

Addressing Significant Difficulties During Student Teaching and/or Clinical Field Experiences

(Aligns to the COEHS Student Teaching Policy)

This policy is intended to ensure appropriate action is taken if significant problems arise during a student's involvement with school age students. The procedure for responding to an **act!** candidate that experiences significant difficulties while completing the required student teaching and/or clinical field experiences are described below. Significant difficulties may be raised by the Cooperating Teacher, University Supervisor, School Administration or **act!** program Coordinators. Significant difficulties may include but are not limited to a candidate's content knowledge, teaching skills, interactions with student's, dispositions towards the profession of teaching or other professionals, or performance of the duties and responsibilities expected of a preservice teacher candidate.

When would a Cooperating Teacher, University Supervisor, School Administrator or act! program Coordinator use this policy?

Apply this policy at the first sign of difficulty or challenge during a candidate's student teaching or field experiences. All difficulties should be communicated in writing to the **act!** program Coordinators. Use the student teacher evaluation form to document areas of weaknesses in content knowledge, teaching skills, interactions with student's, dispositions towards the profession of teaching or other professionals, or performance of the duties and responsibilities. Every attempt should be made to identify specific criteria on student teacher evaluation form that are not being satisfactorily met.

Procedure for Responding to a Student Teacher Experiencing Difficulty

There are two types of responses that can be made when responding to difficulties during student teaching or a field placement: an Intervention with Remediation and an Intervention with Termination.

Intervention with Remediation

A face-to-face meeting to discuss all significant difficulties raised must occur between the candidate, Cooperating Teacher, University Supervisor and **act!** program coordinators. School Administrators may also be included in this meeting if appropriate. A written record of the meeting and any suggested remedial steps to be taken by the candidate must be shared with all effected parties. A written decision will be made by the professionals involved as to remedial step that must be taken by the candidate.

Intervention with Termination

All professional parties agree to remove the candidate from his/her school placement immediately. The School Administrator, Cooperating Teacher, University Supervisor or **act!** program coordinators may initiate removal of a student teacher from a school placement. The candidate will meet face to face with the **act!** program coordinators, Cooperating Teacher, University Supervisor and candidate. All professional parties must agree that the severity and scope of the reported difficulties warrant immediate termination of the current assignment and future placements. A grade of "F" is entered on the transcript for the candidate to prevent the candidate from being licensed as a teacher through UW Oshkosh in the future.

If a candidate believes the decision to terminate his or her continuation in the **act!** program was made in error or without due process, he or she may appeal directly to the Dean of the College of Education and Human Services at UW Oshkosh. The Dean's decision on termination or reinstatement of a candidate shall be final.



CRIMINAL BACKGROUND CHECK POLICY

Note: This policy aligns to the COEHS CBC Policy and procedures adopted 06/25/07 and revised 05/15/08)

Purpose: To describe the policies of the **act!** program concerning Criminal Background Check 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 **act!** teacher preparation program 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. PI 34.34(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 the **act!** program and Student Teaching

1. As part of the admission processes to the **act!** program and then admission to student teaching, all students must have current Criminal Background Check's (CBC) on file. Specifically;
 - a. **act!** students must have TWO CBC's on file in order to be admitted to student teaching.
 - i. The first is required with an Admission application
 - ii. The second is required with admission to Student Teaching application.
 - b. All Criminal Background Checks will be performed by appropriately designated staff in the **act!** program or the College of Education and Human Services at UW Oshkosh. No Criminal Background Checks will be accepted if performed and presented by students, parents, faculty or other divisions of UW Oshkosh.
 - c. 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. As part of the application process for both admission to the **act!** program and to student teaching, the students must complete the following process:
 - i. Pick up the “Criminal Background Check” (CBC) form from the PEP Office in the College of Education and Human Services and take it to the Cashier’s Office at UW Oshkosh 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 of Education and Human Services and **act!** program.
 - iii. The **act!** program coordinators 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 student’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 **act!** program coordinators. 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 of 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 a CBC Review Team must determine whether the conviction and/or charges warrant denial of admission.

4. Procedures for the CBC Review Team as to Admission Issues

- a. The CBC Review Team will be made up of the following persons from the **act!** program and the College of Education and Human Services:
 - i. Chair - Director of PEP (if Admission I) or Director of Field Experience (if for student teaching, internship, etc.);
 - ii. Member - Director of PEP or Field Experience (depending on the above);
 - iii. Member - The co-coordinators for the **act!** program;
 - iv. To protect any student's appeal, neither the Dean nor the Associate Dean will sit on a CBC Review.
- b. Departments will maintain a pool of faculty members conversant with the college policy and appropriate state regulations who have volunteered to serve on the reviewing team.
- c. When a student's Criminal Background Check indicates a conviction and/or charge not on the *Automatic Denial* list, the CBC Review Team must make a CBC Review Determination that the convictions and/or charge(s) are or are not a basis for denial of admission, whether for Admission I or to student teaching.
 - i. Such CBC Review Determination must take place within three business days of receipt of the CBC by the college;
 - ii. Notice to the student of denial of admission based on the Criminal Background Check must be mailed on the fourth 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 by the CBC Review Team

- a. Since the issue is not a conviction and/or charge(s) on the *Automatic Denial* list, the CBC Review Team 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 CBC Review Team should also consider, based on the professional judgment of the team members, 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 CBC Review Team 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's 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 Review Teams 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 **act!** program coordinators or 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:

[Dept of Public Instruction regulations \(PI 34.35\)](#)

[Wisconsin State Statutes](#)

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.

Student Appeal Policy
(adopted 11/12/2009)

Recognizing that evaluation of student performance and programmatic decisions are based on the best professional judgments of faculty and staff, decisions that may be appealed by students are limited to a grade assigned in a specific course or the overall decision to deny admission to the **act!** program.

- Course grade appeal – Students should follow the grade appeals policies for the institution where the course was completed.
- Appeal denial of admission – An applicant denied admission may appeal that decision through the College of Education and Human Services Student Appeals Policy as a Type II appeal [link].

The specific program requirements listed below cannot be appealed:

- GPA Appeal - No exceptions are allowed to the minimum cumulative Grade Point average of 2.0 (adopted July 22, 2009).

PRAXIS II Exams and Student Teaching Wait List Exemption Policy

(aligns to COEHS approved 11/5/2009)

Waiting List Exemption: Failure to Pass PRAXIS II in Major ONLY
Student Teaching Wait List Agreement Form

1. This 'Exemption' applies to students being able to apply for student teaching if they have taken but not yet passed the Praxis II exam in their major content area only; it does not apply to any minor subject area;
2. This exception has to do with the issue of the student's major, not the minor;
3. Essentially, if a student meets the 'Exemption' criteria, then the Office of Field Experience shall place them on a 'Waiting List' to see if they pass the PRAXIS II exam in their major content area.
4. To be eligible for the 'Exemption', a student must meet several conditions:
 - a. Completed all other requirements for the **act!** program and met all other requirements for admission to student teaching except passing of the PRAXIS II exam in the major area. While reasonable judgment should be used with regards to this condition, in general, if a student is missing any other criteria for admission to student teaching, unless they have a 'Written Plan' endorsed by the **act!** program coordinators for meeting missing admission requirements they are not eligible for this 'Exemption';
 - b. Must have taken the PRAXIS II in the major area at least once and failed to be eligible for the 'Exemption';
 - c. By the date that applications for admission to student teaching are due, the student must provide documentation that they have registered and paid for the next PRAXIS II test date;
 - d. In the Fall Semester, the 'next PRAXIS II test date' will be the very next test date given at UW Oshkosh, whether that is in October or early November. In the Spring Semester, the 'next PRAXIS II test date' will be the next two test dates given at UW Oshkosh, whether that is in March, April or early May. In either case, no other test dates will be considered appropriate.
5. If a student meets the above conditions, they should be sent to meet with the UW Oshkosh, College of Education and Human Services Dean or Associate Dean to discuss the 'Waiting List Exemption Agreement.' The terms of that Agreement will be discussed fully with the student. In that agreement, they accept that (i) the Office of Field Experiences may not be able to find them appropriate site placements, more than likely it will not be a site they originally requested, (ii) that they will accept without complaint the sites we do find, and (iii) that they will make no attempt to find their own site or

change or modify site(s) that the Office of Field Experience does find, if one can be found.

6. The COEHS Office of Field Experiences agrees that we will use our best efforts to find these students suitable sites. It will be up to the Director of the Office of Field Experience to find such a site(s) in the normal course of doing so for a given semester or hold off until the student has passed the PRAXIS II test in question or not.

7. If the student subsequently fails to pass the PRAXIS II exam on the exam date noted in their agreement, they are removed from the 'Waiting List' and from that semester's list of accepted student teaching applications. They can continue to take the PRAXIS II until they pass and then reapply to do their student teaching. Such a student will only be eligible for student teaching at such time as they can provide documentation of passing the appropriate PRAXIS II exam.

**Student Teaching “Waiting List” Agreement
PRAXIS II**

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 re-take the exam on _____; I agree to provide the COEHS Office of Field Experiences a copy of my PRAXIS II test registration along with this form;
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; and that I may not student teach until I pass the PRAXIS II exam;
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 an original of my passing scores on the PRAXIS II exam to the COEHS Office of Field Experiences.
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 reasonable and customary efforts to find me student teaching sites appropriate to my licensure;
 - b. I further understand and accept that any student teaching placement site(s) obtained for me may not be my desired site(s) but I will make every effort to make the site selection work for all sites that are obtained for me;
 - c. I understand and agree that I will under no circumstances make any effort to locate my own student teaching placement site/s.
6. I have discussed my participation in this student teaching agreement with _____ and understand and agree to all of the conditions above.

Student Signature: _____ Date: _____

act! Co-coordinator Signature: _____ Date: _____

Office use only

Received by: _____ Date: _____