Program Handbook

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

(REVISED: 7/22/2016)
Act! is an alternative teacher preparation program leading to the initial educator license as a Mathematics or Science teacher (grades 5-12) or as a Technology Education teacher (grades K-12). Act! is approved as an alternative teacher preparation program by 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. The act! program has successfully passed every review since 2007 and is engaged in a continuous review process required by the DPI. All reviews of the act! program are on file with the DPI.

act! Program Mission
The mission of the act! program is to attract, prepare, and support post-baccalaureate individuals seeking a quality initial teacher licensure program in secondary Mathematics, Science or Technology Education. The act! program responds to the need for highly qualified Mathematics, Science and Technology Education 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, Science and Technology Education teachers who can bring real world experiences as practicing Mathematics, engineers, 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 & Caffarella, 1999; Smith & Pourchot, 1998; and Brookfield, 1986). The program design recognizes the solid background in content knowledge and the life experiences brought to this endeavor by act! students, 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 Directors
UW Oshkosh and UW Fox Valley have assigned one faculty member to administer 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!* program Director, UW Oshkosh, 800 Algoma Blvd., Oshkosh, WI 54901-8662, Phone: 920.424.3326, Email: beeth@uwosh.edu

Dr. Dubear Kroening, *act!* program Campus Liaison, UW Fox Valley, 1478 Midway Road, Menasha, WI 54952, Phone: 920.832.0117, Email: dubear.kroening@uwc.edu

*act!* Program Advisory Council
The Advisory Council for the *act!* program is composed of representatives from the business community, K-12 administrators, and higher education. The Advisory Council meets annually to receive a report of previous year activities, advise the *act!* program Directors on budgetary and curricular issues that are brought to the council, and recommend future directions for the *act!* program.

Dr. Dale Hanson, Director of Instructional Technology/Career and Technical Education, Appleton Area School District
Ms. Nancy Jaeger, Coordinator of CESA 6 Residency In Teacher Education Program
Ms. Melissa Kohn, Director-Oshkosh Riverside Campus, Fox Valley Technical College
Ms. Erin Rammer, Career Services, UW Oshkosh
Dr. Martin Rudd, Regional Executive Officer and Dean, UW Fox Valley
Dr. Carleen Vandezande, Assistant Vice Chancellor, UW Oshkosh
Mr. John Whitsett, Curriculum Director for the Fond du Lac School District (retired), Past President of the National Science Teacher’s Association
Dr. Fred Yeo, Dean, College of Education and Human Services, UW Oshkosh
Two current *act!* students

*act!* Program Phases

Admission to the *act!* program (Phase I)
This phase includes a personal interview in person or by phone, and the assessment of undergraduate and graduate transcripts to determine which content and education courses are required for the individual to complete the *act!* program. Applicants’ transcripts are evaluated for equivalency to the Mathematics and/or Broad Field Science majors offered by UW Oshkosh or the Technology Education major approved for 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.

Evidence of Criminal Background Check and TB Test
Applicants 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 teach.

Coursework, CORE, PRAXIS II, and Developing the Electronic Portfolio (Phase II) During this phase the student works towards licensure by completing content and education courses that were identified as needed at the time of admission. All students must complete coursework equivalent to the majors in Mathematics or Broad Field Natural Science at the University of Wisconsin Oshkosh or the Technology Education major approved for the *act!* program. Typically *act!* students will take some required content coursework that was not covered in their undergraduate...
and/or graduate Mathematics, Science or technology majors as well as the education coursework that meet statutory requirements. During Phase II, evidence of passing scores on both the CORE and PRAXIS II tests are required for initial licensure. During Phase II, the act! student will complete the required act! orientation course that will assist them in preparing an electronic portfolio that is required prior to a licensure recommendation.

**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, as well as growth in pedagogical skills in teaching and the appropriate professional dispositions at all times. State statutes require that every person seeking an initial educator 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. 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.

Students in the act! program may choose to complete their student teaching in an urban school setting through the Institute for Urban Education. See the [Institute for Urban Education](#) for more information about this program.

**Initial Educator Licenses Available**

The act! program is authorized to recommend initial educator licenses only at the secondary level (EA-A) for Mathematics, Broad Field Science, Biology/Life Science, Chemistry, Earth/Space Science, Environmental Studies, Physics or Technology Education. The table below identifies the licensure codes for Mathematics, Broad Field Science, Biology, Chemistry, Earth/Space Science, Environmental Studies, Physics and Technology Education, and the corresponding grade bands and developmental level according to the DPI.

<table>
<thead>
<tr>
<th>License</th>
<th>Grade band (ages 10-21)</th>
<th>DPI Subject Code</th>
<th>DPI Developmental Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Broad Field Science</td>
<td>5-12</td>
<td>1601</td>
<td>73</td>
</tr>
<tr>
<td>Biology/Life Science</td>
<td>5-12</td>
<td>1605</td>
<td>73</td>
</tr>
<tr>
<td>Chemistry</td>
<td>5-12</td>
<td>1610</td>
<td>73</td>
</tr>
<tr>
<td>Earth/Space Science</td>
<td>5-12</td>
<td>1635</td>
<td>73</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>5-12</td>
<td>1625</td>
<td>73</td>
</tr>
<tr>
<td>Physics</td>
<td>5-12</td>
<td>1625</td>
<td>73</td>
</tr>
<tr>
<td>Mathematics</td>
<td>5-12</td>
<td>1400</td>
<td>73</td>
</tr>
<tr>
<td>Technology Education</td>
<td>K-12</td>
<td>1220</td>
<td>74</td>
</tr>
</tbody>
</table>

*PI 34.27-30 Subject codes and developmental levels are required when applying for initial licenses. DPI aligns grade (5-12) and developmental levels (ages 10-21) as indicated above.

**Program Fees**

**Transcript Review Fee ($100.00)**

The cost of reviewing transcripts for the act! program is $100. 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 ($1,000.00)**
The admission fee to the act! program, due at the time of application, is $1,000.00 and is non-refundable. This fee covers designing a personal program for each applicant and instruction in and guidance with preparing of the electronic portfolio at the end of the program.

**Orientation Course Fee ($1,000.00)**
An orientation course is a requirement of the act! program. The cost for the orientation course is $1,000. 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.

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

**CORE and PRAXIS II Fees**
Passing scores on the CORE and the PRAXIS II tests are required. These exams are offered by Educational Testing Service (ETS). CORE and PRAXIS fees are subject to change. The ETS Website lists the current test fees and registration information.

**edTPA Fee ($300.00)**
All act! students must submit an edTPA for scoring to Pearson Education, Inc. The cost for the review of an edTPA portfolio ($300) is included in the Admission fee for the act! program. A passing score on the appropriate edTPA [yet to be established by the Wisconsin Department of Public Instruction] is required prior to receiving a recommendation for the initial educator license.

**Wisconsin Department of Instruction License Application Fee ($125.00)**
The DPI license application fee is currently $125.00, 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**

*See the act! web site for the most current information regarding financial assistance.*

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

**Resources at UW Oshkosh**
- Academic Advising
- Admissions
- Adult Nontraditional Student Resource Office
- Alcohol & Drug Abuse Assistance
- Bookstore
- Fitness Center
- Health Center
- Library (Polk)
- Math Tutor Lab
- Parking Office
• Career Services
• Cashier's Office
• Center for Academic Resources - Tutoring
• Center for New Learning
• Computer Assistance
• Counseling Center
• Day Care (Children's Center)
• Financial Aid

• Registrar's Office
• Titan Card Information
• Tuition (Student Accounts/Billing)
• Transcripts
• Tutoring
• Veteran's Affairs
• Women's Center
• Writing Center

Resources at UW Fox Valley

• Library
• Business Office (tuition/payments)
• Children's Center (Day Care)

• IT/Helpdesk
• Student Services (registration issues)
• Writing Pad (assistance with writing)

For more information regarding resources offered at UW Oshkosh, please contact 920.242.1234 or visit the UW Oshkosh home page.

For more information regarding resources offered at UW Fox Valley, please contact 920.832.2600 or visit the UWFox home page.

When an applicant inquires about the act! program, a program representative follows up 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.
ADMISSION to the act! PROGRAM

When an inquiry about the act! program is received, the Director of act! follows up via e-mail and/or telephone. Initial questions about a potential applicant’s interests in teaching and their motivations to become a teacher are asked, program requirements and the cost of the program are explained, and a follow up email is sent with directions to information on the act! website and an invitation to contact the Director of act! with any questions. At the time of an initial inquiry, basic contact information including name, address, e-mail, and telephone number are recorded in the act! database.

Step 1 – Transcript Review
If a potential applicant meets the admission requirements or is willing to take steps to meet the admission requirements of a bachelor’s degree with a major/equivalent major in a STEM related field and a GPA of 2.75 or higher, he or she is encouraged to request an official transcript review and pay a fee of $100.00 for a transcript review. Only official copies of transcripts are accepted for review and transcripts from institutions outside the US must first be translated by an agency that provides transcript equivalency. The applicant is responsible for requesting official copies of transcripts from all undergraduate and graduate institutions they have attended. The applicant completes and submits the Transcript Review Request form along with the required fee to the Director of act!

Assessment of equivalent content major or minor (Adopted 8/13/2009)
All applicants to the act! program must have content course work equivalent to the STEM majors in Mathematics (Secondary Education emphasis) or the major in Broad Field Natural Science offered at UW Oshkosh or the Technology Education major approved for the act! program. Course work completed at an institution of higher education other than at UW Oshkosh will only be accepted if the institution is accredited by an organization recognized by UW Oshkosh.

Course equivalencies for UW System institutions can be found through the Transfer Information System. The University of Wisconsin may also have articulation agreements with institutions of higher education for awarding of credit for specific purposes. Information regarding current articulation agreements with other institutions of higher education can be found at the UW Oshkosh Admissions Website.

Credit for Prior Learning
Credit for a specific course or course requirement may be awarded for prior learning if it meets all of the following requirements:

• A written statement from the student describing their learning experience(s), including how the experience(s) is similar to a specific course or statutory requirement,
• Written or electronic evidence, produced by the student, indicating an application of what was learned through the experience(s) (i.e., a unit of instruction, web site, certificate of completion, etc.).

Updated 7/22/2016
• Verification of acceptable performance of the learning experience(s) by an individual capable of providing an independent assessment of the student’s learning or performance (i.e., a supervisor’s evaluation, evaluation by a knowledgeable peer, workshop leader, etc.).

Each requirement above will be evaluated by the Director of act! or a 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 contains privileged or proprietary information produced while the individual was employed).

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

**Step 2 – Transcript Review Letter**

The Director of act! sends a formal letter to the potential applicant identifying all outstanding content and education courses and all other program requirements that would need to meet by the applicant. The recipient of a letter is allowed oversight regarding this letter and can pointing out errors or omissions in the transcript review they would like the Director of act! to reconsider. The Director of act! will issue a revised letter when necessary.

**Step 3 – Application, Resume, and Applicant Statement**

An individual may apply for admission to the act! program following a transcript review. A complete application contains all of the following:

- Application form – completed and signed,
- Current resume that includes employment history since their bachelor’s degree,
- Applicant Statement – a short essay addressing the following:
  - Reasons for wanting to become a licensed educator, and your choice of teaching field (i.e. Broad Field Science, Mathematics and/or Technology Education).
  - 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 - Letter of Acceptance and Plan for Completion**

Admission decisions are formalized in a letter of acceptance signed by the Director of act! A letter of acceptance outlines all content and education courses and all other program
requirements that would need to met by the applicant. CORE, Praxis II, Student Teaching, edTPA, and the final electronic portfolio requirements are also listed in the acceptance letter.

After receiving a letter of acceptance a personal meeting is scheduled with an admitted student. Admitted students are given the opportunity to discuss their individual circumstances and needs, have any questions about the program answered, and develop a written plan for completion of the act! program.
Coursework for the act! Program
A letter admitting a student into the act! program is sent via mail or electronically to the student. This letter identifies all content and education coursework and other program requirements that must be completed 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 all outstanding requirements before student teaching.

Coursework in Mathematics, Science or Technology
If content coursework is required, those courses can be taken at any approved 2-year or 4-year institution in any format (i.e., face to face in a classroom setting, online, or hybrid). Students must maintain a 3.00 GPA in all coursework completed during the act! program. The act! program Director 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 Director, and 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 in the admission letter. 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, and UW Oshkosh courses through the act! program Director. If you withdraw from a UW Oshkosh or UW Colleges course, or any other course that could meet a program requirement, an email must be sent notifying the act! Director 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.

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.

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** 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.

**Additional Providers of Online Courses**

- Montana State University (Science)
- Converse College (Math)
- University of Kentucky (Physics)
- Illinois State University (Chemistry)

**Education Coursework Requirements**

The following education course requirements, or their equivalents, must be met before student teaching.

<table>
<thead>
<tr>
<th>UW College course</th>
<th># credits</th>
<th>UW Oshkosh course</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 201 Concepts, Issues and Field Experiences in Education</td>
<td>3</td>
<td>Sec Edu 110 Education Policy: Truth and Myths</td>
</tr>
<tr>
<td>EDU 230 Education Psychology, EDU 250 or Psychology 330</td>
<td>3</td>
<td>Educational Psychology 380 or Ed Found 235 Child and Adolescent Development</td>
</tr>
<tr>
<td>EDU 300 The Exceptional Individual</td>
<td>3</td>
<td>Spec Edu 352 Children and Youth with Disabilities in General Education</td>
</tr>
<tr>
<td>Ethnic Studies</td>
<td>2*</td>
<td></td>
</tr>
<tr>
<td>Instructional Technology</td>
<td>2*</td>
<td></td>
</tr>
<tr>
<td>Speech</td>
<td>3*</td>
<td></td>
</tr>
<tr>
<td><strong>Total UWC credits</strong></td>
<td><strong>17</strong></td>
<td>Sec Ed 313 Methods of Teaching Technology Education for act! students, Sec Edu 317 Science Teaching Methods for act! students or Sec Edu 318 Mathematics Teaching Methods for act! students</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Lit &amp; Lang 435 Adolescent Literacy Methods</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>Sec Edu 400 Student Teaching in Middle School and Student Teaching in High School</td>
</tr>
<tr>
<td><strong>Total UWO credits</strong></td>
<td><strong>17</strong></td>
<td>Sec Ed 313 Methods of Teaching Technology Education for act! students, Sec Edu 317 Science Teaching Methods for act! students or Sec Edu 318 Mathematics Teaching Methods for act! students</td>
</tr>
<tr>
<td><strong>TOTAL Education credits</strong></td>
<td><strong>34 (40)</strong></td>
<td></td>
</tr>
<tr>
<td>Math, Science or Tech Content Coursework</td>
<td>TBD</td>
<td>As determined by transcript review</td>
</tr>
</tbody>
</table>

*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.*

*Updated 7/22/2016*
requirements before applying to the act! Program. Students who have not met these requirements must take these courses or request credit for prior learning.

Additional course required for licensure in Technology Education

<table>
<thead>
<tr>
<th># credits</th>
<th>UW Oshkosh course</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Sec Ed 312 Principles of Technology Education for act! students</td>
</tr>
<tr>
<td>3</td>
<td>Sec Ed 314 Career and College Program Planning for act! students</td>
</tr>
</tbody>
</table>

**Statutory Requirements for Initial Licensure**

**Communications requirement (re. 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 requirement**
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 requirement**
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 so 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 requirement (for licensure in Science only)**
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.

**Assessments 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.

<table>
<thead>
<tr>
<th>Statutory Requirement</th>
<th>Evidence</th>
<th>When assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessments of communication skills, including media</td>
<td>• Grade of C or better in an oral communications course&lt;br&gt; • Passing scores on CORE reading, writing and math tests&lt;br&gt; • Written evaluations from the clinical experience by the Cooperating Teacher&lt;br&gt; • Written evaluations from student teaching by the Cooperating Teachers&lt;br&gt; • Written evaluations from student teaching by the University supervisor</td>
<td>• At admission&lt;br&gt; • Phase I (review of transcripts, review of life experience, applicant statement)&lt;br&gt; • Phase II (Coursework grades and assignments, clinical experience evaluations, CORE and II tests, initial development of the Portfolio)&lt;br&gt; • Phase III (Student Teaching, completion of the portfolio)</td>
</tr>
<tr>
<td>Relations and professional dispositions</td>
<td>• Ethnic studies course or life experience&lt;br&gt; • Written evaluations from the clinical experience by the Cooperating Teacher&lt;br&gt; • Written evaluations from student teaching by the Cooperating Teachers&lt;br&gt; • Written evaluations from student teaching by the University supervisor</td>
<td>• At admission&lt;br&gt; • Phase II (Coursework grades and assignments, clinical experience evaluations, PRAXIS I and II tests, initial development of the Portfolio)&lt;br&gt; • Phase III (Student Teaching, completion of the portfolio)</td>
</tr>
<tr>
<td>Assessments of pedagogy</td>
<td>• Written evaluations from the Mathematics or science methods courses&lt;br&gt; • Written evaluations from the clinical experience by the Cooperating Teacher&lt;br&gt; • Written evaluations from student teaching by the Cooperating Teachers&lt;br&gt; • Written evaluations from student teaching by the University supervisor</td>
<td>• Phase II (Coursework grades and assignments, clinical experience evaluations, CORE and PRAXIS II tests, initial development of the Portfolio)&lt;br&gt; • Phase III (Student Teaching, completion of the portfolio)</td>
</tr>
<tr>
<td>Assessments of content knowledge</td>
<td>• Transcript review&lt;br&gt; • Passing scores of the appropriate PRAXIS II content exam</td>
<td>• At admission&lt;br&gt; • Phase II (Coursework grades and assignments, clinical</td>
</tr>
<tr>
<td>Assessments of the clinical practice including</td>
<td>Written evaluations from the clinical experience by the Cooperating Teacher</td>
<td>Written evaluations from student teaching by the Cooperating Teachers</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>-------------------------------------------------</td>
<td>-------------------------------------------------</td>
</tr>
<tr>
<td>A description of the required documentation within a student’s portfolio including</td>
<td>Documents demonstrating growth and proficiency in the final professional portfolio</td>
<td>• Phase II (Coursework grades and assignments, clinical experience evaluations, CORE and PRAXIS II tests, initial development of the Portfolio)</td>
</tr>
</tbody>
</table>

**Credit for Prior Learning**

Credit for a specific course or statutory requirement may be awarded for prior learning if 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 Director, 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).

<table>
<thead>
<tr>
<th>Written Statement describing the learning experience (s), including how the experience is similar to a specific course or statutory requirement</th>
<th>Met</th>
<th>Not Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written or electronic evidence that includes a performance of what was learned through the experience(s)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Verification of the learning and/or performance by an individual</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Directions for Requesting Credit for Prior Learning
To request 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.).
Thirty hours (30) of clinical experience in a middle or high school 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 are required to include these clinical and self-initiated experiences in their autobiographical letter used in their student teaching application.

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** – 15 of the required hours (50%) during clinical must include direct involvement with members of historically marginalized, cultural, language and economic groups.

**Special Needs Requirement** – 15 of the required hours (50%) 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.
Act! students are required to pass both the CORE and Praxis II tests prior to starting their student teaching. These tests can be taken anytime after the student is admitted into the act! program, either before, during, or after coursework has been started or completed.

Planning is essential for successfully passing both tests. Educational Testing Services (ETS) develops, administers, and scores more than 50 million tests annually. ETS is not flexible in terms of refunding the fees they collect for any scheduled test. Students should take into account preparation, weather, and any other factors before scheduling a CORE or Praxis II test date.

Students should not delay in meeting the ETS testing requirements. Allow enough time for test preparation, but take into account the scheduling options available through ETS. Additionally, allow enough time for your score report to be returned because the application deadlines for student teaching are 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 ETS account on the score report release date, approximately 10 business days 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.

**CORE Test**
The CORE test measures basic skills in reading, writing, and math. The test includes three separate tests with test codes and passing scores below:

<table>
<thead>
<tr>
<th>Test Name</th>
<th>Test Code</th>
<th>Passing Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>CORE Reading</td>
<td>5712</td>
<td>156</td>
</tr>
<tr>
<td>CORE Writing</td>
<td>5722</td>
<td>162</td>
</tr>
<tr>
<td>CORE Mathematics</td>
<td>5732</td>
<td>150</td>
</tr>
</tbody>
</table>

The CORE test can only be taken as a computer-based test that you register for on the ETS website (see website for test centers and costs). Students may choose to take the CORE test at any ETS testing center. The nearest center for computer-based testing is at UW – Oshkosh. For questions related to the CORE test, call Testing Services in Polk Library, Room 3, at 920.424.1433.

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 on-line from ETS. Additionally, eBooks are affordable digital test preparation guides which can be ordered from the ETS website. CORE and PRAXIS II study guides are available at both the Polk Library (UW
Oshkosh) and the UW Fox Valley Library. The Reading Study Center at UW Oshkosh offers general assistance with test taking strategies. Call 920.424.1031 for more information about Reading Study Center workshops.

ACT, SAT and GRE test scores may be substituted for the CORE test requirement after September 1, 2013. Requirements for acceptable ACT, SAT and GRE scores are immediately below.

ACT – **score must be within 5 years of admission to the program**, passing score composite of 23, with minimum scores of 20 on English, Math and Reading is required.

SAT - **score must be within 5 years of admission to the program**, passing score composite of 1070, with a minimum score of 450 Math and Verbal is required.

GRE – the revised General Test only is acceptable - **score must be within 5 years of admission to the program**, a composite score of 298, with a minimum 150 on Verbal and 145 on Math is required.

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

The act! program requires passing scores on the appropriate Praxis II content tests in the table below. You must provide an original score report of passing scores on the PRAXIS II exam for either Mathematics: Content Knowledge, General Science: Content Knowledge or Technology Education test before you will be allowed to student teach.

<table>
<thead>
<tr>
<th>PRAXIS II Test Name</th>
<th>Test Code</th>
<th>Qualifying Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics: Content Knowledge</td>
<td>5161</td>
<td>160</td>
</tr>
<tr>
<td>General Science: Content Knowledge</td>
<td>5435</td>
<td>154</td>
</tr>
<tr>
<td>Technology Education</td>
<td>5051</td>
<td>159</td>
</tr>
</tbody>
</table>

For additional information including dates, locations, fees and practice exams please visit the [ETS Website](#).
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 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 are provided through the Office of Field Experiences at UW Oshkosh. Although we make every attempt to find two student teaching placements: 9 weeks in a middle school setting and 9 weeks in a high school setting; act! students will likely be assigned to one 18-week placement. All student teachers are placed with a Cooperating Teacher who is licensed in the appropriate subject area, knowledge of Wisconsin’s teaching standards per PI 34.15 (6) (c), has at least 3 years of experience as a classroom teacher, completed a course in supervision of student teaching and has the recommendation of the school district administrator to serve as a Cooperating Teacher.

Admission to Student Teaching
Students are eligible to student teach after meeting all of the coursework and program requirements and passing both the Core and the Praxis II exam in the required subject area.

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 payment of the required Criminal Background Check ($12.00)
- Record of a negative TB skin test
- Autobiographical sketch

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, Dr. Michael Beeth needs 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.

**Responsibilities of 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 should be emailed to the act! Director, 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 and the narrative evaluation should be mailed to the act! Director 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.

**Responsibilities of the University Supervisor**

A University Supervisor will be assigned to each student teacher by the act! Director. The University Supervisor will observe the teaching of a student teacher at least 5 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 Director. The University Supervisor assigns a final grade of Pass or Fail to the student teachers after referring with the Cooperating Teacher.
Responsibilities of an *act!* Student Teacher

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 Field Experience Evaluation Form. This must be provided to the *act!* program Director 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 Director may initiate the use of the Serious Difficulties Policy.
The State of Wisconsin requires that all initial educators submit an electronic portfolio at the completion of student teaching. Requirements for the final portfolio include:

1. official scores on the edTPA portfolio
2. a current resume
3. a teaching philosophy statement
4. documentation of how you addressed InTASC Standards 9 and 10
5. 7/22/2016 a Pre-Professional Development Plan (PPDP)

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, Science or Technology Education.

edTPA
The edTPA must be submitted through Pearson Education Inc. and is scored by a national panel of reviewers. As of September 1, 2014 all act! students must submit an edTPA for scoring by Pearson, a passing score [yet to be set by the Wisconsin Department of Public Instruction] on the edTPA is required by the prior to recommending the initial educator license. The cost for the review of an edTPA portfolio ($300) is included in the Admission fee for the act! program. An edTPA must include artifacts and commentaries that address: 1) planning for instruction and assessment, 2) instruction and engaging students in learning, and 3) assessing student learning. Overall, an edTPA needs to focus on: 1) an analysis of your teaching effectiveness and 2) your ability to use and develop academic language in your discipline.

Pre-Professional Development Plan
The final component of your portfolio is a Pre-Professional Development Plan (PPDP). The pre-PDP is a plan you design to facilitate your growth in one or more areas. The PDP is the mechanism you will use to renew your initial educator license and the PPDP is your opportunity to get started on that process before completing the act! program. See this web site for more information about writing a PDP: http://tepdl.dpi.wi.gov/pdp/writing-a-pdp.
The Wisconsin Department of Public Instruction only accepts Initial Educator License applications on-line through Educator Licensing On-line, and only upon the recommendation of the act! program Certifying Officer. An applicant must have successfully completed all program requirements including a satisfactory review of the final portfolio.

**Verification of Program Completion**

A program completer may request an official letter of verification that he or she has completed the act! program and has been recommended for licensure for the purpose of seeking a teaching position. The Director of act! will issue this letter. A request for verification of program completion should be submitted to:

Dr. Michael Beeth  
UW Oshkosh  
College of Education and Human Services  
800 Algoma Blvd  
Oshkosh, WI 54901-8662

Phone: 920.424.3326  
Email: beeth@uwosh.edu
Assessments of the Content Majors or Minors and Prior Learning- (Adopted 07/11/12)
Transcripts of all coursework completed by the applicant will be reviewed and evaluated by the program Director. Applicants to the act! program must have the equivalent of the major in Mathematics offered at UW Oshkosh, the equivalent of the Broad Field Science major offered at UW Oshkosh or the Technology Education major approved for the act! program. 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.

CORE test and Grade Point Average Exceptions Policies- (Adopted November 4, 2013)
An exception to passing the CORE test 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 the CORE test. Request for an exception must be submitted in writing and address ALL of the requirements under Exception One or Exception Two below.

Exception One: A student must meet ALL requirements below to be considered for an exception under Exception One:
1. Pass two parts of the CORE 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 an exception under 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 CORE 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 Exception Two must be submitted in writing to:  
Dr. Michael Beeth, act! program Director, UW Oshkosh, 800 Algoma Blvd, Oshkosh, WI 54901-8662  

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 content exam is 135, a passing score on the Technology Education content exam is 159. Original copies of your test score report must be submitted with the application to student teach.  

Addressing Significant Difficulties During Student Teaching and/or Clinical Field Experiences  
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 Director. Significant difficulties may include but are not limited to a candidates 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 pre service teacher candidate.  

When would a Cooperating Teacher, University Supervisor, School Administrator or act! program Director 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 Director. 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 Director. 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 Director may initiate removal of a student teacher from a school placement. The candidate will meet face to face with the act! program Director, 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 \textit{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 \textit{act!} program.  
iii. The \textit{act!} program Directors 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 \textit{act!} program Directors. 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 \textit{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 Directors 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 Directors 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 affect 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.

*Updated 7/22/2016*
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 chose 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)
   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.

Updated 7/22/2016
f. Documentation of all decisions and judgments must be in writing and filed with the appropriate CBC.

Student Appeals 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 Director 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.

Updated 7/22/2016
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! Director Signature: ______________________ Date: ________________

Office use only
Received by: _______________________________ Date: ______________________