UNDERGRADUATE TEACHER EDUCATION CERTIFICATION
AT
CARDINAL STRITCH UNIVERSITY

"Devoted to bridging knowledge, practice, and service."

Our mission is to transform lives and communities by preparing leaders for learning and service.

Revised: August 2009
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to the Undergraduate Teacher Education Program</td>
<td>1</td>
</tr>
<tr>
<td>Certification Options at Cardinal Stritch University</td>
<td>2</td>
</tr>
<tr>
<td>Admission Requirements for the Education Program</td>
<td>3</td>
</tr>
<tr>
<td>Course Sequence &amp; Certification Checklists</td>
<td>5</td>
</tr>
<tr>
<td>Program Outcomes &amp; Wisconsin State Teacher Standards</td>
<td>20</td>
</tr>
<tr>
<td>Benchmark System</td>
<td>27</td>
</tr>
<tr>
<td>Clinical/Field Experiences &amp; Student Teaching</td>
<td>29</td>
</tr>
<tr>
<td>Praxis Information</td>
<td>48</td>
</tr>
<tr>
<td>Policies &amp; Appeal Procedures</td>
<td>51</td>
</tr>
<tr>
<td>Education Associations</td>
<td>56</td>
</tr>
</tbody>
</table>
INTRODUCTION

The Undergraduate Teacher Education Program (UGTE) at Cardinal Stritch University prepares teachers to impact student learning through research-based methodologies and strong, positive relationships. We approach teacher education as a reflective, rigorous process through which teacher candidates learn about themselves, their students, and educational practice so our graduates can make the decisions necessary to impact student learning positively across all contexts and with all students.

The education of teachers is a joint venture of the University and the public and private schools that provide the vital laboratory settings for preparation. The program at Stritch provides early and continuing experiences in public, private and professional development schools. The theme of “bridging knowledge, practice and service” connects and combines all elements of the programs, including course content in general education, specialty studies, professional studies, clinical experiences, human relations, assessment, and methods and modeling of instruction. Program outcomes are grounded in the Wisconsin Teacher Standards for licensure.

At this time, the undergraduate education/teacher certification program is revising the program to be highly congruent with the Wisconsin Teacher Standards. Students currently in the program will be able to transition into the revised courses. Students are expected to have technological competencies woven into the courses and seminars. A number of the courses are still being planned as the curriculum mapping for the elementary and secondary majors continues. As changes occur, they will be amended to the catalog.

This program is accredited by the Wisconsin Department of Public Instruction and the National Council for Accreditation of Teacher Education.
Teacher Certification at Cardinal Stritch University

Early Childhood – Middle Childhood (*Approximate ages of Birth – 11 years old*)
Middle Childhood - Early Adolescence (*Approximate ages of 6-12 years old*)
Minors Available:
- Reading/Literacy (Credits count toward the #316 Reading Teacher License (K-12))
- Special Education (Dual certification in Special Ed/Regular Ed possible with 3-4 additional credits)
- Biology
- Broadfield Social Studies
- Chemistry
- Computer Science
- English
- French
- History
- Mathematics
- Political Science
- Science
- Spanish
- Speech / Communication

Early Adolescence - Adolescence (*Approximate Ages of 10-21 years old*)
Majors/ Content Areas:
- Biology
- Broad Field Social Studies
- Chemistry
- Computer Science (minor field)
- English
- History
- Mathematics
- Political Science
- Sociology

Early Childhood – Adolescence (*Approximate Ages of Birth – 21 years old*)
- Art
- Foreign Language (Spanish or French)
- Theater

Content area departments are responsible for program advisement/curriculum for all courses outside of education. Students must go to their major department for advisement on their program of studies. The major department has final responsibility for advisement in the major course of study.
ADMISSION REQUIREMENTS FOR THE TEACHER EDUCATION PROGRAM

Students make a preliminary application to the Education Program by declaring education as a major. Students will be enrolled in ED 100 Introduction to Education Seminar, followed by ED 205 Diversity and Multiculturalism and EDSED 225 Assessment and Student Learning I.

REQUIREMENTS FOR ENROLLMENT in BENCHMARK I (Assessment and Student Learning II):

- The student has completed ED 100, ED 205, and ED 225.
- The student has passed all three sections of the PPST/Praxis I and the scores are on file in the Regular Education Program offices.
- The student has an overall grade point average and education grade point average of 2.75.
- The student has earned a grade of “C” or better in all courses in the professional sequence or education major.
- The student has obtained a minimum grade of B- in EN 101, EN 102, and CA 101.

The student is accepted into the Advanced Professional Sequence upon successful completion of Benchmark I and with the approval of the Teacher Education Committee.

REQUIREMENTS FOR ENROLLMENT IN BENCHMARK II (Teaching & Professionalism):

- The student has passed Benchmark I.
- The student has an overall grade point average and education grade point average of 3.0.
- The student has earned a grade of “C” or better in all courses in the professional sequence.
- The student has completed or is currently enrolled in Assessment and Student Learning III.
- The transfer student has completed at least 21 credits with transcripts submitted and on file in the Regular Education Program office for all courses completed off campus.

REQUIREMENTS FOR ENROLLMENT IN BENCHMARK III and STUDENT TEACHING:

- The student has passed Benchmark II.
- The student has an overall grade point average and education grade point average of 3.0.
- The student has passing scores on the appropriate Praxis II test. The Office of Student Placements encourages students to provide verification of passing scores on the Praxis II by May 1\textsuperscript{st} for Fall student teaching and by December 1\textsuperscript{st} for Spring student teaching.
**Additional Requirements:**

Students must complete a minimum of 30 credits and their last two semesters at Cardinal Stritch University.

No grade lower than a “C” will be accepted in Education courses. Students may repeat a course with an unacceptable grade only once. A second unacceptable grade in the major eliminates the student from the major. Any student who is eliminated from the major may follow the appeal process as stated in this handbook.

Any student who is denied admission to the Advanced Professional Sequence or student teaching may follow the appeal process as stated in this handbook.

Cardinal Stritch University and the instructors wish to affirm the intent of the Americans with Disability Act. Any person enrolling in courses who may require alternative instructional and/or evaluative procedures due to a disability should feel free to discuss these needs with the instructors so that appropriate arrangements can be made. Appropriate documentation of disability must be on file in the Regular Education Program office.
Suggested Course Sequence – Elementary Education (DRAFT 11/09)

Year I
Semester I
ED 100 FYE: Intro to Education Seminar (1)
ED 205 Diversity (3)

Semester II
ED 225 Assessment & Student Learning I (4)
EDSED 310 Learner Dev (3)
EDSED 317 Psych of Learning (3)

Year II
Semester I
RLA 307 or 312 Literacy Block I (5)
Management and Classroom Culture I (3)

Semester II
RLA 312 or 314 Literacy Block II (5)
Management and Classroom Culture II (3)

Year III
Semester I
Assessment & Student Learning II (4)
(includes Benchmark I)
Ed 318 Fine Arts Methods (3)
RLA 316 Middle School Literacy or
ED 312 Early Childhood (2)

Semester II
ED 315 Social Studies Methods (3)
ED 313 Math Methods (3)
ED 314 Science Methods (3)

Year IV
Semester I
Assessment and Student Learning III (4)
Teaching and Professionalism (2)
(includes Benchmark II)

Semester II
Student Teaching (10)
Seminar (2)

*Please note: The undergraduate education program is currently undergoing a revision to be highly congruent with the Wisconsin Teacher Standards. Students currently in the program will be able to transition into the revised courses. A number of the courses are still being planned as the curriculum mapping for the elementary and secondary majors continues. The courses listed here are subject to change with this revision.

Education credits (including student teaching) 66
Credits from minor 18-24
Core credits 57
Total credits for Degree 141-147
### CARDINAL STRITCH UNIVERSITY
### EARLY CHILDHOOD-MIDDLE CHILDHOOD CERTIFICATION
### (Approximate ages of Birth-11 years)

<table>
<thead>
<tr>
<th>Name</th>
<th>ID #</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Phone</th>
<th>E-Mail</th>
<th>Admit Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### CSU General Course Requirements

<table>
<thead>
<tr>
<th>Sem Planned</th>
<th>Sem Taken</th>
<th>Grade</th>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>1. Religious Studies (6 cr.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. Ethics (PL 204) (3 cr.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3. Foreign Language</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4. Written Communication (EN 101) (3 cr.) B- or above required</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>5. Written Communication (EN 102) (3 cr.) B- or above required</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>6. Communication Arts (CA 101) (3 cr.) B- or above required</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>7. Fine Arts course (3 cr.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>8. US History/Government (HS 101) (3 cr.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>9. US History/Government (HS 102) (3 cr.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>10. World Civilization/Cultures (HS 105) (3 cr.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>11. General Psychology (PS 201) (3 cr.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>12. Literature (EN 150) (3 cr.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>13. Environmental Science (BL/CH 210) (3 cr.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>14. Math (MT 115 or higher) (3 cr.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>15. Math for Elementary Teachers I (MT 102)(3 cr.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>16. Math for Elementary Teachers 2 (MT 103)(3 cr.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>17. Biology for Teachers (BL 103)(3 cr.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>18. Physical Science for Teachers(CH 103)(3 cr.)</td>
</tr>
</tbody>
</table>

Minor: ___________________________
### Elementary Education Requirements/ Planning Sheet

<table>
<thead>
<tr>
<th>Sem Planned</th>
<th>Sem Taken</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. ED 100 Introduction to Education Seminar (1 cr.)
2. ED 205 Education for Diversity: Historical Found (3 cr.)
3. ED 225 Assessment & Student Learning I (4 cr.)

**Date planned to take PRAXIS I (PPST) ____________**

*Students must meet the following requirements for admission to the following courses:*

- **PRAXIS I (PPST) 2 parts passed (Reading, Writing, Math)__________

<table>
<thead>
<tr>
<th>Subject</th>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>EDSED 317 Psychology of Learning (3 cr.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDSED 310 Learner Development/Special Needs (3 cr.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDSED 340 Management &amp; Classroom Culture I (3 cr)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>RLA 307 Emergent Literacy (5 cr.)</td>
<td></td>
</tr>
</tbody>
</table>

*Students must meet the following requirements for admission to the following courses:*

- **PRAXIS I (PPST) All 3 parts passed__________

<table>
<thead>
<tr>
<th>Subject</th>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>EDSED XXX Management &amp; Classroom Culture II (3 cr)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>RLA 312 Literacy Block I (5 cr.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDXXX Assessment &amp; Student Learning II (4) (Includes Benchmark I)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ED 318 Fine Arts Methods (3 cr.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ED 312 Early Childhood Curr &amp; Methods (2 cr.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ED 313 El/Middle Math Curriculum &amp; Methods (3 cr.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ED 314 El/Middle Science Curriculum &amp; Methods (4 cr.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ED 315 El/Middle Social Studies Curric &amp; Methods (3 cr.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ED XXX Assessment &amp; Student Learning III (4 cr)</td>
<td></td>
</tr>
</tbody>
</table>

*Students must meet the following requirements for admission to the following courses:*

- **3.0 gpa overall and in Ed courses__________

<table>
<thead>
<tr>
<th>Subject</th>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>XXX Teaching &amp; Professionalism (2 cr) (includes Benchmark II)</td>
<td></td>
</tr>
</tbody>
</table>

*Students must meet the following requirements for admission to the following courses:*

- **PRAXIS II: Elementary Education: Content Knowledge Test (10014) DATE PLANNED ________ DATE PASSED ________

<table>
<thead>
<tr>
<th>Subject</th>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ED 482 Student Teaching (10 cr.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ED 495 Seminar III/BENCHMARK III (2 cr.)</td>
<td></td>
</tr>
</tbody>
</table>

*Please note: The undergraduate education program is currently undergoing a revision to be highly congruent with the Wisconsin Teacher Standards. Students currently in the program will be able to transition into the revised courses. A number of the courses are still being planned as the curriculum mapping for the elementary and secondary majors continues. The courses listed here are subject to change with this revision.*
CARDINAL STRITCH UNIVERSITY
MIDDLE CHILDHOOD-EARLY ADOLESCENCE CERTIFICATION
(Approximate ages of 6-12 years)

Name ___________________________ ID # ___________________________
Phone ___________________ E-Mail ___________________ Admit Date __________

CSU General Course Requirements

<table>
<thead>
<tr>
<th>Sem Planned</th>
<th>Sem Taken</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1. Religious Studies (6 cr.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Ethics (PL 204) (3 cr.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Foreign Language</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Written Communication (EN 101) (3 cr.) B- or above required</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Written Communication (EN 102) (3 cr.) B- or above required</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6. Communication Arts (CA 101) (3 cr.) B- or above required</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7. Fine Arts course (3 cr.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>8. US History/Government (HS 101) (3 cr.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9. US History/Government (HS 102) (3 cr.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10. World Civilization/Cultures (HS 105) (3 cr.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>11. General Psychology (PS 201) (3 cr.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>12. Literature (EN 150) (3 cr.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>13. Environmental Science (BL/CH 210) (3 cr.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>14. Math (MT 115 or higher) (3 cr.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>15 Math for Elementary Teachers I (MT 102)(3 cr.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>16 Math for Elementary Teachers 2 (MT 103)(3 cr.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>17. Biology for Teachers (BL 103)(3 cr.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>18. Physical Science for Teachers(CH 103)(3 cr.)</td>
</tr>
</tbody>
</table>

Minor ___________________________
**MIDDLE CHILDHOOD-EARLY ADOLESCENCE CERTIFICATION (continued)**

**Elementary Education Requirements/Planning Sheet**

<table>
<thead>
<tr>
<th>Semester Planned</th>
<th>Semester Taken</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. ED 100 Introduction to Education Seminar (1 cr.)
2. ED 205 Education for Diversity: Historical Found (3 cr.)
3. ED 225 Assessment & Student Learning I (4 cr.)

*Date planned to take PRAXIS I (PPST) _______________

*Students must meet the following requirements for admission to the following courses:*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 100</td>
<td></td>
<td>1 cr.</td>
</tr>
<tr>
<td>ED 205</td>
<td></td>
<td>3 cr.</td>
</tr>
<tr>
<td>ED 225</td>
<td></td>
<td>4 cr.</td>
</tr>
</tbody>
</table>

3.0 gpa overall and in Ed courses

*Students must meet the following requirements for admission to the following courses:*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDSED 310</td>
<td>Learner Development/Special Needs</td>
<td>3 cr.</td>
</tr>
<tr>
<td>RLA 312</td>
<td>Literacy Block I</td>
<td>5 cr.</td>
</tr>
<tr>
<td>EDSED 317</td>
<td>Psychology of Learning</td>
<td>3 cr.</td>
</tr>
<tr>
<td>EDSED 310</td>
<td>Learner Development/Special Needs</td>
<td>3 cr.</td>
</tr>
<tr>
<td>EDSED 340</td>
<td>Management &amp; Classroom Culture I</td>
<td>3 cr.</td>
</tr>
</tbody>
</table>

3.0 gpa overall and in Ed courses

*Students must meet the following requirements for admission to the following courses:*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 318</td>
<td>Fine Arts Methods</td>
<td>3 cr.</td>
</tr>
<tr>
<td>RLA 316</td>
<td>Middle School Literacy</td>
<td>2 cr.</td>
</tr>
<tr>
<td>ED 313</td>
<td>El/Middle Math Curriculum &amp; Methods</td>
<td>3 cr.</td>
</tr>
<tr>
<td>ED 314</td>
<td>El/Middle Science Curriculum &amp; Methods</td>
<td>4 cr.</td>
</tr>
<tr>
<td>ED 315</td>
<td>El/Middle Social Studies Curriculum &amp; Methods</td>
<td>3 cr.</td>
</tr>
<tr>
<td>ED XXX</td>
<td>Assessment &amp; Student Learning III</td>
<td>4 cr.</td>
</tr>
</tbody>
</table>

*Students must meet the following requirements for admission to the following courses:*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 318</td>
<td>Fine Arts Methods</td>
<td>3 cr.</td>
</tr>
<tr>
<td>RLA 316</td>
<td>Middle School Literacy</td>
<td>2 cr.</td>
</tr>
<tr>
<td>ED 313</td>
<td>El/Middle Math Curriculum &amp; Methods</td>
<td>3 cr.</td>
</tr>
<tr>
<td>ED 314</td>
<td>El/Middle Science Curriculum &amp; Methods</td>
<td>4 cr.</td>
</tr>
<tr>
<td>ED 315</td>
<td>El/Middle Social Studies Curriculum &amp; Methods</td>
<td>3 cr.</td>
</tr>
<tr>
<td>ED XXX</td>
<td>Assessment &amp; Student Learning III</td>
<td>4 cr.</td>
</tr>
</tbody>
</table>

*Students must meet the following requirements for admission to the following courses:*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 486</td>
<td>Student Teaching</td>
<td>10 cr.</td>
</tr>
<tr>
<td>ED 495</td>
<td>Seminar III/BENCHMARK III</td>
<td>2 cr.</td>
</tr>
</tbody>
</table>

*Please note: The undergraduate education program is currently undergoing a revision to be highly congruent with the Wisconsin Teacher Standards. Students currently in the program will be able to transition into the revised courses. A number of the courses are still being planned as the curriculum mapping for the elementary and secondary majors continues. The courses listed here are subject to change with this revision.*
Suggested Course Sequence – Secondary Education

Year I
Semester I
ED 100 FYE: Intro to Education Seminar (1)
ED 205 Diversity (3)

Semester II
ED 225 Assessment & Student Learning I (4)
EDSED 310 Learner Dev (3)
EDSED 317 Psych of Learning (3)

Year II
Semester I
PS 221 Adolescent Psych (3)
Management and Classroom Culture I (3)

Semester II
Assessment & Student Learning II for Secondary Ed (includes Benchmark I) (4)
Management and Classroom Culture II for Secondary Ed (3)

Year III
Semester I
RLA 318 Content Area Literacy (4)
RLA 345 Adolescent Literature (3)

Semester II
Assessment & Student Learning III for Secondary Ed (4)

Year IV
Semester I
Teaching and Professionalism (2)
(includes Benchmark II)

Semester II
Student Teaching (10)
Seminar (2)
(includes Benchmark III)

*Please note: The undergraduate education program is currently undergoing a revision to be highly congruent with the Wisconsin Teacher Standards. Students currently in the program will be able to transition into the revised courses. A number of the courses are still being planned as the curriculum mapping for the elementary and secondary majors continues. The courses listed here are subject to change with this revision.

Education credits (including Student Teaching) 52
Credits from major (depends on major) 34-54
Core credits 62
Total credits for Degree 148-168
CARDINAL STRITCH UNIVERSITY
EDUCATION CERTIFICATION REQUIREMENTS
SECONDARY EDUCATION
Early Adolescence – Adolescence (Approximate ages of 10–21 years)

<table>
<thead>
<tr>
<th>Name</th>
<th>ID #</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Phone</th>
<th>E-Mail</th>
<th>Admit Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

****************************
******************************************************************************

CSU General Course Requirements

<table>
<thead>
<tr>
<th>Sem Planned</th>
<th>Sem Taken</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Religious Studies (6 cr.)
2. Intro to Philosophy (PL 203) (3 cr.)
3. Ethics (PL 204) (3 cr.)
4. Written Communication (EN 101) (3 cr.) B- or above
5. Written Communication (EN 102) (3 cr.) B- or above
6. Communication Arts (CA 101) (3 cr.) B- or above
7. Mathematics (MT 109) (3 cr.)
8. Physical Science (One lab science) (4 cr.)
9. Biological Science (One environmental science) (4 cr.)
10. Fine Arts Courses (9 cr. from Theatre, Art, Music)
11. History (3 cr.)
12. Intro to Psychology (3 cr.)
13. Econ, Geography, Pol Sci, Soc, Wom Studies (3 cr.)
14. Intro to Literature (EN 150) (3 cr.)
15. Literature (One additional literature) (3 cr.)
16. Foreign Language (6 cr.)

MAJOR

<table>
<thead>
<tr>
<th>Praxis I</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
### Secondary Education Professional Requirements/ Planning Sheet

<table>
<thead>
<tr>
<th>Sem Planned</th>
<th>Sem Taken</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. ED 100 Introduction to Education Seminar (1 cr.)
2. ED 225 Assessment & Student Learning I (4cr)
3. ED 205 Educ for Diversity: Historical Found (3cr.)
4. PS 221 Adolescent Psychology (3 cr.)

*To enroll in the following courses, the following requirements must be met:

Praxis I (PPST): 2 parts passed

5. EDSED 317 Psychology of Learning (3 cr.)
6. EDSED 310 Differentiated Instruction (3 cr.)
7. EDSED 340 Management & Class Culture I (3 cr.)

*To enroll in the following courses, the following requirements must be met:

3 parts of PPST passed & on file
B- or better in EN 101, EN 102 & CA 101
2.75 GPA

8. ED XXX Assessment & Student Learning II for Sec Ed
   (Includes Benchmark I) (4cr)
9. RLA 318 Sec Developmental/Content Read (4 cr.)
10. RLA 345 Adolescent Literature (3 cr.)
11. EDSED XXX Management & Class Culture II for Secondary Ed (3cr)
12. ED XXX Assessment & Student Learning III for Secondary Ed (4cr)

*To enroll in the following courses, the following requirements must be met:

3.0 GPA overall and in Ed courses

13. ED XXX Teaching & Professionalism
   (Includes Benchmark II) (2cr.)

*To enroll in the following courses, the following requirements must be met:

Praxis II: Content Knowledge Test:
Date planned: __________________ Date passed: __________________

14. ED 480 Student Teaching (10 cr.)
15. ED 495 Portfolio III/BENCHMARK III (2 cr.)

*Please note: The undergraduate education program is currently undergoing a revision to be highly congruent with the Wisconsin Teacher Standards. Students currently in the program will be able to transition into the revised courses. A number of the courses are still being planned as the curriculum mapping for the elementary and secondary majors continues. The courses listed here are subject to change with this revision.
CARDINAL STRITCH UNIVERSITY
EDUCATION CERTIFICATION REQUIREMENTS
ART EDUCATION
Early Childhood – Adolescence (Approximate ages of Birth–21 years)

Name ___________________________________________ ID # ___________________________
Phone ___________________________ E-Mail ___________________________ Admit Date ___________

CSU General Course Requirements

<table>
<thead>
<tr>
<th>Sem Planned</th>
<th>Sem Taken</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>_________</td>
<td>_________</td>
<td>_____</td>
</tr>
<tr>
<td>_________</td>
<td>_________</td>
<td>_____</td>
</tr>
<tr>
<td>_________</td>
<td>_________</td>
<td>_____</td>
</tr>
<tr>
<td>_________</td>
<td>_________</td>
<td>_____</td>
</tr>
<tr>
<td>_________</td>
<td>_________</td>
<td>_____</td>
</tr>
</tbody>
</table>

1. Religious Studies (6 cr.)
2. Intro to Philosophy (PL 203) (3 cr.)
3. Ethics (PL 204) (3 cr.)
4. Written Communication (EN 101) (3 cr.) B- or above
5. Written Communication (EN 102) (3 cr.) B- or above
6. Communication Arts (CA 101) (3 cr.) B- or above
7. Mathematics (MT 109) (3 cr.)
8. Physical Science (One lab science) (4 cr.)
9. Biological Science (One environmental science) (4 cr.)
10. Fine Arts Courses (9 cr. from Theatre, Art, Music)
11. History (3 cr.)
12. Intro to Psychology (3 cr.)
13. Econ, Geography, Pol Sci, Soc, Wom Studies (3 cr.)
14. Intro to Literature (EN 150) (3 cr.)
15. Literature (One additional literature) (3 cr.)
16. Foreign Language (6 cr.)

MAJOR ________________________________

Praxis I
_____ Reading  _____ Writing  _____ Math
Art Education Professional Requirements/ Planning Sheet

<table>
<thead>
<tr>
<th>Sem Planned</th>
<th>Sem Taken</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>___________</td>
<td>__________</td>
<td>_____</td>
</tr>
<tr>
<td>1. ED 100 Introduction to Education Seminar (1 cr.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. ED 225 Assessment &amp; Student Learning I (4cr)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. ED 205 Edu for Diversity: Historical Found(3cr.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. PS 202 Life Span Hum Dev (3 cr.)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*To enroll in the following courses, the following requirements must be met:*

- Praxis I (PPST): 2 parts passed

| ___________ | __________ | _____ |
| 5. EDSED 317 Psychology of Learning (3 cr.) |
| 6. EDSED 310 Differentiated Instruction (3 cr.) |
| 7. EDSED 340 Management & Class Culture I (3 cr.) |

*To enroll in the following courses, the following requirements must be met:*

- 3 parts of PPST passed & on file
- B- or better in EN 101, EN 102 & CA 101
- 2.75 GPA

| ___________ | __________ | _____ |
| 8. ED XXX Assessment & Student Learning II (Includes Benchmark I ) (4cr) |
| 9. RLA 318 Sec Developmental/Content Read (4 cr.) |
| 10. RLA 345 Adolescent Literature (3 cr.) |
| 11. ED 318 Fine Art Methods (3cr) |
| 12. EDSED XXX Management & Class Culture II for Secondary Ed (3cr) |
| 13. ART 351 Art Methods I-Elementary (1.5cr) |
| 14. ART 352 Art Methods II-Secondary(1.5cr) |
| 15. ART 453 Art Curriculum (3cr) |

*To enroll in the following courses, the following requirements must be met:*

- 3.0 GPA overall and in Ed courses

| ___________ | __________ | _____ |
| 16. ED XXX Teaching & Professionalism (Includes Benchmark II) (2cr.) |

*To enroll in the following courses, the following requirements must be met:*

- Praxis II: Art Content Knowledge Test #10133
- Date planned: __________ Date passed: ________________

| ___________ | __________ | _____ |
| 17. ED 484 Student Teaching (10 cr.) |
| 18. ED 495 Portfolio III/BENCHMARK III (2 cr.) |

*Please note: The undergraduate education program is currently undergoing a revision to be highly congruent with the Wisconsin Teacher Standards. Students currently in the program will be able to transition into the revised courses. A number of the courses are still being planned as the curriculum mapping for the elementary and secondary majors continues. The courses listed here are subject to change with this revision.*
# CARDINAL STRITCH UNIVERSITY

## EDUCATION CERTIFICATION REQUIREMENTS

### FOREIGN LANGUAGE EDUCATION

**Early Childhood – Adolescence (Approximate ages of Birth–21 years)**

<table>
<thead>
<tr>
<th>Name</th>
<th>ID #</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Phone</th>
<th>E-Mail</th>
<th>Admit Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

### CSU General Course Requirements

<table>
<thead>
<tr>
<th>Sem Planned</th>
<th>Sem Taken</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1. Religious Studies (6 cr.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Intro to Philosophy (PL 203) (3 cr.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Ethics (PL 204) (3 cr.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Written Communication (EN 101) (3 cr.) B- or above</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Written Communication (EN 102) (3 cr.) B- or above</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6. Communication Arts (CA 101) (3 cr.) B- or above</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7. Mathematics (MT 109) (3 cr.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>8. Physical Science (One lab science) (4 cr.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9. Biological Science (One environmental science) (4 cr.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10. Fine Arts Courses (9 cr. from Theatre, Art, Music)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>11. History (3 cr.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>12. Intro to Psychology (3 cr.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>13. Econ, Geography, Pol Sci, Soc, Wom Studies (3 cr.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>14. Intro to Literature (EN 150) (3 cr.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>15. Literature (One additional literature) (3 cr.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>16. Foreign Language (6 cr.)</td>
</tr>
</tbody>
</table>

### MAJOR

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
</table>

### Praxis I

- _____ Reading
- _____ Writing
- _____ Math
Foreign Language Education Professional Requirements/ Planning Sheet

<table>
<thead>
<tr>
<th>Sem Planned</th>
<th>Sem Taken</th>
<th>Grade</th>
<th>1. ED 100 Introduction to Education Seminar (1 cr.)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. ED 225 Assessment &amp; Student Learning I (4cr)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3. ED 205 Educ for Diversity: Historical Found (3cr.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4. PS 202 Life Span Hum Dev (3 cr.)</td>
</tr>
</tbody>
</table>

*To enroll in the following courses, the following requirements must be met:

- Praxis I (PPST): 2 parts passed

| 5. EDSED 317 Psychology of Learning (3 cr.) |
| 6. EDSED 310 Differentiated Instruction (3 cr.) |
| 7. EDSED 340 Management & Class Culture I (3 cr.) |

*To enroll in the following courses, the following requirements must be met:

- 3 parts of PPST passed & on file
- B- or better in EN 101, EN 102 & CA 101
- 2.75 GPA

| 8. ED XXX Assessment & Student Learning II (Includes Benchmark I) (4 cr.) |
| 9. RLA 318 Sec Developmental/Content Read (4 cr.) |
| 10. RLA 345 Adolescent Literature (3 cr.) |
| 11. ED 368 Teaching Foreign Language in MS/HS |
| 12. EDSED XXX Management & Class Culture II for Secondary Ed (3cr) |
| 13. ED XXX Assessment & Student Learning III for Secondary Ed (4cr) |

*To enroll in the following courses, the following requirements must be met:

- 3.0 GPA overall and in Ed courses

| 14. ED XXX Teaching & Professionalism (Includes Benchmark II) (2cr.) |

*To enroll in the following courses, the following requirements must be met:

- Praxis II: Content Knowledge Test
- Date planned: ______________ Date passed: ______________

| 15. ED 484 Student Teaching (10 cr.) |
| 16. ED 495 Portfolio III/BENCHMARK III (2 cr.) |

*Please note: The undergraduate education program is currently undergoing a revision to be highly congruent with the Wisconsin Teacher Standards. Students currently in the program will be able to transition into the revised courses. A number of the courses are still being planned as the curriculum mapping for the elementary and secondary majors continues. The courses listed here are subject to change with this revision.
Cardinal Stritch University
Undergraduate Special Education Certification

Obtaining undergraduate certification in both Regular Education and Special Education:

Undergraduate minor is 20 credits, this will not include certification. Take an additional 2 credits, student teaching and the Praxis 2 (middle school #0146) test and you can obtain dual certification. This cross-categorical program certifies candidates to teach students with learning disabilities, cognitive disabilities and emotional/behavioral disabilities. For more information, contact Cathy Taft at 410-4338.

EDSED 310 Learner Development/Special Needs, Observation 3 credits
A survey course covering the nature and needs of children who are exceptional: children who are gifted, cognitive disabled, learning disabled, have speech difficulties, are physically and health impaired, sensory impaired, or have emotional disturbance. Prerequisite: One of the following: PS 220 or 221

EDSED 317 Psychology of Learning/Special Needs, Observation 3 credits
This course covers the application of psychological principles of learning to the process of teaching to familiarize the student with, and to broaden the areas of mutual concern between education and those findings of psychology that pertain to the process of instruction. Prerequisite: PS 201 and upper division.

SED 314 Curriculum & Methods: Functional Skills 3 credits
This course studies the objectives, functional curriculum content, methodologies and instructional materials appropriate to students with exceptional education needs. The course emphasizes social skills training, personal living skills, self-determination, community-based instruction and the application of universal design to technology. Pending approval; Prerequisite: EDSED 310, 317

SED 323 Parents/Agencies and Transition 3 credits
This course focuses on effective communication and collaboration with parents, students and agencies. Transition services and IEP objectives are highlighted. Prerequisite: EDSED 310

SED 325 Directed Field Work To be taken concurrently with EDSED XXX 1 credit

SED 363 Developing IEPs 1 credit
This course provides an understanding of the Individualized Education Plan, legislation and processes. It focuses on developing legal and useful IEP’s and methods for implementing, monitoring and analyzing their effectiveness for individuals with disabilities. This course is delivered in a Hybrid format. Prerequisite: EDSED 310, 317

SED XXX Special Education Assessment and Diagnosis 4 credits
Includes the former SED 365 and SED 423A / B / C courses.

SED 461 Students with Autism Spectrum Disorders, Part 1 1 credit
This course, to be developed, will cover the diagnosis of autism spectrum disorder. Characteristics will be reviewed and discussed in the context of the student’s unique educational needs and implications for inclusive educational practices. Prerequisite: EDSED 310, 317

SED 462 Students with Autism Spectrum Disorders, Part 2 1 credit
The above classes, totaling 20 credits, constitute the Special Education Minor. By adding one area of emphasis (plus student teaching) an undergraduate may obtain cross-categorical certification in Special Education.

**Praxis 2: Middle School Content Knowledge Test #0146 is required for Special Education certification.**

### CD Emphasis

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SED 360</td>
<td>Teaching Persons with Severe Developmental Disabilities <em>(SED 314)</em></td>
<td>2</td>
</tr>
</tbody>
</table>

**OR**

### LD Emphasis

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SED 478</td>
<td>Teaching Students with Learning Disabilities <em>(SED XXX, 325)</em></td>
<td>2</td>
</tr>
</tbody>
</table>

**OR**

### EBD Emphasis

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SED 407</td>
<td>Positive Behavior Support for Students with EBD <em>(SED 361)</em></td>
<td>2</td>
</tr>
</tbody>
</table>
Cardinal Stritch University
Department of Literacy and Language Development
Undergraduate Literacy Minor/Graduate #316 K-12 Reading Teacher License
Pre-K-6 Initial Certification Requirements (23 Credits)

Name ________________________________________________________________

Phone #s _____________________________________________________________

E-Mail ______________________________________________________________

First Semester Work _________________________________________________

Undergraduate Literacy Minor Courses:

Projected  Taken

______  ______
RLA 307: Emergent Literacy (5 credits/practicum)

______  ______
RLA 312: Developmental Literacy PreK-Primary (5 credits/practicum) (Required, but not part of minor)
(Preqs: RLA 307)

______  ______
RLA 314: Developmental Literacy Upper Elementary-Middle School (5 credits/practicum)(Preqs: RLA 312)

______  ______
RLA 318: Content Area Reading in the Middle/Secondary School (4 credits/practicum) (Preqs: RLA 312, 314 or concurrently with RLA 314)

______  ______
RLA 340: Children’s and Adolescent Literature Across the Curriculum (3 credits)

______  ______
RLA 350: Literacy and the Exceptional Child (3 credits)

______  ______
RLA 352: Literacy Intervention Programs (3 credits/practicum) (Preqs: RLA 307, 312, 314, 318, 340, 350)

Graduate Courses:

Projected  Taken

______  ______
RLA 562: Graduate Field Experience for Literacy Minors 1 (RLA 562 and 563 may be taken during same semester)

______  ______
RLA 563: Graduate Field Experience for Literacy Minors 2 (RLA 562 and 563 may be taken during same semester)

______  ______
Verify two years of regular teaching experience

______  ______
Verify eligibility to hold an initial Wisconsin Teaching License

______  ______
All coursework must be no older than 7 years at time of license application

______  ______
Apply for #316 K-12 Reading Teacher License using DPI form

______  ______
Send completed application and DPI fee to Certification office in Education Building

Student ___________________________ Date ______________ Advisor ___________ Date ______________

White-Student
Pink-LLD File
Yellow-Regular Ed File
CARDINAL STRITCH UNIVERSITY
INITIAL CERTIFICATION PROGRAM OUTCOMES

PROGRAM OUTCOME 1

Teacher candidates know the subject they are teaching.

The teacher candidate 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.

Indicators:

A. The teacher candidate will demonstrate knowledge of the content area(s) they are certified in by successfully passing the Wisconsin teacher competency tests.

B. The teacher candidate demonstrate the ability to create a lesson plan based on the WI state standards, appropriate to grade level, that both pre-assesses and post-assesses student learning.

C. The teacher candidate will demonstrate the ability to analyze a lesson plan and determine strengths, weaknesses, and ways to adapt it to make it more successful in terms of student learning.

PROGRAM OUTCOME 2

Teacher candidates know how children grow.

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

Indicators:

A. The teacher candidate will demonstrate an understanding of how children develop & learn by designing & implementing developmentally appropriate learning experiences.

B. The teacher candidate will document an understanding of past/present learning theories, philosophies & approaches that explain how students learn & develop.

C. The teacher candidate will observe & document past/present instructional techniques designed for multiple capacities of students.

D. The teacher candidate will design appropriate expectations, which match a specific curriculum, theory, philosophy and/or specific student population.
PROGRAM OUTCOME 3

Teacher candidates understand that children learn differently.

The teacher candidate 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.

Indicators:

A. The teacher candidate will demonstrate an understanding of various cultures and cultural learning styles.
B. The teacher candidate will be able to explain the inter-individual and intra-individual differences found in children who are classified as exceptional.
C. The teacher candidate will demonstrate an ability to assess the diverse learning needs of students and adapt instruction accordingly.

PROGRAM OUTCOME 4

Teacher candidates know how to teach.

The teacher candidate 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.

Indicators:

A. The teacher candidate will collaborate with other teacher candidates to design a variety of instructional strategies that encourage critical thinking, problem solving, and performance skills in student’s learning.
B. The teacher candidate will design appropriate goals and objectives that match a specific curriculum, theory, philosophy and/or specific student population.
C. The teacher candidate will design and implement learning experiences that extend and refine critical and creative thinking.
D. The teacher candidate will use a multi media to facilitate learning.
PROGRAM OUTCOME 5

Teacher candidates know how to manage a classroom.
The teacher candidate 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.

Indicators:

A. Teacher candidate will recognize individual differences in their students and adapt learning experiences to meet student needs.
B. Teacher candidate will design a classroom management plan for the beginning of the school year.
C. Teacher candidate will observe and document classroom techniques for diverse learners.
D. The teacher candidate will design and implement strategies that teach all students to resolve differences and manage their own behaviors.

PROGRAM OUTCOME 6

Teacher candidates communicate well.
The teacher candidate 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.

Indicators:

A. The teacher candidate will display characteristics indicative of an ability to work cooperatively and collaboratively in a classroom environment.
B. The teacher candidate will demonstrate the ability to communicate effectively in writing.
C. The teacher candidate will demonstrate the ability to communicate effectively orally.
D. The teacher candidate will effectively use technology to communicate with faculty and peers.
E. The teacher candidate will collaboratively develop a classroom lesson plan, which incorporates the use of technology in preparation & delivery of instruction.
PROGRAM OUTCOME 7

Teacher candidates are able to plan different kinds of lessons.
The teacher candidate organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.

**Indicators:**

A. The teacher candidate will develop learning experiences that facilitate the achievement of appropriate goals.

B. The teacher candidate will understand and use a variety of instructional strategies.

C. The teacher candidate creates an environment for learning that encourages positive social interaction, active engagement in learning and self-motivation.

D. The teacher candidate uses active inquiry approaches to support problem solving using subject matter and curriculum goals.

PROGRAM OUTCOME 8

Teacher candidates know how to test for student progress.
The teacher candidate understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.

**Indicators:**

A. The teacher candidate will demonstrate the ability to design lesson plans that effectively assess learning objectives and accommodate student needs.

B. The teacher candidate will demonstrate an understanding of various assessment methods to measure different learning objectives including: knowledge, reasoning, performance products and dispositions.

C. The teacher candidate will demonstrate an understanding of the three levels of assessment: classroom, grade level/district benchmarks, and standardized tests and assessments.

D. The teacher candidate will demonstrate ability to create, justify, and articulate a grading scheme and reporting options.

E. The teacher candidate will demonstrate an ability to communicate feedback, assessment conclusions and recommendations to various audiences.
PROGRAM OUTCOME 9

Teacher candidates are able to evaluate themselves.
The teacher candidate 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.

Indicators:

A. The teacher candidate will continually evaluate & refine the effectiveness of their impact on the learning community & grow professionally from experiences.

B. The teacher candidate will continually reflect on teaching & devise ways to improve instruction.

C. The teacher candidate will seek the advice of others & draw up educational research & scholarship to improve instruction.

PROGRAM OUTCOME 10

Teacher candidates are connected with other teachers and the community.
The teacher candidate 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.

Indicators:

A. The teacher candidate will demonstrate an understanding of the ethical and collaborative dimensions of teaching.

B. The teacher candidate will successfully interact with other teachers, parents, and the administrative staff in their student teaching placement.
1. 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.

2. 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.

3. 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.

4. 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.

5. 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.

6. 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.

7. 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.

8. **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.

9. **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.

10. **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.
BENCHMARK PROCESS

Each initial certification student must demonstrate progress toward meeting the 10 Wisconsin State Teacher Standards throughout the course of the certification process. Each part of the benchmark process has a specific purpose and scope.

**Benchmark I:**
*Foundational Competencies of Teaching*

In order to qualify for the advanced professional course work, teacher candidates are required to complete Benchmark I as evidence of student understanding of the teacher education program’s theoretical foundation and the Wisconsin Standards for Teacher Development and Licensure. The first Benchmark consists of an Attitude and Disposition Reflection paper, an impromptu lesson plan, and an oral presentation.

**Benchmark II:**
*Teacher Candidate Collection*

To qualify for student teaching, teacher candidates are required to provide evidence of student learning and their proficiency in translating theory into practice. Benchmark II consists of an oral presentation/Socratic Seminar, a teacher candidate portfolio, and setting goals for student teaching. The portfolio will consist of course assignments that relate to each of the ten Wisconsin State Teaching Standards.

**Benchmark III:**
*Initial Educator Collection*

Benchmark III is an evolution of Benchmark II. The focus of this benchmark is to demonstrate growth during student teaching and prepare the teacher candidate for future growth as an initial educator. Benchmark III consists of structured journal reflections, an oral presentation/mock interview, and a portfolio showing growth during student teaching and plans for future growth as an educator.
Pass/No Pass Policy
For the Portfolio Process

No Pass Policy for the Portfolio Process: The teacher candidate must earn a pass on all sections of the Portfolio Process. If the teacher candidate does not earn a pass, he/she will work with a second reviewer and resubmit or redo those parts of Benchmark I, II or III that did not earn a PASS. If the second submission results in a NO PASS, the advisor and the department chair will assess the situation. A plan will be developed to assist the teacher candidate in being successful in the program.
Clinical/Field Experiences and Student Teaching

Throughout the teacher preparation program, you are required to participate in varied clinical/field experiences, including student teaching. The Office of Student Placements refers to clinical/field experiences as any structured time in the classroom prior to student teaching. Cardinal Stritch University requires that all teacher candidates complete and document a minimum of 100 hours of clinical/field experience prior to student teaching. Student teaching is the capstone experience of a full semester of student teaching following the daily schedule and semester calendar of a cooperating teacher.

Prior to any clinical/field experience and student teaching, a criminal background check form is completed by every teacher candidate. That information is confidential and processed by the Wisconsin Department of Justice and reported to the chair of the UG program (Teacher Education Policy, 2006).

The School of Education uses two assessment tools during all clinical/field experiences and student teaching: Performance Inventory and Evaluation and Attitude and Disposition Inventory. These assessment tools provide evaluative information about your professional growth as a teacher candidate over time.

Clinical/Field Experience Placement Information

The number of clinical hours required for various courses is outlined in the next document. Cardinal Stritch University is committed to providing our teacher candidates with opportunities to work in a variety of different districts with diverse populations of students and teachers. You will be placed in different content areas, grade levels, and socio-economic and cultural settings, in both public and private schools. In order to meet the standards of the National Council for Accreditation of Teacher Education (NCATE), our teacher candidates are required to complete a portion of the required field experience hours in diverse settings. The Office of Student Placements arranges a majority of field experience placements, although there are circumstances where the teacher candidate may request a particular placement, with the approval of the Office of Student Placements.

Clinical/Field Experience Expectations

With each clinical/field experience, you will gradually take on more of the teacher role, ultimately preparing you to become a successful full time teacher during student teaching. A description of clinical/field experiences follows, including learning opportunities and key assessments (how you are assessed during the clinical/field experiences and student teaching).
As a teacher candidate, you are encouraged to participate in a variety of activities that will expose you to all aspects of the teaching profession. A teacher candidate is assigned to a classroom teacher, referred to as the cooperating teacher. You are required to help the cooperating teacher with specific tasks that will be outlined for each clinical/field experience and eventually teach lessons to small groups and eventually to the whole class. In each course where clinical/field experiences are required, the instructor will review the expectations and requirements of the field experience component.
### Description of Field Experiences

<table>
<thead>
<tr>
<th>Minimum hours</th>
<th>Clinical/Field Experience I</th>
<th>Clinical/Field Experience II</th>
<th>Clinical/Field Experience III</th>
<th>Student Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>50</td>
<td>50</td>
<td>TBD</td>
<td>Full day participation at the assigned school for 1 full semester.</td>
<td></td>
</tr>
<tr>
<td>Focus</td>
<td>Teacher Behavior</td>
<td>Student Behavior</td>
<td>Teacher and Student Behavior</td>
<td></td>
</tr>
<tr>
<td>Learning Opportunities</td>
<td>• Observation of cooperating teacher and exemplars</td>
<td>• One-on-one tutorial work with students and/or small group work</td>
<td>• Observation of cooperating teacher's classroom management, routines, teaching styles, etc.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• One-on-one tutorial work with students</td>
<td>• Non-instructional tasks as prompted by the cooperating teacher</td>
<td>• Assume responsibility of non-instructional tasks</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Small group work with students</td>
<td>• Develop 5 lessons and teach them</td>
<td>• Assume full teaching responsibilities (lesson plan, lesson delivery, student assessment, lesson analysis and reflection)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Non-instructional tasks as directed by the cooperating teacher</td>
<td>• Complete the videotape project (lesson plan, videotape, lesson analysis, and student work)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Teach 2 short lessons as directed by the cooperating teacher</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Key Assessments</td>
<td>• Attitude and Disposition Inventory</td>
<td>• Attitude and Disposition Inventory</td>
<td>• Attitude and Disposition Inventory</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Standards 6, 9, &amp; 10</td>
<td>• Performance Inventory and Evaluation</td>
<td>• Performance Inventory and Evaluation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Completed by Cooperating Teacher</td>
<td>• All 10 Standards</td>
<td>• All 10 Standards</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• ADI completed by University Supervisor</td>
<td>• Completed by Cooperating Teacher</td>
<td>• Completed by Cooperating Teacher and University Supervisor</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• ADI Completed by Univ Spvsr</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Please note: The undergraduate education program is currently undergoing a revision to be highly congruent with the Wisconsin Teacher Standards. Students currently in the program will be able to transition into the revised courses. A number of the courses, including field experiences, are still being planned as the curriculum mapping for the elementary and secondary majors continues. The courses and field experience requirements listed here are subject to change with this revision.*
# FIELD EXPERIENCE VERIFICATION LOG SHEET

<table>
<thead>
<tr>
<th>Name of School</th>
<th>(U)Urban/ (S)Suburban</th>
<th>(PB)Public/ (PV) Private</th>
<th>Grade Level/ Subject Area</th>
<th>Hours Completed</th>
<th>Course #</th>
<th>Instructor Confirmation</th>
<th>Coop Tchr* Confirmation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*May be initialed without an evaluation form if experience is observation only

*Students are responsible for completing (neatly) all columns with the exception of the instructor and coop teacher confirmation.

*For each experience listed, the coop teacher should be asked to complete a clinical evaluation form. A copy of these forms should be attached to this document.

*If any of the experiences listed are documented on a transcript, please attach the transcript with the experience highlighted. You still must complete the above information to the degree possible.

*This log sheet along with accompanying documentation must be submitted as part of the application process for student teaching. Keep a copy for your records!

* Both copies are to be submitted to ED 211, for review with the student teaching application materials. The student copy will be returned upon approval.
Criminal Background Check

Effective August 1, 2006, students admitted to the Teacher Education Programs must have a criminal background check completed twice during the course of the program (prior to K-12 student contact). The information collected will be processed by the Wisconsin Department of Justice and reported to the Chair of the department/program in which they are enrolled (Teacher Education Policy, 2006).

* Please fill out the following information completely and legibly so that it can be processed in an efficient manner.

DATE ________________________________

NAME ________________________________

ADDRESS __________________________________________

CITY __________________ STATE __________ ZIP CODE _______

TELEPHONE # (____) __________________________

UNIVERSITY I.D.# ________________________________

RACE/SEX ________________________________ / ________________________________

SOCIAL SECURITY # ________________________________

DATE OF BIRTH ________________________________

MAIDEN NAME ________________________________

The Conduct and Competency Review Form (p.2) is a screening method to protect children. It is also a duplication of the questions you will be required to complete when applying for a Wisconsin teaching license. The questions contained in this conduct and competency review form have been developed to alert the Wisconsin Department of Public Instruction to cases that warrant further investigation. A “yes” answer to a question or an arrest record does not automatically make you ineligible for licensure. Each situation is investigated independently and the final decision is made on a case-by-case basis. Your cooperation in protecting our children is greatly appreciated.
Conduct and Competency Review Form

1. Have you ever been disciplined for alleged misconduct in the course of any employment or as a member of any licensed or regulated profession, including but not limited to verbal, physical, or sexual abuse or harassment?

2. Have you ever resigned, been disciplined or dismissed from any teaching or other school position, in part, for alleged (check any which apply) ☐ immoral conduct or ☐ incompetence Definitions on next page

3. Have you ever had a certificate or license to teach or perform other school duties denied, revoked or suspended?

4. Is disciplinary action of your educationally related license or employment currently pending in any jurisdiction?

5. Have you ever been convicted of violating any civil law, local ordinance, state law, or federal law for actions involving sexual conduct, physical abuse of a child, and/or contributing to the delinquency of a child?

6. Have you ever been convicted of any criminal offense (including criminal traffic matters, not general traffic violations) in any jurisdiction? (check any which apply) ☐ felony or ☐ misdemeanor

7. Have you ever participated in a deferred prosecution program resulting from a criminal investigation?

8. Are you currently on probation in any jurisdiction?

9. Have you ever been acquitted or found not guilty of a criminal offense involving sexual conduct or harm or threat of harm to another; for reasons of insanity, mental disease or defect, diminished mental capacity, or comparable legal defense or basis?

10. Is any criminal charge or investigation pending against you in any jurisdiction?

11. Have you (or a school district where you worked) ever been a party to a civil settlement, award, or agreement of any kind that involved an allegation concerning your conduct as an educator in or an educationally related position?

Failure to complete this review process will result in delay of your admission to the Teacher Education program and/or further course work.

Definitions:

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

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

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

Your Rights:

You are entitled to:

1. Have all information received from the Department of Justice remain confidential (Sec. 118.19)(10)(f), Wis. Stats.
2. Obtain a copy of any background check report
3. Challenge the accuracy and completeness of any information contained in any such report and obtain a prompt determination as to the validity of such challenge.
4. Appeal an unsatisfactory decision to the Dean of the College in which you are enrolled.
Teacher Candidate’s Professional Presence
Attitude and Disposition Inventory and Evaluation
Field Experience II & Student Teaching

Student Name/ID#__________________________________________ MAT___ UG___ Course#___

☐ Faculty Signature__________________________________________ Date__________________

☐ Cooperating Teacher Signature__________________________________________

Key
1-1.4 Beginning
1.5-2 Developing
2.5-3 Proficient
3.5-4 Exemplary

Overall Performance

Standard #1/Dispositions

☐ The teacher appreciates multiple perspectives of content knowledge.
☐ The teacher has enthusiasm for the discipline(s) s/he teaches.
☐ The teacher is committed to continuous learning.

Comment:_________________________________________________________________________

Standard #2/Dispositions

☐ The teacher shows respect for the diverse talents of all learners, and is committed to helping them develop self-confidence and competence.
☐ The teacher uses students’ strengths as a basis for growth, and their errors as an opportunity for learning.

Comment:_________________________________________________________________________

Standard #3/Dispositions

☐ The teacher believes that all children can learn at high levels and persist in helping all children achieve success.
☐ The teacher appreciates and values human diversity.
☐ The teacher respects students as individuals with differing personal and family backgrounds.
☐ The teacher is sensitive to community and cultural norms.

Comment:_________________________________________________________________________

Standard #4/Dispositions

☐ The teacher values the development of students’ critical thinking, independent problem solving, and performance capabilities.
☐ The teacher values flexibility.

Comment:_________________________________________________________________________
Standard #5/Dispositions

- The teacher takes responsibility for establishing a positive climate in the classroom.
- The teacher values and recognizes the importance of peer relationships in establishing a climate of learning.

Comment:__________________________________________________________________

Standard #6/Dispositions

- The teacher values many ways in which people seek to communicate and encourages many modes of communication in the classroom.
- The teacher is a thoughtful and responsive listener.

Comment:__________________________________________________________________

Standard #7/Dispositions

- The teacher believes that plans must always be open to adjustment and revision based on student needs and changing circumstances.
- The teacher values planning as a collaborative activity.

Comment:__________________________________________________________________

Standard #8/Dispositions

- The teacher values ongoing assessments as essential to the instructional process.
- The teacher is committed to using assessment to identify student strengths and promote student growth.

Comment:__________________________________________________________________

Standard #9/Dispositions

- The teacher is committed to reflection, assessment, and learning as an ongoing process.
- The teacher is willing to give and receive help.
- The teacher recognizes his/her professional responsibility.

Comment:__________________________________________________________________

Standard #10/Dispositions

- The teacher is willing to consult with other adults regarding the education and well-being of his/her students.
- The teacher respects the privacy and confidentiality of information.
- The teacher is willing to work with other professionals to improve the overall learning environment for students.

Comment:__________________________________________________________________
CARDINAL STRITCH UNIVERSITY
PERFORMANCE INVENTORY AND EVALUATION
FOR STUDENT TEACHING

Cooperating Teachers, and University Supervisors, to help determine the level of competence achieved under the Ten Teacher Standards, use a detailed Performance Inventory. The levels of performance for initial certification and extended certification candidates are recorded as: Beginning, Developing, Proficient, and Exemplary.

The University Supervisor(s) makes a minimum of four formal observational visits during the semester and two informal visits. Each formal observation is at least one hour in length. Both the University Supervisor(s) and the Cooperating Teacher(s) will provide written evaluations as well as confer with the student teacher on a regular basis. The Cooperating Teacher’s final evaluations become part of the student’s portfolio as well as their permanent file. He/she will give input to the University Supervisor regarding the students overall growth during the placement. However, final responsibility for assigning a grade rests with the University Supervisor. The Performance Inventories become part of the student’s permanent record in the College of Education archives.

If a grade of Developing is not earned by mid semester and a final grade of Proficient is not earned by the end of the semester, the Director of Student Placements and the University Supervisor will counsel with the student regarding options available as a teacher candidate.

USE OF PERFORMANCE INVENTORY AND EVALUATION

The Performance Inventory is designed as an ongoing evaluative guideline for meaningful and growth-producing discussion between cooperating teachers and student teachers. The levels of performance listed here profile the developmental growth of the teacher candidate. We ask you to use this tool approximately at the fourth, eighth, fourteenth, and eighteenth week in the semester to assess the teacher candidate’s increasing knowledge, skills and disposition under the Ten Teacher Standards for the State of Wisconsin (PI 34). Only the University Supervisors have the authority to award “Exemplary” performance to teacher candidates.

Levels of Performance: Definitions

EX: Exemplary (4)
Teacher Candidate demonstrates innovative ideas, indicating ability to apply expected knowledge and skills with great impact on student learning

PF: Proficient (3)
Teacher Candidate demonstrates consistent application of expected knowledge and skills with impact on student learning

DV: Developing (2)
Teacher Candidate applies expected knowledge and skills with some impact on student learning

BG: Beginning (1)
Teacher Candidate has awareness of the standards, yet is limited in ability to apply expected knowledge and skills
STUDENT TEACHING PERFORMANCE INVENTORY AND EVALUATION
(Student Teacher)

Circle One: Week 4 8 14 18 Date ____________________________

Student _______________________________ Level/Subject _______________________

School _______________________________________________

Cooperating Teacher: __________________________ Supervisor: _______________________

Signature ______________________ Signature _______________________

Student Teacher ________________________________

_ Standard/Outcome I: Teacher candidate knows the content area he/she is teaching.

A. The teacher candidate demonstrates knowledge of the content area(s).
B. The teacher candidate demonstrates the ability to create a lesson plan based on WI state standards, appropriate to grade level, that both pre-assesses and post-assesses student learning.
C. The teacher candidate demonstrates the ability to analyze a lesson plan, determine its strengths, weaknesses, and adapt it to make it more successful for student learning.

Comment____________________________________________________________________________________

_ Standard/Outcome II: Teacher candidates know how children learn and develop.

A. The teacher candidate develops appropriate lesson plans based on his/her knowledge of how children learn and develop.
B. The teacher candidate delivers instruction which is appropriate to the learning and development of the students.
C. The teacher candidate designs instruction based on the multiple capacities of students.
D. The teacher candidate establishes appropriate goals based on the student population being served.

Comment____________________________________________________________________________________

_ Standard/Outcome III: Teacher candidates understand that children learn differently.

A. The teacher candidate demonstrates an understanding of various cultures and diverse learning styles.
B. The teacher candidate demonstrates an understanding of differences found in children who are identified as having exceptional needs.
C. The teacher candidate demonstrates an ability to assess the diverse learning needs of students and adapts instruction accordingly.

Comment____________________________________________________________________________________

_ Standard/Outcome IV: Teacher candidates know how to teach.

A. The teacher candidate is able to design a variety of instructional lessons that encourage critical thinking, problem solving, and performance skills for student learning.
B. The teacher candidate selects appropriate goals and objectives that match a specific curriculum and the student population being served.
C. The teacher candidate designs and implements learning experiences that are responsive to student feedback/reaction.
D. The teacher candidate uses multimedia to facilitate learning.

Comment____________________________________________________________________________________

Key

1 - 1.4 Beginning
1.5 - 2.4 Developing
2.5 - 3.4 Proficient

Indicated Level of Performance

Overall Performance

________________________
Standard/Outcome V: Teacher candidates know how to manage a classroom.

A. The teacher candidate recognizes individual differences in students and adapts learning experiences based on student needs and behaviors. P D B
B. The teacher candidate implements classroom management that supports a quality-learning environment. P D B
C. The teacher candidate adapts management strategies based on the needs of diverse learners. P D B
D. The teacher candidate designs and implements strategies that teach all students to resolve differences and manage their own behaviors. P D B

Comment____________________________________________________________________________________

Standard/Outcome VI: Teacher candidates communicate well

A. The teacher candidate displays characteristics indicative of an ability to work cooperatively and collaboratively in a classroom environment. P D B
B. The teacher candidate demonstrates the ability to communicate effectively in writing to students, staff, and/or parents. P D B
C. The teacher candidate demonstrates the ability to communicate effectively orally with students, staff, and/or parents. P D B
D. The teacher candidate effectively uses technology to communicate with student, staff and/or parents. P D B
E. The teacher candidate utilizes technology in preparation and delivery of instruction. P D B

Comment________________________________________

Standard/Outcome VII: Teacher candidates are able to plan different kinds of lessons.

A. The teacher candidate designs learning experiences that facilitate the achievement of instructional goals. P D B
B. The teacher candidate uses a variety of instructional strategies. P D B
C. The teacher candidate creates an environment for learning that encourages positive social interaction, active engagement in learning, and self-motivation. P D B
D. The teacher candidate uses inquiry and problem solving methods within instruction. P D B

Comment____________________________________________________________________________________

Standard/Outcome VIII: Teacher candidates know how to test for student progress.

A. The teacher candidate demonstrates the ability to design lesson plans that effectively assess learning objectives and accommodate student needs. P D B
B. The teacher candidate demonstrates an understanding of various assessment methods to measure different learning objectives including: knowledge, reasoning, and performance. P D B
C. The teacher candidate demonstrates an understanding of the three levels of assessment: classroom, grade level/district benchmarks, and standardized tests and assessment. P D B
D. The teacher candidate demonstrates an understanding of and an ability to use grading systems and reporting options for student learning. P D B
E. The teacher candidate demonstrates an ability to communicate feedback, assessment conclusions, and recommendations for improvement to students, parents, and staff. P D B

Comment____________________________________________________________________________________

Standard/Outcome IX: Teacher candidates are able to evaluate themselves.

A. The teacher candidate continually evaluates and refines the effectiveness of his/her teaching and impact on students. P D B
B. The teacher candidate continually reflects on teaching and devises ways to improve instruction. P D B
C. The teacher candidate seeks the advice of others and draws upon the expertise of colleagues to improve his/her own practice. P D B

Comment________________________________________________________
**Standard/Outcome X: Teacher candidates are connected with other teachers and the community.**

A. The teacher candidate demonstrates an awareness of educational responsibilities in and outside of the classroom.  
B. The teacher candidate successfully interacts with other teachers, parents, and the administrative staff in his/her student teaching placement.

Comment_________________________________________________________
Getting Ready for Student Teaching

Student teaching is the culminating experience of the teacher preparation program. All teacher candidates are required to student teach for a full semester, full-time, following the daily schedule of a cooperating teacher. Teacher candidates are assigned one or two placements, depending on certification. All teacher candidates are required to attend the Professional Development Seminar (ED495), which is scheduled during the student teaching semester.

Eligibility for Student Teaching

During the semester just prior to student teaching, teacher candidates will start the application process and complete the requirements listed below. Meeting these requirements is monitored by the Office of Student Placements. Once all requirements are satisfied, teacher candidates will receive final confirmations of their student teaching placement(s).

The following requirements must be satisfied prior to student teaching:

- Complete all required education courses with a grade in each course of B- or better. Teacher candidates must have a minimum, cumulative GPA of 3.0.
- Complete all academic coursework required for certifiable major or minor, if applicable. (Completion of the major/minor requirements are signed off by the department chair of the appropriate major/minor area on the required form).
- Complete and document 100 hours of field experiences.
- Pass appropriate Praxis II exam(s) and submit scores before or during student teaching application process. The Office of Student Placements strongly encourages students to provide verification of passing scores on Praxis II by May 1 for fall semester student teaching, and by December 1 for spring semester student teaching.
- Pass Benchmark II.
- Complete the student teaching application and submit five copies of the philosophy of education document and 1-2 page resume to the Director of Student Placements. Due dates are as determined by the Director of Student Placements.

Note: Student teaching must occur within one year of successfully passing Benchmark II. Teacher candidates who do not complete student teaching within this one-year window will meet with the Program Chair and the Director of Student Placements to develop a plan that addresses deficiencies. This plan may include additional coursework, field experiences, interviews, and other learning experiences designed to address the teacher candidate’s deficiencies. This plan may be up to two years in duration before the teacher candidate is allowed to reapply for student teaching. Repeating student teaching and the professional development seminar is at the student’s own cost.

Student Teaching Placement Process

Student teaching placements arrangements are consistent with policies, procedures, and negotiated agreements mutually developed by personnel from participating schools and the Office of Student Placements. Teacher candidates are assigned to a cooperating teacher and a university supervisor. The university supervisor observes and evaluates the teacher candidate. All teacher candidates must agree to the following conditions:
The Office of Student Placements determines where teacher candidates will be placed for student teaching.

If a teacher candidate requests a student teaching placement more than 50 miles from the site of the program, an additional fee is charged to cover the additional travel costs for the university supervisor. Other additional fees may apply. Arrangements for teaching beyond 50 miles from the site of the program or student-teaching out of state are made through the Director of Student Placements.

The student teaching experience is a full-day, one semester commitment, following the daily and weekly schedule of the K-12 school semester calendar. The K-12 school semester calendar does not necessarily match the dates of the university semester calendar.

The teacher candidate may not change the placement once the school district has agreed to provide a placement. The placement will not be changed unless the change is requested by the cooperating teacher and/or the school principal.

The Department of Public Instruction and Cardinal Stritch University do not permit unlicensed teachers to serve as substitute teachers at any time nor are licensed interns permitted to assume responsibilities beyond the limits of an approved internship design. Teacher candidates should report any departure from this policy to the Office of Student Placements immediately.

To avoid potential conflicts of interest, teacher candidates will not be placed in schools where their relatives are employed or attend, or where they attended.

Requirements of the Student Teacher

- Full-day participation at the assigned school for one K-12 full semester.

- The student teaching experience must occur within the content and grade level(s) of certification desired.

- Teaching experience begins with a minimal period of observation with increasing opportunities for teaching responsibilities until the teacher candidate is teaching independently for the remainder of the placement. (See Student Teaching Sequences of Events)

- Student teaching includes opportunities to observe other teachers when and where possible, planned with the cooperating teacher.

- Student teaching includes participation in related teaching activities (playground duty, cafeteria duty, faculty meetings, student advisory, IEP meetings, etc.) as required by the teacher contract and/or at the discretion of the cooperating teacher.

- Student teaching includes continual conferencing with the cooperating teacher for feedback and support.

- All elements of effective instruction and assessment are evident in lesson plans.
Lesson plans for all classes taught by the teacher candidate require prior approval from the cooperating teacher.

Student teaching includes scheduled observations and conferences with the university supervisor.

Attendance at the ED495: Professional Development Seminar is mandatory.

Transportation to and from the student teaching placement is the full responsibility of the teacher candidate.

**Student Teaching Grading**
The university supervisor submits a grade of High Pass (HP), Pass (P), Incomplete (I) or Fail (F) at the end of the K-12 semester. If the teacher candidate has achieved teaching competence at beginning teacher level, a High Pass or Pass is assigned. Teacher candidates may apply for their teaching licenses upon successful completion of student teaching at the end of the K-12 semester of the student teaching placement.

An incomplete may be assigned under certain conditions that prevent a student teacher from completing the requirements of student teaching within the allotted semester. The Chair of the UG Program, with input from the university supervisor and Director of Student Placements, will determine if an incomplete is warranted.

If a teacher candidate is unsuccessful at student teaching (earns an F or removal from a placement), he or she will meet with the Program Chair and Director of Student Placements, to develop a plan that addresses deficiencies. This plan may include additional coursework, field experiences, interviews, and other learning experiences designed to address the teacher candidate’s deficiencies. This plan may be up to two years in duration before the teacher candidate is allowed to reapply for student teaching. Repeating student teaching and the professional development seminar is at the student’s own cost.

**Certification Requirements**
It is the responsibility of the teacher candidate to ascertain that all requirements for certification are completed. Teacher candidates should review their certification checklist periodically and bring it up to date semester by semester with the UG Program Advisor. Checklists are on file with the UG Program Advisor. These checklists can be found in this handbook.

1. Upon successful completion of all coursework and requirements, including student teaching, teacher candidates will be eligible for licensure. All courses listed in the UG sequence must have been passed with a grade of C or better. Teacher candidates must have a cumulative GPA of 3.0 or higher.

2. Teacher candidates may obtain an application for a Wisconsin Teaching License by downloading the application from the DPI website. The application and fee, made out to the Wisconsin DPI, are submitted to the Cardinal Stritch University Certifying Officer. Information on license application is presented during the Professional Development Seminar.

3. It is recommended that the teacher candidate apply for a Wisconsin Teaching License even when planning to teach in another state/country. Those seeking certification in
states other than Wisconsin, must contact that state for requirements and applications. Addresses are available in the Certification Office.

License applications will be processed as soon as all grades are posted and other requirements are completed. Processing of license applications by the DPI may take 8-10 weeks. The Certification Office will issue a temporary license in the interim.
Student Teaching Options

While most education students are familiar with the traditional full time 20-week student teaching placement in their designated schools, the CSU Teacher Education Committee has also approved the following types of student teaching placements:

**On-the-Job Student Teaching** – On-the-job student teaching for initial certification is defined as a student teaching in a school/district at the same time he/she is receiving pay and benefits as a teacher with a provisional license or as a teacher in a private school where no provisional license is required. The teacher candidate must have been employed at least one full year as a teacher prior to student teaching placement. A formal visit must be made to the school to set up the student teaching placement for on-the-job student teachers. Recommendations from the principal and a colleague are required. In addition, the principal must verify that the teaching assignment is within the certification sought. Paraprofessionals who have been employed for two or more years in the same district must contact the Placement Office to determine eligibility for on-the-job student teaching.

**Student Teaching Abroad** – Student teaching abroad is initiated by the teacher candidate. Teacher candidates can apply to complete student teaching in another country (student teaching abroad). Generally the student teacher will complete a ten-week placement here first and complete their second placement overseas. Because of the planning involved and organization required for student teaching abroad, students should apply for student teaching abroad one year prior to the expected student teaching placement. We encourage students to fill out the application sooner if there is interest to allow maximum time to secure the placement. Because many schools abroad do not follow our school schedule, students may need to complete the student teaching abroad in a time that exceeds our traditional semester. In this case, the student will receive an incomplete and the grade for student teaching will be posted upon completion of the placement abroad.

**Inservice Student Teaching** – For those student teachers who have had five years of teaching experience in the area they are being certified, Cardinal Stritch University acknowledges that experience with inservice student teaching. If you believe you may be eligible for inservice student teaching, see the Director of Student Placements for an application and details of this option.

**Internships** – Cardinal Stritch University participates in the Wisconsin Intern Program for preservice teachers. An intern is hired by the school district at a minimal salary and assumes a partial teaching assignment. The assignment usually involves 30 to 50 percent of the workload of a certified teacher in the district. The intern is assigned a variety of instructional duties; planning, teaching, observing, and conferring with colleagues. Normally, an intern carries no formal coursework during the internship. The actual workload of an intern will vary, depending on the program worked out by team members. Contact the Director of Student Placements for more information.
### Student Teaching Sequence of Events: Cardinal Stritch University

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Student Teacher (ST)</th>
<th>Cooperating Teacher (CT)</th>
<th>University Supervisor (US)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior</td>
<td>• ST contacts CT to set up informational meeting</td>
<td>• Provide student teacher with plans for orientation and the first week.</td>
<td>Attends CSU ST meeting</td>
</tr>
<tr>
<td></td>
<td>• ST contacts US to set up informational meeting (or do this at the CSU ST meeting*)</td>
<td>• Fill out Cooperating Teacher Information Form on-line</td>
<td></td>
</tr>
<tr>
<td>Week 1</td>
<td>• ST observes CT – learns classroom routines, curriculum, etc.</td>
<td></td>
<td>Comes to the school for the informational meeting with ST and CT.</td>
</tr>
<tr>
<td></td>
<td>• Begins working on lesson plan binder</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>• Begins small group work, possibly taking on 1-2 content/subjects if ready.</td>
<td>• Continue checking student teacher lesson plans and provide feedback.</td>
<td>Informal observation.</td>
</tr>
<tr>
<td></td>
<td>• Lesson plans are fully developed and presented in advance so they can be discussed with CT.</td>
<td>• Meet with the student teacher daily to provide feedback on instruction.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Schedule informal observation with US.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>• Begin lead teaching 1-2 content/subjects daily.</td>
<td>• Continue</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Fully develop lesson plans/unit plans.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Schedule first formal observation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 4</td>
<td>• Begin lead teaching 3-4 content/subjects daily.</td>
<td>• Fill out Performance Inventory and Evaluation (PIE) – have a copy ready for the US and give a copy to the ST.</td>
<td>First formal observation.</td>
</tr>
<tr>
<td></td>
<td>• First formal observation is completed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 5 through the end of the placement</td>
<td>• Full classroom lead teaching.</td>
<td>• Continue providing ongoing observation and feedback to the ST on instruction.</td>
<td>Continue to support ST and CT as needed.</td>
</tr>
<tr>
<td></td>
<td>• During week 7, schedule second formal observation with US.</td>
<td>• At the beginning of week 8, fill out the PIE AND Attitude and Disposition Inventory (ADI) and have a copy ready for the US and give a copy to the ST.</td>
<td>Second formal observation.</td>
</tr>
<tr>
<td></td>
<td>• In week 8, second formal observation is completed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 9</td>
<td>• Student teacher requests from the cooperating teacher a letter of recommendation (if appropriate)</td>
<td>• CT writes Letter of Recommendation (optional and upon the request of the ST only)</td>
<td></td>
</tr>
<tr>
<td>Week 10</td>
<td>• ST and CT make sure all paperwork has been completed and mailed back to CSU.</td>
<td>• CSU will email a thank you. Included in the email is a link to fill out a quick evaluation form on-line. THANKS FOR WORKING WITH A CSU Student Teacher!!</td>
<td>Check and verify all paperwork is turned back in to CSU.</td>
</tr>
</tbody>
</table>
### Student Teaching Sequence of Events: Cardinal Stritch University

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Student Teacher (ST)</th>
<th>Cooperating Teacher (CT)</th>
<th>University Supervisor (US)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior</td>
<td>• ST contacts CT to set up informational meeting</td>
<td>• Provide student teacher with plans for orientation and the first week.</td>
<td>Attends CSU ST meeting</td>
</tr>
<tr>
<td></td>
<td>• ST contacts US to set up informational meeting (or do this at the CSU ST meeting*)</td>
<td>• Fill out Cooperating Teacher Information Form on-line</td>
<td>Comes to the school for the informational meeting with ST and CT.</td>
</tr>
<tr>
<td>Week 1</td>
<td>• ST observes CT – learns classroom routines, curriculum, etc.</td>
<td></td>
<td>Informal observation.</td>
</tr>
<tr>
<td></td>
<td>• Begins working on lesson plan binder</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>• Begins small group work, possibly taking on 1-2 content/subjects if ready.</td>
<td>• Continue checking student teacher lesson plans and provide feedback.</td>
<td>First formal observation.</td>
</tr>
<tr>
<td></td>
<td>• Lesson plans are fully developed and presented in advance so they can be discussed with CT.</td>
<td>• Meet with the student teacher daily to provide feedback on instruction.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Schedule informal observation with US.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>• Begin lead teaching 1-2 content/subjects daily.</td>
<td>• Fill out Performance Inventory and Evaluation – have a copy ready for the US and give a copy to the ST.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Fully develop lesson plans/unit plans.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Schedule first formal observation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 4</td>
<td>• Begin lead teaching 3-4 content/subjects daily.</td>
<td>• Continue providing ongoing feedback to the ST on instruction.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• First formal observation is completed.</td>
<td>• At the beginning of week 8, 14 and 18 fill out the performance inventory and evaluation and have a copy ready for the US and give a copy to the ST.</td>
<td>Second (week 8), third (week 14) and fourth (week 18) formal observations.</td>
</tr>
<tr>
<td>Week 5</td>
<td>• Full classroom lead teaching.</td>
<td>• Continue to support ST and CT as needed.</td>
<td></td>
</tr>
<tr>
<td>through the</td>
<td>• CT should observe lessons once/day to provide feedback (conferencing).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>end of the</td>
<td>• During week 7, schedule second formal observation with US.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>semester</td>
<td>• In week 8, second formal observation is completed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 10</td>
<td>• CT writes Letter of Recommendation (optional and upon request of the ST only)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 20</td>
<td>• ST and CT make sure all paperwork has been completed and mailed back to CSU.</td>
<td>• CSU will email a thank you. Included in the email is a link to fill out a quick evaluation form on-line. THANKS FOR WORKING WITH A CSU Student Teacher!!</td>
<td>Check and verify all paperwork is turned back in to CSU.</td>
</tr>
</tbody>
</table>
PRAXIS INFORMATION

All students seeking teacher certification are required to pass two tests: The Praxis I and The Praxis II

PRAXIS I (PPST) Pre-Professional Skills Test

All students entering initial certification programs as of Fall 1990 are required to take the Praxis I (PPST). The Pre-Professional Skills Test (PPST) measures basic skills in Reading, Writing, and Math. It is recommended that students take the PPST during the semester in which they are enrolled in ED 100 Introduction to Education Seminar or ED 225 Assessment and Student Learning I. Students may retake the tests as many times as necessary to pass. **Students must pass at least 2 of the 3 parts of the test before they can register for EDSED 340, EDSED 310 or EDSED 317. Students must pass all three parts of the test before they can register for Benchmark I. There are no waivers granted for any of the three sections of the test.**

The test is administered in two versions: computerized or paper-based.

1) For the **computerized version** (which most students use), contact Prometric Testing for an appointment (1-800-853-6773). You will complete registration over the phone. The closest test centers where you can take the computerized test are in Brookfield, Oshkosh, LaCrosse, EauClaire, Madison, and Deerfield, IL.

2) If you prefer to take the **paper-based version**, you must take the test on one of the national test dates set by ETS. Go to [www.ets.org](http://www.ets.org) for test centers and registration information for the paper-based test.

**Required Praxis I scores for the State of Wisconsin:**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>175</td>
</tr>
<tr>
<td>Writing</td>
<td>174</td>
</tr>
<tr>
<td>Math</td>
<td>173</td>
</tr>
</tbody>
</table>

ETS has information on its website [www.ets.org](http://www.ets.org) on how to prepare for the tests. “Tests at a Glance” are provided on the website for practice. Preparation materials are also available from your education advisor. A PPST guide on test-taking strategies and actual tests and answer keys is kept in the library. The Academic Support Center offers free tutoring for the PPST for Cardinal Stritch students.

**NOTE:** All test scores (Praxis I and Praxis II) must be sent to Cardinal Stritch University. Please fill in **Institution Code 1100** when registering for the test.
PRAXIS II: Subject Assessment Tests

As of September 1, 2004, all students enrolled in professional education programs in Wisconsin are required to give evidence of content knowledge in their subject by passing the appropriate Praxis II: Subject Assessment test. Praxis II tests are administered through the Education Testing Service (ETS). These tests can be taken by students who have passed the Praxis I (PPST), who have been admitted to schools of education, and who have identified a teaching level or subject.

The Wisconsin Department of Public Instruction has identified a specific test for each initial license area. Each test has its own test code; these test codes can be found on the ETS website www.ets.org/praxis and in the table that follows. Wisconsin has established passing scores for each Praxis II test. This information is available on the ETS website. Your education advisor also has information on specific test requirements and passing scores.

Registration procedures, fees, forms, test dates, and test locations are found on the ETS website www.ets.org/praxis. Praxis II tests are administered seven times during each academic year. Students must register at least one month prior to the test date; this requires advanced planning on the part of all students.

Students will take the Praxis II content test(s) within their certification area(s) following successful completion of Benchmark I (ED 304) and in advance of Benchmark II (ED 470). Students may retake the test as many times as necessary to pass. Students must pass the appropriate Praxis II test prior to student teaching. The Office of Student Placements guarantees placements for students who provide verification of passing scores on the Praxis II by May 1st for Fall student teaching and by December 1st for Spring student teaching.

ETS has information on its website www.ets.org on how to prepare for the tests. “Tests at a Glance” are provided on the website for practice. Registration and preparation materials are also available from your education advisor.

NOTE: All test scores (Praxis I and Praxis II) must be sent to Cardinal Stritch University. Please fill in Institution Code 1100 when registering for the test.
# PRAXIS II: SUBJECT ASSESSMENTS

<table>
<thead>
<tr>
<th>LICENSURE AREA</th>
<th>TEST CODE/ NAME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Childhood-Middle Childhood</td>
<td>10014 Elementary Ed: Content Knowledge</td>
</tr>
<tr>
<td>Middle Childhood-Early Adolescence</td>
<td>20146 Middle School: Content Knowledge</td>
</tr>
<tr>
<td>Special Education:</td>
<td></td>
</tr>
<tr>
<td>Middle Childhood-Early Adolescence</td>
<td>20146 Middle School: Content Knowledge</td>
</tr>
<tr>
<td>Early Adolescence- Adolescence</td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td>10061 Mathematics: Content Knowledge</td>
</tr>
<tr>
<td>English</td>
<td>10041 English: Content Knowledge</td>
</tr>
<tr>
<td>Biology/Chemistry</td>
<td>10435 Gen. Science: Content Knowledge</td>
</tr>
<tr>
<td>Broadfield Social Studies/ History</td>
<td>10081 Social Studies: Content Knowledge</td>
</tr>
<tr>
<td>Early Childhood-Adolescence</td>
<td></td>
</tr>
<tr>
<td>Art</td>
<td>10133 Art: Content Knowledge</td>
</tr>
<tr>
<td>Spanish</td>
<td>10191 Spanish: Content Knowledge</td>
</tr>
<tr>
<td>Theater</td>
<td>10640 Theater</td>
</tr>
</tbody>
</table>

Please note:

If you are seeking dual certification (Regular Ed and Special Ed), and your regular license is Early Childhood-Middle Childhood, you will be required to take 2 Praxis II tests (Elementary Ed Content Knowledge and Middle School Content Knowledge).

If you are seeking dual certification (Regular Ed and Special Ed), and your regular license is Middle Childhood-Early Adolescence, you will be required to take 1 Praxis II test (Middle School Content Knowledge).

If you are seeking MC-EA licensure or EA-A Licensure, and Spanish is one of your minors, you will need to take the Spanish Content Knowledge Test, in addition to the test for your MC-EA or EA-A licensure.
General Policies

Transfer Courses
Courses that were completed seven or more years ago will not be accepted in transfer. Courses completed over five years but less than seven years ago will be evaluated by the department chair in regard to acceptance.

PPST
No PPST score older than seven years will be accepted. No waivers will be granted for any PPST subtest.

Criminal Background Checks
Students admitted to the Teacher Education Program (UG and MAT) must have a criminal background check completed: (1) during the first education course and again (2) during Portfolio II (Benchmark II). The information collected will be processed by the Wisconsin Department of Justice and reported to the College of Education at Cardinal Stritch University.

Portfolio Process
A student can only take Portfolio Process twice. If a student fails a second time, the student will be dropped from the program.

Undergraduates Taking Graduate Courses
Each department will designate graduate courses that could accommodate undergraduate students. Courses not approved for undergraduate enrollment may be subject to student appeal. This appeal should be made in person with the program chair and/or the course instructor present.

Undergraduates may enroll in graduate classes but only undergraduate credit will be awarded.

Student Teaching
Student teaching must occur within one year of completing Portfolio II. Students not completing student teaching within this one-year window will be required to take Clinical II, Portfolio Seminar II, and other required credits based on deficiencies related to meeting the Wisconsin Standards for Teacher Development and Licensure.

Student teachers may, with chair and advisor approval, take three credits of additional coursework beyond ED 495 during the student teaching semester.
CREDIT FOR PRIOR LEARNING
REGULAR EDUCATION CERTIFICATION DEPARTMENT

The Regular Education Certification department offers the opportunity to earn credit for skills learned in an educational setting. Students can earn a maximum of 18 credits by completing education credit for prior learning projects.

Students must receive written permission to pursue credit for prior learning for a specific Stritch education course. After meeting with their advisor followed by the Department Chairperson and receiving written permission, students must prepare a project or demonstration which displays the level of proficiency typically developed during the traditional semester long course.

PROCEDURES FOR CREDIT FOR PRIOR LEARNING

1. Review the list of eligible courses and the CSU catalog which describes the course content. Find the eligible CSU course, which matches your extra-institutional learning.

2. Obtain a Credit for Prior Learning Essay Petition and Authorization Form from Credit for Prior Learning Office (CPL) (Room 1037, Bonaventure Hall, ext. 4093.)

3. Complete the Essay Petition and Authorization Form and arrange to meet with the Department Chairperson to relate your experience in education and learn the details of the CPL project requirements. (References may not be required for Education CPL projects and a faculty member will outline any additional requirements.) If permission is granted, the Department Chairperson or an assigned faculty member will sign the Essay Petition and Authorization Form. Only then should work on the project begin.

4. After preparing the CPL project and making any special arrangements with the Education Department, submit the Essay Petition and Authorization Form, project materials and a $75.00 submission fee to the CPL office.

5. The CPL officer will log in the material and forward them to Education for evaluation and determination of credit award.

6. The faculty evaluator will review and determine a credit award and make notations on the Essay Evaluation and Award Form. The Education Department Chair will inspect the evaluation, sign off on the cover sheet, and return it with any project materials to the CPL office.

7. Students will be mailed and Essay Evaluation and Award Form indicating the credit award.

8. Students must sign and return the Essay Evaluation and Award Form with payment of $25.00/credit awarded to the CPL office.

9. When payment is received, credits will be transcribed on the students’ permanent record.

10. Students can pick up any project material in the CPL office.
ACADEMIC GRIEVANCES

If a student has cause to think that there is sufficient reason to question a grade or an academic disciplinary action, he/she may initiate a formal appeal process. Grievances of an academic nature should be handled at the department level, beginning with the instructor. This appeal must be made in writing to the instructor no later than 30 days after the final course grades have been posted online. If the grievance is not settled with the instructor, the student should take the complaint to the appropriate Department Chair. If the matter is not settled at the departmental level, the student may bring it to the Vice President for Academic Affairs.

Such appeals must be made in writing to the Vice President for Academic Affairs no later than 15 days after having received the decision of the department. The Vice President for Academic Affairs may refer grade appeals to the Undergraduate Academic Standards Committee.

In appeals for change of grade, the student and the academic person concerned are strongly urged to appear before the Committee when the case is presented. Each may bring one other person as support to the appeal hearing, although this person may not take part in the discussion. The Academic Standards Committee does not have the authority to change a grade, but may recommend that the instructor reevaluate the situation. The Committee's recommendation is forwarded in writing to the Vice President for Academic Affairs, who informs the Chair of the Department/Regional Assistant Dean in which the course was taken.

A student eliminated from the major, minor, or area of concentration for unacceptable grades may petition the department for readmission no later than 30 days after the letter of dismissal has been mailed to the student. The petition must be in writing. It is the department's decision to readmit the student or not and/or to place any conditions on the readmission. Appeals of the department's decision must be made in writing to the College Dean to whom the department reports. The College Dean, in consultation with the department, may make the final decision and inform the student of the disposition of his/her appeal.
Regular Education Certification Program Appeal Procedure

Students who wish to contest a decision made regarding their program are to follow the procedures outlined below:

Meet with the instructor or individual closest to the issue at hand and attempt to resolve concerns.

If the issue is unresolved, the student may contact the Regular Education Chairperson for an appeal. Discuss concerns with department chair in an attempt to come to resolution.

If the issue remains unresolved, appeal to the Director of Teacher Education in writing, outlining your concern, steps you have taken to resolve it, and proposed solutions. An appeal must include written recommendations and the disposition of the Department Chair. The Director of Teacher Education may refer the issue to the Teacher Education Committee.

The decision of the committee is sent to the student and the Chair of Regular Education by the Director of Teacher Education.

If the issue remains unresolved after the decision of the Teacher Education Committee, the student may appeal to the Dean of the College of Education.
Teacher Education Committee

Purpose of the Committee
The Teacher Education Committee oversees decision-making and communication regarding teacher certification.

Responsibilities:

- Verifies that pre-service teachers have met requirements to advance to the professional sequence;
- Verifies that teacher candidates have met requirements for student teaching;
- Hears student appeals regarding requests for an undergraduate degree with a major in education without certification;
- Hears student appeals regarding request for exceptions to current teacher education policy;
- Advises certification programs (program evaluation);
- Advises and makes recommendations when changes in curriculum are needed for additional certification/licenses;
- Approves requests for student teaching through Credit for Prior Learning;
- Recommends goals and policies for teacher education;
- Reviews proposals for addition of new programs.

Submitted by Freda Russell-Director of Teacher Education
STUDENT WISCONSIN EDUCATION ASSOCIATION (SWEA)

The Student Wisconsin Education Association is a campus organization affiliated with the Student WEA (Wisconsin Education Association) and Student NEA (National Education Association) — professional teacher organizations whose purpose are: (1) to advance the ideals and interests of the teaching profession, (2) to furnish an opportunity for the study of educational problems and permit an exchange of these ideas among members and (3) to cooperate with local education associations throughout the state and with the WEA and the NEA.

“Unified” membership includes national and state dues and entitles the student to subscriptions to the NEA JOURNAL and the WEA JOURNAL, as well as additional insurance coverage needed by student teachers. Unified membership is highly recommended for all prospective teachers.

KAPPA DELTA PI
An Honor Society in Education

Omicorn Mu Chapter of Kappa Delta Pi was installed on the Stritch Campus in February, 1981. The purpose of Kappa Delta P shall be to recognize outstanding contributions to education. To this end it shall invite to membership such persons as exhibit commendable personal qualities, worthy educational ideas and sound scholarship, without regard to race, age, color, religion, sex or handicapping condition. It shall endeavor to maintain a high degree of professional fellowship in educational work.

Invitation to membership shall be dependent upon fulfillment of the following qualifications without regard to color, race, age, religion or sex.

1. Full junior collegiate standing
2. General scholarship
   a. A grade point average ranking in the upper quintile of the institution, school or college (the schools or education and the respective colleges from which the candidates are selected) or
   b. A grade point average not less than a “B” (i.e. 3.25 out of 4.00) based upon the total previous collegiate record of the student.
3. At least twelve semester hours (or the equivalent) of Professional Education course completed, in process or programmed, except in the fifth year credential programs.
4. Exhibition of worthy educational ideals
5. Expression of the intention to continue in the field of education.
6. Manifestation of desirable personal qualities
7. Evidence of leadership attributes
8. Successful completion of the Benchmark I.