

Central Washington University
School of Education Policy Manual



SCHOOL *of*
EDUCATION

Policy Manual 2017-2018

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SECTION 1: GOVERNANCE

1.1 Statement of Purpose

The purpose of the School of Education (SOE) is to coordinate all teacher education preparation efforts at Central Washington University. The SOE consists of three College of Education and Professional Studies (CEPS) departments, including Curriculum, Supervision, and Educational Leadership (CSEL), Education, Development, Teaching, and Learning (EDTL), and Physical Education, School Health, and Movement Studies (PESHMS). Affiliates of the School of Education include all departments with teacher preparation programs external to CEPS.

1.1.1. Vision:

The CWU School of Education will continue the tradition of strengthening P20 education in the State of Washington through instilling evidenced-based knowledge, skills, processes and dispositions for inclusive and effective teaching and learning.

1.1.2. Mission:

The CWU School of Education will:

- a. promote reflective teaching practices that foster democratic growth and inclusive ideals for Washington state educators and leaders;
- b. recruit the next generation of teachers and administrators to meet the educational needs of an increasingly diverse world;
- c. develop quality educators through outstanding teaching, assessment, mentoring, and advising;
- d. partner with schools and other organizations to offer superior internships and field experiences.

1.2 Leadership

1.2.1. Organizational Structure and Oversight

a. Dean, College of Education and Professional Studies: The Dean is the chief executive officer, hiring authority, and principal academic administrator of the College of Education and Professional Studies (CEPS). The Dean will be responsible for the following activities: program planning, budget management, personnel actions, faculty/staff development, curriculum delivery, planning for facilities and equipment, departmental operations, strategic planning, and responsiveness to candidates at all of the educational sites where the college provides instruction.

The Dean works closely with the administration, support services, faculty, staff, and candidates of the university, community agencies, and the general public. He or she provides leadership in advancing the college among its many constituencies, and in positioning the college to respond successfully to the challenges and opportunities of contemporary higher education. The Dean is the primary administrator for personnel appointment and review, budgetary actions, program approval, grant administration, policy determination, and liaison to the higher administration.

b. Executive Director: The Executive Director of the SOE (herein referred to as the SOE Director) is responsible for providing leadership and vision to the SOE, collaborating across colleges and departments offering teacher / administrator / school psychologist education programs, and coordinating curriculum, assessment, strategic planning, and external initiative activities for all programs within SOE. This position also

supports the Dean with policy/procedure management, program planning, accreditation, budget management, personnel actions, faculty/staff development, curriculum delivery, planning for facilities and equipment, departmental operations, grant management, community engagement, and responsiveness to candidates at all of the education sites where the college provides instruction.

c. **Associate Director:** The Associate Director of the School of Education is responsible for coordinating field experiences and student teaching, program assessment, and, in conjunction with our faculty APT Director, the SOE Alternative Pathways to Teaching (APT) programs. This position also supports the Executive Director of the SOE with policy/procedure management, program planning, curriculum delivery, community engagement, and responsiveness to candidates at all of the education sites where the college provides instruction.

d. **Assistant Director (Westside):** The Assistant Director will assist and support the continual growth and development of Westside Teacher Education Programs. This position has multiple responsibilities including contributing to curriculum management, recruiting, and assisting with strategic planning that play a role in the daily operations of the SOE at the Westside Centers and the long term growth and advancement of the unit. The Assistant Director works between the Lynnwood, Des Moines, Pierce, and Sammamish campuses to coordinate activities for the SOE.

e. **Assistant Director (Eastside):** The Assistant Director will assist and support the continual growth and development of Eastside Teacher Education Programs administered through our Centers. This position has multiple responsibilities including contributing to curriculum management, recruiting, and assisting with strategic planning that play a role in the daily operations of the SOE at the Eastside Centers and the long term growth and advancement of the unit. The Assistant Director works between the Yakima, Moses Lake, and Wenatchee campuses to coordinate activities for the SOE.

1.2.2. Leadership Team

School of Education Executive Committee:

Under the leadership and authority of the SOE Executive Director of the School of Education (SOE), the Executive Committee will advise SOE / CEPS regarding governance, policies and procedures for the School of Education, which is the designated unit for the preparation of professional school personnel at Central Washington University.

Membership:

- SOE Executive Director (Chair)
- SOE Associate Director
- College of Education and Professional Studies (CEPS) Dean
- College of Arts and Humanities (CAH) Dean or designee
- College of the Sciences (COTS) Dean or designee
- EDTL Chair
- CSEL Chair
- PESHMS Chair
- SOE Certification Officer

1.3 Academic Structures

1.3.1. Academic Departments

a. Curriculum, Supervision, and Educational Leadership (CSEL): Department provides oversight for all mid-level/secondary education and educational leadership programs, which includes collaborating across colleges and departments offering mid-level/secondary teacher education programs, and coordinating curriculum, assessment, strategic planning, and external initiative activities. The Professional Education Program courses for will be housed in this department. Any exceptions will be approved by the CSEL department.

i. Secondary Endorsement Programs

1. Biology
2. Business Education
3. Chemistry
4. Dance
5. Earth Science
6. English Language Arts
7. Family and Consumer Science
8. Health Fitness
9. History
10. Library Media
11. Marketing Education
12. Mathematics
13. Music: General, Choral, and Instrumental (K-12)
14. Music: General and Choral (K-12)
15. Music: General and Instrumental (K-12)
16. Physics
17. Social Studies
18. Technology Education
19. Theatre Arts
20. Traffic Safety

ii. Mid-Level Endorsement Programs

1. Humanities
2. Mathematics
3. Science

iii. Educational Leadership and Masters Programs

1. Higher Education
2. Library Media
3. Master Teacher
4. School Administration

iv. Alternative Pathways Program

v. Non-Teaching Programs

1. Accessibility Studies (Minor or Certificate of Completion)
2. Instructional Foundations (Major)

vi. Certificate Programs

1. Residency Principal/Program Administrator
2. Mentoring/Instructional Coaching

b. Education, Development, Teaching and Learning (EDTL): Department provides oversight for early childhood education, elementary education, special education, literacy, and bilingual/TESL education programs, which includes collaborating across colleges and departments offering support courses for these programs, and coordinating curriculum, assessment, strategic planning, and external initiative activities.

i. Endorsement Programs

1. Bilingual Education (minor)
2. Early Childhood Education (major, minor, non-cert.)
3. Elementary Education (major)
4. English as a Second Language (minor)

5. Reading/Literacy (minor)
 6. Special Education, P-12 (major, minor)
- ii. Graduate Programs
1. Literacy
 2. Special Education

c. Physical Education, School Health, and Movement Studies (PESHMS):

Department provides oversight for physical education/school health, dance, physical activity, coaching, and athletic administration programs, which includes collaborating across departments offering teacher education programs, and coordinating curriculum, assessment, strategic planning, and external initiative activities.

- i. Endorsement Programs
1. Dance (minor)
 2. Physical Education/School Health
- ii. Non-Teaching Programs
1. Coaching (minor)
 2. Dance (minor)
 3. Physical Activity
 4. Physical Activity and Recreation Programming (minor)
- iii. Graduate Programs
1. Athletic Administration
 2. Health and Physical Education (Endorsement)

1.3.2. Academic Support: School of Education Suite

- a. General Academic Advising
- b. Administration of Field Experiences and Student Teaching
- c. Coordination of Program Assessment
- d. Teacher Certification Policy & Processes
- e. External relations, outreach, and partnerships

1.3.3. Committees (report directly to the SOE Director)

- a) SOE Executive Committee
- b) SOE Program Advisory Committee
- c) SOE Candidate Admissions, Recruitment, and Retention Committee
- d) SOE Diversity and Equity Committee
- e) SOE Program Assessment Advisory Committee
- f) SOE Field Experience Advisory Committee
- g) SOE Professional Education Advisory Boards
- h) SOE Education Innovation Group

1.3.4. SOE Purview

- a. Accreditation: Coordinate specialized accreditation of all professional education programs.
- b. Curriculum:
- Coordinate or delegate all professional education (teacher, administrator, and school psychologist) course offerings, including informing departments in CAH, CEPS, and COTS of courses needed to accommodate cohorts of candidates at the centers and other locations.
 - Arrange regular meetings of SOE faculty for discussions, reviews, and recommendations related to the professional sequence of the undergraduate,

graduate, certification-only, and alternative certification programs in the following areas: teacher, administrator, and school psychology preparation.

- Foster continuity between academic and field experiences of candidates involved in professional education programs.
- Arrange on-going faculty development activities that are available at no cost for all SOE faculty members.

c. Communication and Public Relations:

- Regularly meet with chairs of the SOE committees
- Serve as liaison for all Professional Education Advisory Boards (PEABs), including Teacher Preparation, Administrator, Career and Technical Education (CTE), and School Psychology.
- Make public presentations to various professional education agencies and professional societies, including Association of Teacher Education (ATE), American Association of Colleges of Teacher Education (AACTE), Washington Association of Colleges of Teachers' Education (WACTE), and others.
- Arrange annual interactions among SOE faculty, field-based cooperating professionals, PEAB members, and professional organization members.
- Notify all SOE faculty, appropriate department chairs, and deans about the activities of the SOE.
- Maintain an up to date website for SOE faculty, PEAB members, and practitioners, describing such things as faculty development opportunities, grant opportunities, faculty accomplishments, program updates, and information about candidates.
- Maintain a working relationship with WACTE, PESB, WSAC and AACTE.

d. Policy Review and Formation:

- Inform the SOE Advisory Council and Executive Board of all concerns, policy review needs, curriculum review needs and recommendations.
- Serve as SOE Advisory Council Chair and as non-voting member of the Executive Board.
- Implement SOE policies as described in the School of Education Policy Manual.
- Arrange for an annual review and update of all SOE policies.
- Submit an annual report to the Executive Board of policies approved during that year before officially amending the policy manual. The Executive Board retains discretion in requesting that the SOE Director update the policy manual prior to the end of the year when deemed necessary,
- Attend Washington OSPI / PESB meetings, as appropriate, for certification, information, and program changes.

1.4 SOE Membership and Affiliation

1.4.1. Membership Definition

All full time and part time faculty members who teach methods courses in, or administer one of the professional preparation programs listed below must be a member or an affiliate of the School of Education (SOE).

1.4.2. Membership Programs

Professional Preparation Programs: Undergraduate

Bilingual Education
Biology
Chemistry
Dance
Drama
Early Childhood Education
Earth Science
Elementary Education
English Language Arts
English as a Second Language
Family and Consumer Science
Health/Fitness
History
Mathematics
Music
Middle Level Math
Middle Level Science
Middle Level Humanities
Physics
Reading
School Health
Social Studies
Special Education
Technology Education
Traffic Safety

Professional Preparation Programs: Graduate

Family and Consumer Sciences Teaching
General Administration Option
General Administration with a Bilingual Specialization
Health and Physical Education
Human Performance and Recreation
Individual Studies Program-Master of Education
Residency Principal's Certificate
Residency Program Administrator
Library Media
Master Teacher
Mathematics
Music Education
Reading Specialist
School Psychology
Science Education
Special Education
Theatre Production

1.4.3. Membership List

The SOE Director will, in consultation with others, update the SOE faculty list at the beginning of each academic year, making it available to members.

1.4.4. Member Responsibilities

All SOE faculty members are responsible for the following:

- (a) Participating in reviews of professional preparation programs;
- (b) Meeting with field-based faculty and cooperating professionals periodically to discuss the potential impact of developments in the world of practice on courses and programs related to the preparation of school personnel.

Further, selected members of the SOE faculty will work with members of the PEABs, practitioners, and other representatives of professional organizations to provide a structure whereby the entire SOE faculty may be informed about developments beyond Central Washington University's usual range of operations.

1.5 SOE Standing Committees and Advisory Boards

1.5.1. Governance Structure

The governance structure in which professional education programs are administered can best be demonstrated by the School of Education Function Chart in Appendix A.

1.5.2. Committee Process

The committees described below (1.5.4-1.5.11) will operate as working committees of the SOE. Committees will meet on a regular basis to ensure the ongoing operation of programs, to discuss program implementation, and to recommend changes, as necessary, to the program. Departments, faculty members, standing or special committees, or administrators may generate proposals, or proposals may be initiated by a SOE committee. Preliminary curriculum proposals may be submitted, including a statement of rationale and a descriptive summary or outline of the proposal, to the SOE Executive Board for review. Formal proposals are submitted to the Executive Board for review and approval and shall include a statement of rationale, operational details, and as appropriate, program and policy implications, constraints and consequences, relationship to state certification requirements and other accreditation standards, and budgetary considerations. The SOE Director may delegate to the committees some aspects of monitoring for compliance with specified standards. Minutes of committee meetings will be routed to the SOE Director and appropriate deans, department chairs and program directors.

1.5.3. Committee Appointments

Membership appointments to one of the SOE Governance Committees is communicated from the SOE Director's office. In instances where membership is not defined by title it is the responsibility of the Director to seek nominations and recommendations for a vacancy from the SOE faculty at large. After a nominee has been identified and contacted, lists of nominees are brought before the Executive Committee. Once a nominee has been approved by the Executive Committee, communication is sent by the Director officially assigning the member to a committee with the direction of the committee's charge. Since a large number of the SOE faculty members are members of the governance system, terms last as long as a member wishes to serve. Each spring quarter the SOE Director reviews committee lists with members and committee chairs to see if replacements need to be made and the process begins. Every year by October 30 the current Governance/Membership List will be sent to the Provost Office.

1.5.4. Executive Committee (EC)

Charge:

Under the leadership and authority of the SOE Executive Director of the School of Education (SOE), the Executive Committee will advise SOE / CEPS regarding

governance, policies and procedures for the School of Education, which is the designated unit for the preparation of professional school personnel at Central Washington University. The EC will also review significant curricular revisions, vetting these through SOE committees (e.g., Program Advisory Committee, Assessment Advisory Committee, Field Experience Advisory Committee, etc.) where appropriate.

Membership:

- SOE Executive Director (Chair)
- SOE Associate Director
- College of Education and Professional Studies (CEPS) Dean
- College of Arts and Humanities (CAH) Dean or designee
- College of the Sciences (COTS) Dean or designee
- EDTL Chair
- CSEL Chair
- PESHMS Chair
- SOE Certification Officer

1.5.5. Program Advisory Committee (PAC)

Charge:

The Program Advisory Council is charged with facilitating efforts of all subcommittees by collegially coordinating all programs at CWU designed to prepare education professionals to work in P-12 schools. Guided by the unit's conceptual framework, the PAC's purview includes areas of assessment, data interpretation, policy analysis, curriculum review and recommendations, faculty professional development and school partnerships; recommending programs, curriculum, revisions, policies, and procedures to the SOE Executive Committee.

Membership:

- SOE Executive Director (Chair)
- SOE Certification Officer
- Endorsement Program Leads
- APT Director
- SOE Undergraduate Candidate Representative(s)
- CWU Center Representative(s)

1.5.6. Candidate Admission, Recruitment, and Retention Committee (CARRC)

Charge:

The CARRC is charged with reviewing and recommending policy relative to the admission, recruitment, and retention of candidates. Additionally, the CARR committee will consider candidate waivers and adjudicate candidate appeals concerning admission, retention, field experience, and graduation standards. The SOE CARR Committee's recommended program revisions, policies, procedures, and decisions are forwarded to the SOE Executive Committee for review and approval.

Membership:

- SOE Associate Director (Chair)
- SOE Certification Officer
- SOE Faculty Representative(s)
- SOE Field Supervisor Representative(s)
- CAH Faculty Representative(s)
- COTS Faculty Representative(s)

- Student Success Representative(s)
- Undergraduate Candidate Representative(s)

1.5.7. Diversity and Equity Committee (DEC)

Charge:

The DEC is charged with advising the SOE Director and Executive Board regarding the development a recruitment and retention plan, which will increase the number of candidates of color to approximate CWU's share of the representative proportionality found in the state of Washington. In addition, the Diversity Committee will review data regarding the curricula, content assessments (WEST / NES), field experiences and assessments (edTPA) and clinical practices relative to diversity and make recommendations for improvement. Finally, the DEC will work to coordinate faculty development in areas of cultural competence. The SOE Diversity & Equity Committee's recommended program revisions, policies, and procedures are forwarded to the SOE Executive Committee for review and approval.

Membership:

- SOE Associate Director (chair)
- SOE Faculty Representative(s)
- CAH Faculty Representative(s)
- COTS Faculty Representative(s)
- CWU Center Representative(s)

1.5.8. Program Assessment Advisory Committee (PAAC)

Charge:

The Program Assessment Advisory Committee is charged with advising the SOE Director and the Executive Board regarding accreditation / program assessment processes for all SOE professional programs. In this, the committee will review assessment processes used by the SOE for program improvement and PESB review, including monitoring CWU program indicators used in the PESB review process, suggesting and coordinating updates to the SOE program approval assessment system. The SOE Program Assessment Advisory Committee's recommended program revisions, policies, and procedures are forwarded to the SOE Executive Board for review and approval.

Membership:

- SOE Associate Director (Chair)
- IE representative(s)
- CSEL faculty representative(s)
- EDTL faculty representative(s)
- PESHMS faculty representative(s)
- CAH Area Representative(s)
- COTS Area Representative(s)
- SOE Data Manager
- SOE Data Administrator

1.5.9 Field Experience Advisory Committee (FEAC)

Charge:

The Field Experience Advisory Committee is charged with advising the SOE Director and the Executive Board regarding field experience policies, progressions and procedures for all SOE professional programs. In this, the committee will review

placement processes, supervisor and Mentor Teacher preparation and evaluation, student teacher evaluation, as well as the SOE field experience progression and coordination across departments. The SOE Field Experience Advisory Committee's recommendation are forwarded to the SOE Executive Committee for review and approval.

Membership:

- SOE Associate Director (Chair)
- CAH faculty representative(s)
- COTS faculty representative(s)
- CSEL faculty representative(s)
- EDTL faculty representative(s)
- PESHMS faculty representative(s)
- Field Supervisor representative(s)
- SOE International Experience representative(s) (Macau, Ecuador, Spain, etc.)
- SOE Certification Officer
- Public School Personnel Representative(s)

1.5.10. Professional Education Advisory Board (PEAB)

Charge:

The state of Washington has mandated that state funded universities create professional education advisory boards (PEABs). These boards advise, review, and make recommendations regarding the development, implementation, and revision of programs for the preparation of elementary, middle level and secondary school personnel. The programs of Teacher Preparation, School Administrator, and School Psychology each have a PEAB that follow PEAB bylaws, which govern the deliberation, decision-making and formalization of school-based personnel recommendations. The work of the PEAB, including recommendations, are submitted first to the Executive Board for consideration and dissemination. Each PEAB will appoint a Chair who will be responsible for membership, operations, and reporting per PESB requirements. The educational program PEABs' recommended program revisions, policies, and procedures are forwarded to appropriate faculty and to the SOE Executive Committee for review and approval.

Membership: per state requirements

1.5.11. Education Innovation Group (EIG) [formerly EAC]

Charge:

A group of state-wide stakeholders aimed at discussing innovation with educator preparation and P-12 education, including consideration of existing structures, processes, and aims. The goal of this group is to think outside of the box, pushing training at both the higher education and P-12 levels in new directions. The group will meet twice yearly, or more often as needed.

Membership: Per invitation only, chaired by the SOE Director.

1.5.12 Task Force, Stakeholder Group, and Ad Hoc Committees

Task Force, Stakeholder Group, and Ad Hoc Committees will be created at the Director's discretion.

1.6 Relationship to the World of Practice

1.6.1. Efforts to Insure Ties to the World of Practice

The preparation of professional school personnel is enhanced when programs of preparation are in touch with and guided by relevant issues in the world of practice. Efforts to insure on-going ties with the world of practice will include:

- A. One or more faculty in the SOE will be members of designated professional organizations.
- B. Practitioners will be members of the PEABs, at least at the level required by the Washington Administrative Code (WAC).
- C. The PEABs will function as they are mandated in the WAC.
- D. PEABs will review candidate, program, and profession data on a regular basis, providing systematic feedback to the SOE regarding program strength, new initiatives, and candidate preparation.
- E. PEABs will request action by the SOE when members become aware of situations in which program or procedural change may be warranted.

1.6.2. Relationship with the University Curriculum Approval Process

Curriculum proposals originating from the SOE and approved by the SOE Executive Board will be monitored by the SOE Director and the dean of CEPS to ensure compliance with university-wide standards for curriculum modification. Through this process, the SOE will present curriculum proposals to the Faculty Senate Curriculum Committee for final review and approval.

1.6.3. Relationship with Accrediting Bodies

If professional school personnel preparation program standards, adopted by a body through which the university has agreed to seek approval or accreditation, are felt to compromise university-wide standards for courses or programs, the SOE Director and the dean of CEPS will discuss with the appropriate deans and the chair of the Faculty Senate Curriculum Committee how program requirements can be met in a way acceptable to the wider university community.

SECTION 2: GENERAL POLICIES

2.1 Separate Unit

Policy Statement:

In conformity with state regulations, CWU shall maintain a separate unit, The School of Education (SOE), charged with the responsibility for the implementation and outcomes of professional preparation programs. Responsibilities of the SOE shall include, but may not be limited to: curriculum, admission standards, outcomes, and other such matters related to professional preparation programs. (See Appendix A: School of Education Function Chart)

Purpose:

The purpose of this policy is to identify a separate unit (The School of Education) as a vehicle for continuity, collaboration, cooperation, and communication relative to its professional preparation programs. This policy is augmented by several others in this section that describe the role and function of the SOE. The policy is maintained

separately, to clearly articulate the manner in which CWU's SOE is responsive to the requirements in the WAC and Washington state standards.

Procedures:

1. The SOE Director for the professional education preparation program at CWU shall be the Executive Director of the School of Education. The responsibilities of this office shall be in accord with Washington's program approval requirements. The Executive Director shall report through the dean of CEPS to the university provost and vice president for Academic Affairs, and shall be directly responsible to the president of the university and the Board of Trustees. Such an internal line of communication shall in no way detract from or pre-empt legislatively directed administrative law pertaining to standards for the organization and operation of professional preparation programs.
2. The composition of the unit for the professional education preparation program of CWU shall be the dean of the College of Education and Professional Studies, the SOE Director, and department chairs, program directors and faculty teaching within CEPS, CAH, and COTS with responsibility for teaching and supervising courses and field experiences related to the preparatory programs for certification.
3. The SOE Director, upon recommendation from the School of Education EC, PAC, CARRC, DEC, PAAC, FEAC and PEABs, shall approve program development and revisions, policy and procedures pertaining to all SOE-related programs and processes per state and university requirements.
4. The SOE Director shall also, upon advisement, assign appropriate responsibilities including, but not necessarily limited to, matters pertaining to program development and revisions, policy, procedures, and advising applicants for certification and endorsement as well as assign responsibility for maintaining appropriate certification and other SOE records as directed.
5. Communication from the SOE shall conform to regular university procedures. Communication lines among administration, faculty, the PEABs, the EC, PAC, CARRC, DEC, PAAC, and the FEAC all have responsibility for the professional preparation of school personnel, as illustrated in Appendix A: School of Education Function Chart.
6. The SOE Director shall provide leadership locally, at the state level, and nationally, and help ensure participation of PEAB members, faculty, candidates, and learned organizations in the conduct of SOE business.

2.2 The Policy Manual

Policy Statement:

The School of Education shall maintain and update a Policy Manual that is the principal instrument of governance of the SOE. It shall include all policies that guide the entire SOE and policies that guide individual programs, as appropriate.

Purpose:

The purpose of the Policy Manual shall be to ensure that all participants in the SOE have been informed of existing policies and procedures of the SOE.

Procedure:

Policies shall be adopted for the SOE on the basis of the requirements of the SOE's conceptual framework, the requirements of the WACs, and any requirements from the State Professional Education Studies Board (PESB). Additional policies will be adopted

to meet the recommendations or requirements of accrediting bodies that are specific to individual professional preparation programs.

It shall be the responsibility of the SOE Executive Director to ensure that policies are reviewed and updated annually.

A copy of the policy manual shall be in the office of each administrative officer whose faculty members are members of the SOE; e.g., the provost; the deans of CEPS; CAH, and COTS; chairs of departments with faculty membership in SOE; and the SOE Director.

2.3 Abiding by School of Education Policies

Policy Statement:

It shall be the policy of Central Washington University that curricular and programmatic decisions which are relevant to school professional preparation programs shall be coordinated with the SOE and shall utilize policies established in the SOE Policy Manual.

Purpose:

The purpose of this policy is to ensure that all programs of the university work in a collaborative and cooperative way to promote the excellence of professional school personnel preparation programs.

2.4 Goal Statements

Policy Statement:

The mission statement for the SOE shall be maintained as a part of the conceptual framework for professional preparation and shall be consistent with the university's mission statement as described in the university catalog.

Purpose:

The purpose of this policy is to ensure that the goals of the professional education programs are consistent with and can function within the mission of the larger institution.

Procedure:

A mission statement (see Appendix B) included in the conceptual framework shall be adopted by the SOE and, as appropriate, by individual programs included in the SOE. The statement shall be distributed to all individuals who work within and with the SOE. It shall be the responsibility of the SOE Director to ensure that the mission statement is periodically reviewed and that appropriate changes are made to maintain consistency with the Mission Statement adopted by the larger university community.

2.5 Policy on Equal Opportunity

Policy Statement:

The School of Education complies with CWU equal opportunity policies and procedures of the university.

Purpose:

The purpose of this policy is to ensure that in both hiring recommendations and recruitment, the SOE does not discriminate on the basis of race, color, creed, religion,

national origin, sex, sexual orientation, gender identity and gender expression, age, marital status, disability, or status as a disabled veteran or Vietnam era veteran.

Reference:
CWU Equal Opportunity Policy

2.6 Adequate Resources

Policy Statement:

CWU affirms its support of professional preparation programs and shall endeavor within those constraints of legislative directives, administrative law, exigencies declared by national, state, or Board of Trustees action, to provide for all such support to conform to State of Washington standards on the preparation of school personnel. Such support shall include, but may not be limited to, the employment of adequate personnel with appropriate professional school personnel preparation to conduct the program, and the recognition of faculty composition with regard to equal opportunity policies of the state and university.

Purpose:

Adequate resources are essential to the provision of excellent professional school personnel preparation. This policy is augmented by several others in this section that describe the availability of resources to the School of Education. The policy is maintained separately to clearly articulate the manner in which CWU's SOE is responsive to the requirements of the WAC and applicable accreditation standards.

Procedures:

1. Faculty assignments shall not exceed such workloads as defined within the Faculty Code, CBA, and/or those loads as designated by administrative law impacting professional standards regulating the preparation of professional school personnel, and shall further endeavor to meet national standards of accreditation when applicable to such preparation programs.
2. The SOE Director within CWU shall advise the SOE Executive Board of resource needs for full compliance with standards governing professional school personnel preparation programs.
3. It shall be the responsibility of the SOE Executive Board or its designee to advise and assist in attaining full compliance with professional standards by part-time and adjunct faculty.

References:

CWU Faculty Code Sections 7.20, 7.25

2.7 Candidate Knowledge, Skills, and Dispositions (PESB)

Policy Statement:

It shall be the policy of the School of Education to oversee the quality of the knowledge, skills, and dispositions required of all candidates for recommendation for certification in the State of Washington. Such knowledge, skills, and dispositions shall be in conformity with the conceptual framework established by the SOE which is (a) referenced in current research, (b) mandated by the PESB through the WAC, (c) confirmed by the criteria developed by learned societies, (d) monitored by the appropriate PEABs responsible for the preparation of professional personnel, and (e) evaluated using the SOE program review process.

Purpose:

The purpose of this policy is to ensure that the State of Washington knowledge, skills, and dispositions requirements for the preparation of school personnel as well as all other recognized standards, including those of accrediting bodies, are clearly articulated and monitored in the preparation programs of Central Washington University. This policy is augmented by several others in this section but is maintained separately to give specific procedures for compliance with the requirements of the WAC.

Procedure:

The SOE Director shall coordinate and ensure that program approval requirements as mandated are incorporated into course and field experience requirements.

1. In accordance with the University policy, all CWU education candidates are required to take the identified Professional Education Program (PEP).
2. This core shall consist of courses designated within the PEP, including student teaching, diversity, cultural awareness, legal responsibilities, etc.

References:

CWUP 5-50-080

2.8 Program Assessment and Continuous Improvement

Policy Statement:

It shall be the policy of the School of Education to comply with the provisions of all WACs pertaining to field experiences and follow-up studies and also to comply with Washington state standards in the preparation of teachers.

Purpose:

The purpose of this policy is to ensure that the State of Washington requirement standards for the preparation of school personnel are clearly articulated and monitored in the preparation programs at Central Washington University. This policy is augmented by several others in this section but is maintained separately to give specific procedures for compliance with the requirements of the Washington Administrative Code and rigorous accreditation standards.

Procedures:

1. The SOE Director or designee shall oversee the development, evaluation, and revision all programs of study and field experiences, monitoring to ensure that CWU professional education programs are based on knowledge of professional practice, theory, and current research.
2. The SOE Director or designee shall oversee and coordinate professional education assessment, including submission of data for program evaluation, as well as regular data review for program improvement.
3. The SOE Director or designee shall oversee candidate program progression and certification requirement verification, recommending fully-qualified candidates for certification.
4. The SOE Director or designee shall oversee SOE alumni communication and tracking, aimed at induction support and program effectiveness.
5. The SOE Director or designee shall oversee the development of partnerships with various constituencies aimed at serving our candidates and the larger professions in meaningful and innovative ways.
6. The SOE Director or designee shall oversee SOE long-range, strategic planning.
7. Overall, the SOE Director or designee's responsibilities shall include, but not be limited to the following:

- (a) Program development and revision
- (b) Program assessment
- (c) State accreditation standards compliance
- (d) Candidate certification
- (e) Program alumni relations and support
- (f) Partnership development and relations
- (g) SOE strategic planning

Assessment System:

The SOE shall maintain an electronic Assessment System for Professional Education programs and unit evaluation. Responsibilities of the SOE shall include, but may not be limited to: implementing of the system, aggregating outcome data, reporting outcomes to SOE committees and constituencies for review, as well as submitted all state-required data to the appropriate agencies and boards.

Assessment data collected across all programs is focused in the following transition points:

Transition 1: Admission.

- A. *Teacher Certification Program:* To be fully admitted, candidates must submit an application for admission, a character fitness & supplement form, proof of successful completion of the Washington Educator Skills Test: Basic (WEST-B) in all three areas – Reading, Writing, and Mathematics, and transcripts from prior institutions for use in determining the GPA for the last 45 graded quarter credits, or overall CWU / transfer cumulative (must be 3.0 or higher). Candidates must submit documentation verifying they have successfully completed the following: earned grades of C or better in ENG 101 and 102, and one of either Math 101, 153, 164, 170, 172, OR FIN 170.
- B. *School Psychology:* In order to be fully admitted, candidates must have completed an application to the Graduate Admissions and Records Office, which includes (1) a personal statement of educational and professional objectives, (2) three letters of reference written by professors or others capable of assessing potential for success in a graduate program, (3) a score of 900 or better on the Graduate Record Examination and (4) a 3.0 GPA from the last 90 hours of undergraduate work.
- C. *Education Administration:* In order to be fully admitted, candidates must have completed an application to the Graduate Admissions and Records Office, which includes (1) a personal statement of educational and professional objectives, (2) three letters of reference written by professors or others capable of assessing potential for success in a graduate program, (3) verification of one year of successful contracted teaching experience in a P-12 public or private school, and (4) a 3.0 GPA from the last 90 hours of undergraduate work.

Transition 2: Content and Pedagogy.

- A. *Teacher Certification Program.* To be cleared for entry into the clinical experience, candidates must submit an application for Student Teaching, apply for Pre-Residency Clearance, have verification of valid fingerprinting clearance that lasts through the entire student teaching period, and have proof of having taken the Washington Educator Skills Test: Exit (WEST-E) / NES in content areas in which they will be applying for certification. To ensure candidates meet the 3.0 GPA requirements, the Certification Office will calculate the candidate's GPA for the last 45 graded quarter credits or overall CWU / transfer cumulative, including verification of a 2.5+ GPA in the Professional Education Core of courses with grades of C or better and 2.5+ GPA in Content area courses with

- grades of C or better. Additionally, the Certification Office will verify the candidate has successfully completed at least 75% of his/her Content Area.
- B. *School Psychology*. During the coursework phase of their training, candidates receive a formal evaluation at the end of their first and second year. To begin their internship, candidates must show competency in their academic and practica work. Candidates who do not demonstrate adequate scores at any of the following levels are required to retake the practicum until successful.
- o During the first year, candidates are evaluated each quarter on a five-point Likert type scale on the following categories: Academic Performance and Thesis Development, Clinical Performance, and Other Professional/Personal Development.
 - o After the first practica, candidates are rated on their Attitudes and Behavior, Skills in Structuring the Interview, Counseling Skills, Session Management Skills, Interview Summaries, and Overall Evaluation.
 - o After their second and third practica, candidates are evaluated on their Counselor Attitudes and Behavior, Case Conceptualization Skills, Counseling Skills, and Global Evaluation.
 - o School psychology candidates complete two practica, which include school-based experiences during their last two quarters on campus. Assessment is offered by a university supervisor in both practica and by a site-based supervisor for the second practica.
 - o The review for the final practicum evaluates the candidate's abilities to lead groups.
- C. *Education Administration*. During the coursework phase of their training, candidates will be monitored quarterly to ensure they maintain the required 3.0 cumulative GPA and are eligible for continuance in the program.

Transition 3: Exit from Clinical Practice. To exit the clinical experience, candidates must successfully complete the following:

- A. *Teacher Certification Program*. In order for teacher certification candidates to exit from student teaching, they must submit all portions of the Washington State Teacher Performance Assessment (edTPA); to be recommended for certification, candidates must pass all portions of the edTPA (per PESB passing score requirements), administered by Pearson, complete of the Student Teaching Portfolio and the Dispositional Inventory, as well as pass the WEST-E / NES in content areas in which the candidate is applying for certification. Upon successful completion of required coursework and field experiences, candidates make application for the WA State Residency certificate in earned endorsement areas
- B. *School Counseling & School Psychology*. During the clinical experience, interns engage in clinical work outside the university and conduct independent research in the field. The internship experience is evaluated both by the university supervisor and an on-site supervisor (formal assessments are required by both supervisors). Assessment of the clinical experience is provided when the intern completes a formal defense of the thesis, which is independent research conducted in the field, and passes a comprehensive exam. School psychology candidates must also pass the state required content assessment in school psychology as their comprehensive exam. When candidates have completed the comprehensive coursework, thesis, exams and oral interviews with Professional Educators Advisory Board (PEAB), the PEAB then recommends them for Residency Certification.
- C. *Education Administration*. Candidates working toward a Masters of Education in General School Administration or Instructional Leadership complete coursework

and a thesis, project, or examination, but are not required to complete an internship.

Candidates working toward WA State Residency Administrative Certificates are required to complete coursework, a thesis, project, or examination, and a year-long internship. The internship is provided by and jointly supervised and evaluated by the SOE and the cooperating school district faculty. Successful completion of the internship is determined by documented evidence included in the intern's portfolio, which includes quarterly internship plans, daily log of experiences, quarterly reports, a final analysis of internship experience & activities, final evaluations of internship experience by the school district and university supervisors, and a candidate self-evaluation of the internship experience. When candidates have completed the coursework, internship and comprehensive exam or thesis/project, the candidate is recommended for Residency Certification.

Transition 4: Residency Post Certification

A. *Teacher Certification Program.* At CWU, teachers complete the following to apply for the Washington State Professional Certificate or the National Board Professional Certificate programs.

Professional Certification – Professional Certification is no longer a state requirement and, thus, the SOE offers support courses and seminars, but no formal ProCert program.

National Board Professional Teaching Standards Certification:

To be eligible to apply for the Washington State National Board program, certified teachers must possess a bachelor's degree from an accredited institution, hold a valid WA State teaching/counseling certificate, have completed a minimum of three years of full-time (or the equivalent for part-time) successful teaching in a United States P-12 school prior to the first day of work for the school year, be employed in a WA State P-12 public or state approved private school, and regularly teach at least one class during the school year that meets the age range and content specifications for the desired certificate area. At least six candidates must be in the class with 50+% at the required age level.

The National Board certification process takes approximately one school year. SOE supports National Board candidates by the facilitation of seminars led by CWU-SOE employed Nationally Board Certified teachers. The process involves a demonstration of the candidate's teaching practice as measured through a two-part assessment: (1) a portfolio of videotaped classroom teaching, lesson plans and candidate work samples to show the teacher's impact on student learning; and (2) demonstration of subject-area knowledge, classroom practices, curriculum design and student learning in a written assessment.

- B. *School Psychology.* The development of Professional Certificate programs for School Counselors and School Psychologists are in discussion.
- C. *Education Administration.* The development of Professional Certificate programs for Education Administrators is in discussion.

SECTION 3: GOVERNANCE POLICIES

3.1 Professional Education Advisory Boards

Policy Statement:

The SOE of Central Washington University (CWU) shall be in conformity with the provision of WAC which establishes and maintains Professional Education Advisory Boards (PEABs) for all programs that result in specific certification through the State of

Washington. The SOE, acting as the unit that internally governs professional education, shall cooperate with the PEABs on decisions related to the development, implementation, and revision of its professional preparation programs.

Purpose:

The establishment of PEABs serves two purposes. First, it formalizes input to the program from field-based personnel. Second, it is in compliance with the laws of the State of Washington as specified in the WAC.

Procedures:

1. The bylaws of the PEABs (i.e., Administration, School Counseling, School Psychology, and Teacher Preparation) shall govern the deliberation and decision-making processes that have an impact on each program.
2. The professional preparation programs shall be guided by the review of the PEABs, the standards of the WAC and shall comply with all such standards and recommendations pursuant to all appropriate WACs.
3. As directed by WAC, it shall be the responsibility of all participating members of the PEAB from CWU to perform those duties and responsibilities as directed by this administrative law.
4. The PEABs as entities through the cooperation of its members from CWU shall perform the following responsibilities:
 - (a) Elect a chair of the PEAB.
 - (b) Adopt bylaws which are consistent with the provisions of WAC.
 - (c) Meet at the call of the chair of the advisory board or as provided in the bylaws of the PEAB which in either case shall be at least four meetings per calendar year.
 - (d) Submit advice to CWU regarding the development, implementation, and revision of each professional preparation program for the area represented.
 - (e) Review, evaluate, and make recommendations as directed by WAC.
 - (f) Review each year one or more program approval standards of WAC and, as needed, formally notify the SOE in writing of recommended changes the PEAB believes are necessary to program improvement and / or compliance.
 - (g) Perform any other function that has the mutual written approval of the SOE and the PEAB.

3.2 Constituency Inclusion in Committee Structure

Policy Statement:

It shall be the policy of Central Washington University to include public school personnel and university candidates in the SOE's Committee Structure.

Purpose:

The purpose of this policy is to ensure collaboration and cooperation with the world of practice and also to ensure candidate participation in the decision-making process.

Procedure:

The PEABs as mandated by WAC are established such that over one-half the voting membership is made up of practitioners representing the appropriate professional role. All professional preparation programs in the SOE shall have a PEAB so established. It is the responsibility of the SOE Director to oversee the composition of these boards.

3.3 Collaboration with the General Education Committee

Policy Statement:

A member of the SOE Executive Board will be named liaison to the University General Education Committee and will report to the Council on curricular and program developments in the general education component of the school personnel preparation programs.

Purpose:

The purpose of this policy is to ensure collaboration and communication between the SOE and faculty primarily responsible for implementing that part of the school personnel preparation programs which focuses on the development of the "expert learner."

SECTION 4: FACULTY POLICIES

4.1 Consultation with the SOE Concerning Professional Preparation Faculty Appointments

Policy Statement:

It shall be the policy of Central Washington University that all administrators involved in faculty appointments related to the preparation of school personnel shall consult with the SOE Director about the appointments and shall abide with Policy 4.2: New Positions, Search Committees, and Treatment of Recommendations of Search Committees.

Purpose:

The purpose of this policy is to ensure that all programs of the university work in a collaborative and cooperative way to promote the excellence of professional preparation programs.

4.2 New Positions and Search Committees

Policy Statement:

It shall be the policy of the School of Education that position descriptions for all new positions for new faculty who will be full members of the SOE shall be reviewed by the SOE Director prior to advertisement of the position. Further, committees established to search for positions related to professional preparation should include: 1) at least one full member of the SOE faculty who is not a member of the academic department in which the position will be housed, and: 2) a diverse membership as prescribed and approved under CWU equal opportunity guidelines.

Purpose:

The purpose of this policy is to ensure collaborative efforts, multiple outlooks, and diverse perspectives in the hiring of new personnel. This policy will also ensure the active and effective participation of faculty in the decision making process.

4.3 Appointment of Part-Time Faculty in the SOE

Policy Statement:

The SOE has adopted policies for the appointment of part-time faculty that are congruent with the policies outlined in the CWU Collective Bargaining Agreement.

Purpose:

The purpose of this policy is to ensure part-time faculty members are fully qualified to teach in the professional preparation program.

References:

CWU Collective Bargaining Agreement Articles 8, 10

4.4 Field Supervision Faculty Assignments

Policy Statement:

Central Washington University will assign field experience candidates to field-based supervisors as outlined in the CWU Collective Bargaining Agreement.

Purpose:

The purpose of this policy is to ensure that candidates receive competent supervision and feedback and also that field supervisors are afforded time for scholarly pursuits and public service.

Procedure:

The Director of Field Experiences or the appropriate program Director shall assign faculty to supervision using the criteria established in the CWU Collective Bargaining Agreement, Appendix A.

Reference:

CWU Collective Bargaining Agreement, Appendix A

4.5 Faculty Development Support in the SOE

Policy Statement:

It shall be the policy of the School of Education to maintain a program of faculty development at least comparable to that maintained by other units within the university.

Purpose:

The purpose of this policy is to ensure that faculty within the SOE have equal access to faculty development opportunities in comparison with other faculty within the university.

Procedure:

The SOE Director shall discuss with the SOE Executive Board the availability of faculty development opportunities for faculty throughout the university. Where evidence suggests a greater availability for faculty development outside the SOE, the SOE Director shall take action to acquire additional resources to balance faculty development opportunities within the SOE to those outside the SOE.

4.6 Faculty Development Opportunities for SOE Faculty

Policy Statement:

Each quarter, the School of Education Director will sponsor a minimum of one on-campus faculty development activity which shall be available at no cost to all faculty members in the SOE and to cooperating teachers, educational staff associates, and administrators who assist in the supervision of the clinical activities of the SOE.

Purpose:

The SOE seeks to encourage faculty members to remain current in their fields of expertise through continued formal and informal study. Faculty members take

advantage of a number of opportunities for continuing education and development. Some study under the university's retraining or professional leave program; others attend conventions or workshops at the state, regional, national, or international level; still others attend formal classes. However, all of these opportunities are costly to the university and/or to the individual. Because the university is not able to fund all opportunities for faculty development that may exist for individual faculty members, and because not all faculty members are able to subsidize their own registration and travel expenses for such opportunities, the SOE has undertaken a program of on-campus activities to enhance faculty development. This program is in no way intended to replace other opportunities for faculty and, in fact, every effort will be made to adequately support off-campus opportunities as well.

4.7 Training for Cooperating Professionals

Policy Statement:

Central Washington University field supervisors shall provide orientation and professional development opportunities for cooperating professionals in the world of practice. Course outlines, state pedagogy assessments, training on working with adult learners, and practicum evaluation forms outlining the knowledge, skills, and dispositions required of the practicum candidate shall also be made available to cooperating professionals.

Purpose:

The purpose of this policy is to ensure that all cooperating professionals have an understanding of the program and procedures of the program at Central Washington University for which they are providing supervision.

Procedure:

A form confirming that in-service/orientation has occurred shall be signed by each cooperating professional and assigned professional supervisor. The form shall be maintained in by the SOE Director of Field Experiences or designee.

4.8 Faculty Grievances

Policy Statement:

The SOE policy of faculty grievances is in full conformity with grievance policy outlined in the CWU Collective Bargaining Agreement. The SOE gives serious consideration to the recommendations of special committees established to resolve grievances:

- (a) The Faculty Grievance Committee meets in an attempt to resolve by informal means specific grievances, disputes, or conflicts concerning members of the faculty. This committee also recommends policy questions to appropriate bodies. The committee reports to the president and is made up of three faculty members and three faculty alternates who are approved by both the Faculty Senate and the president.
- (b) The Equal Opportunity Office

Purpose:

The purpose of this policy is to ensure due process for fair hearings of all disputes and grievances related to faculty.

References:

CWU Collective Bargaining Agreement, Article 25

Equal Opportunity Policies and Procedures

4.9 Collaboration with Specialty Studies Areas

Policy:

Undergraduate and Graduate committees of the SOE will be established to ensure collaboration between the SOE and specialty study areas.

Purpose:

The purpose of this policy is to facilitate communication and collaboration between the SOE and the various instructional units on campus, and to ensure coherence between school personnel preparation program components.

Procedure:

These committees are outlined above in this document, providing advisory notes to the SOE Executive Board.

SECTION 5: CANDIDATE POLICIES

General

5.1 Candidate Handbooks

Policy Statement:

Departments who participate in school personnel preparation programs provide candidates with written information outlining procedures that need to be followed for timely completion of their degrees and/or programs, as described in the applicable university catalog(s).

Purpose:

The purpose of this policy is to ensure that candidates are fully informed about the policies and procedures applicable to their programs.

5.2 Admission to the Teacher Certification Program

Policy Statement:

It shall be the policy of the School of Education that all teacher candidates wishing to be endorsed by CWU for teacher certification shall apply to and be fully admitted into the Teacher Certification Program according to standards established upon SOE Executive Board recommendation to the SOE Director and CEPS Dean. Admission to the university does not guarantee a candidate admission to the Teacher Certification Program.

Purpose:

The purpose of this policy is to maximize the probability that those candidates most likely to become effective teachers will be fully admitted to the Teacher Certification Program.

Procedures:

1. Candidates enrolled in other colleges and universities who plan to enroll in a program leading to teacher certification at CWU may apply for admission to the Teacher Certification Program in the same manner as candidates enrolled at CWU.

2. To be admitted to the Teacher Certification Program at CWU, a candidate must fulfill the following:
 - (a) Achieve a 3.0 grade point average for the last 45 graded quarter credits or overall CWU/transfer cumulative.
 - i. A minimum of 45 graded credits are required.
 - ii. A 3.0 GPA is required prior to candidate teaching and certification.
 - (b) Pass the WEST-B
 - i. The WEST-B must be passed prior to full admission.
 - ii. The SOE Candidate, Admission, Recruitment, and Retention Committee (CARR) will assume responsibilities for advising candidates who do not successfully complete the WEST-B; for example, recommending tutoring, practice tests, or coursework to strengthen skills.
 - iii. A score on the SAT or the ACT sufficient to meet Professional Educator Standards Board standards will negate the necessity of the West-B.
 - (c) Complete ONE of the following (i, ii, or iii)
 - i. Meet CWU Basic Skills requirements (pg. 37 of the 2003-04 CWU catalog) that include:
 - English 101 and 102;
 - Math 101, 153,154,164, 170, 172, or Fin 174; and
 - History 301
 - ii. Bachelor's degree from an accredited institution
 - iii. Direct Transfer Agreement associate's degree
 - (d) Complete the application packet, including
 - i. Application for Admission to Teacher Certification Program
 - ii. Character and Fitness Supplement
 - iii. Transcripts from all colleges attended except CWU

5.3 Appealing SOE Admission Decisions

Policy Statement:

The Candidate Admission, Recruitment, and Retention Committee (CARR) will hear candidate appeals regarding exceptions to admission and programs offered. At the request of professors, departments, or the SOE administration, the CARR Committee will hear dispositional focus of concerns.

Purpose:

The purpose of this policy is to provide exceptions to admission policies, based on candidate's unique and individual circumstances and to implement disciplinary actions based on recommendations of professors, departments, or the School of Education.

Procedure:

A candidate may initiate the appeal process by writing a letter to the Associate Director of the School of Education, who schedules the candidate's request for consideration by the CARR. A professor, department, or SOE administrator may initiate a CARR hearing by submitting a Focus of Concern to the Associate Director. The Focus of Concern form can be found on the School of Education website.

5.4 Monitoring Candidate Progress

Policy Statement:

All teacher candidates must maintain a minimum grade point average of 3.0 for the last 45 graded credits or overall CWU/transfer cumulative in order to be fully admitted and recommended for certification through the teacher certification program. If the candidate's grade point average drops below the minimum, candidates have the option of discontinuing the program or taking additional coursework until the grade point average meets the established standard outlined above.

Purpose:

The purpose of this standard is to ensure that teacher candidates are informed at any point at which it is determined they are not meeting the program standards.

Procedure:

The Associate Director of the School of Education or their designee will receive quarterly grade reports of all teacher candidates conditionally admitted to the Teacher Certification Program.

5.5 Candidate Referral Policy and Procedures

Policy Statement:

A faculty member who has concerns regarding either the professional conduct of a teacher candidate, or deficiencies in the knowledge, skills, dispositions, or abilities of a teacher candidate may refer them to the Candidate Admissions, Recruitment, and Retention (CARR) Committee. The committee chair will notify the teacher candidate of the referral in writing, and will specify the date, time, and place when the candidate is required to meet with the committee. The committee will meet within 15 business days of receipt of the referral to provide the teacher candidate the opportunity to show why the referral should not result in disciplinary or corrective action. The action of the Committee will be based on the severity of the issue(s) raised in the referral and a consideration of the complete record of the candidate. There are four levels of action: 1) No action is necessary; 2) Teacher candidate fails or revises and resubmits the assignment; 3) Teacher candidate fails or repeats the course; 4) Teacher candidate is removed from the Teacher Certification Program, either for a specified amount of time (dependent on progress) or indefinitely. The four levels are not progressive. The CARR committee may select action based on recommendation of the Focus of Concern and take into account the severity of the infraction. Expulsion from the Teacher Preparation Program does not mean expulsion from the university unless that action is taken by the Office of the Vice President for Student Affairs and Enrollment Management. School of Education members and affiliates will refer candidate disciplinary matters to the CARR committee.

Purpose:

The School of Education adheres to the Washington State competencies for knowledge, skills, and dispositions preservice teacher candidates are to demonstrate.

The School of Education also adheres to the Central Washington University Student Rights and Responsibilities Policy. The Student Judicial Code (found in the CWU catalog appendices) states that the following are examples of conduct violations.

1. Disruptive and disorderly conduct
2. Academic dishonesty in all forms including, but not limited to, plagiarism and cheating on tests
3. Filing a formal complaint with the intention of falsely accusing another
4. Furnishing false information
5. Intentionally setting off a fire alarm or tampering with fire or emergency equipment

6. Forgery, alteration, and misuse of university documents, records, or identification cards
7. Sexual assault in any form
8. Actual or attempted physical or emotional abuse
9. Recklessly engaging in conduct that causes harm to any person's physical or mental well-being
10. Creating noise that interferes with university functions
11. Harassment of any sort
12. Theft or malicious destruction
13. Unauthorized seizure, occupation, or presence in any university building or facility
14. Intentional disruption or obstruction of university activities or programs
15. Intentional participation in a demonstration that is in violation of rules and regulations
16. Possession or use of any firearm or dangerous weapon
17. Possession, use, or distribution of any controlled substance
18. Violation of the university policy on alcoholic beverages
19. Conduct that violates the university policy on computer use
20. Conspiracy to engage in hazing or participation in hazing of another

Furthermore, given the sensitive nature of teaching, there is an additional expectation of professional conduct becoming of a future teacher and any violation of this conduct must be taken into account as a dispositional issue by the CARR committee.

It is recommended that faculty members begin with the CARR committee. In cases of unprofessional conduct, the committee and the referring faculty member may opt to file a complaint with the office of Student Success after consultation with the CARR committee.

The decision of the Committee will be sent to the teacher candidate and the faculty member making the referral. A copy of the decision will also be placed in the teacher candidate's CWU certification file. The candidate may appeal any decision of the CARR Committee to the Executive Director of the School of Education. Further appeal may be made through the Academic process of Student Success.

Substance of the Referral

The CARR Committee recommends that the Focus of Concern Form and the Candidate Improvement Plan be used in the referral process. These forms can be found in appendix E and F of the SOE Policy Manual.

Submission of the Referral

Referrals should be submitted to the Associate Director of the School of Education.

Referrals from the Dean of Student Success

Any teacher candidate who is enrolled in education courses and who is found by the Dean of Student Success to have violated prescribed candidate conduct will be referred by that office to the School of Education for process under this policy. Action taken by the CARR Committee may be in addition to action taken by the Dean of Student Success.

5.6 Candidate Advising

Candidates who have been admitted to the Teacher Certification Program will be assigned advisors who are responsible for planning and monitoring the programs of their assigned advisees.

The purpose of this policy is to formulate and monitor candidates' progress as they proceed through the program.

After admission to the Teacher Certification Program, candidates will work with an advisor to complete the necessary forms, including the "Application for Major" forms and other appropriate advising documents. At these meetings, candidates and advisors will plan courses of study for successful completion of the program.

At the completion of their initial advising meetings, candidates should have in their possession forms listing all the required and elective classes in their programs. All candidates are encouraged to see their advisors at least once each quarter, prior to pre-registration if possible, to ensure that their programs are proceeding as planned and/or to make any necessary modifications.

5.7 Clinical Experiences

5.7.1. Placement with Diverse Populations

Central Washington University teacher candidates will be required to successfully complete a minimum of 450 hours of clinical field experience (e.g., supervised early field experience; a practicum required in endorsement area; student teaching), with candidate populations which are ethnically, racially, and culturally diverse, and are intellectually diverse; e.g., special education and exceptionally capable candidates. Be advised that 450 is the minimum number of required hours; teacher candidates will usually exceed this amount during their course of study.

The purpose of this policy is to ensure that candidates have opportunities with diverse populations as preparation for a diversity of settings and a diversity of populations in the world of practice.

References:

Knowledge Base goal III-D

5.7.2. Varied Field Experience Settings

The Central Washington University School of Education will provide candidates with a variety of settings for early field experiences, practica, and student teaching. The settings will be selected to enable candidate understanding of the unique contributions, similarities, differences, interdependencies, and special needs of candidates from diverse populations. Considerations for selecting these settings will include, but will not be limited to, the following specifications:

1. Size of community
2. Ethnic, cultural, racial, and language diversity of district or community
3. Economic diversity of the district or community
4. Location of the district or community within the state

The purpose of this policy is to ensure that candidates experience field placements that are diverse in opportunity as a means to a more complete understanding of their role as teachers in a diverse society.

References:

Knowledge Base goal III-D

5.7.3. Field Experience Prior to Student Teaching

The School of Education will require an early field observation for all candidates for teacher certification connected to an introductory teaching course. These candidates will participate in structured experiences in an endorsement-viable classroom teacher (P-12 setting) for a minimum of 40 hours.

The purposes of this policy are: (1) to ensure that all candidates have an opportunity to interact in a professional serving in the role for which they (the candidates) are being prepared; (2) to ensure that candidates have an opportunity to work in an educational (or related) setting with P-12 students as a corollary experience to formal class instruction in teacher education. Candidates in the introductory course will document hours of experience in the classroom.

5.7.4. Field Experience Placement Procedures

The criteria for assigning candidates to field settings will be based on each candidate's major and programmatic special needs, and will ensure that each candidate has had an opportunity to work with diverse populations (see Policy 3.8).

The purpose of this policy is to ensure that candidates have a variety of experiences appropriate to their major and other program needs that will enhance their abilities to be effective in diverse settings.

References:

Knowledge Base goals III-A through III-H

5.7.5. Field Personnel Assignments

Central Washington University will place practicum candidates for all professional programs only in districts agreeing to assignments with professionals who can document at least three years of successful experience and are certified in the roles supervised. Similarly, all field-based supervisors employed by Central Washington University will have had a minimum of three years of experience in the roles they supervise.

The purpose of this policy is to ensure that candidates receive supervision and feedback from qualified professionals with credentials that conform to both the WAC criteria.

A form confirming professional experience shall be submitted by each cooperating professional and the assigned field supervisor. This form shall be maintained by the Director of the Field Experiences or designee or, alternatively, in the appropriate academic department office.

5.7.6. Student Teaching Policies and Handbook

All policies of the School of Education related to practicum, including student teaching, shall be placed in handbooks or other documents appropriate to the professional preparation programs. These materials shall be available to candidates, cooperating professionals, and field based supervisors.

The purpose of this policy is to ensure communication of all policies and expectations across all members of the triad: candidates, university supervisors, and the cooperating professionals.

5.7.7. Eligibility for Student Teaching Experiences

The School of Education ensures that candidates meet specific standards of proficiency in areas of expertise prior to student teaching.

The purpose of this policy is to establish standards and procedures that candidates must meet to ensure successful teaching upon exiting the basic Teacher Certification Program.

The following criteria will be checked by the Certification Office as a prerequisite for approval for student teaching:

1. The candidate has met all admission requirements for the Teacher Certification Program.
2. The candidate has attained a minimum of 3.0 GPA for the last 45 graded quarter credits or overall CWU/transfer cumulative GPA.
3. The candidate has completed 75% of MAJOR and MINOR coursework. If a candidate has a Broad Area Major, it is not necessary to have 75% completed in his/her MINOR, but the candidate is notified that he/she cannot student teach in that MINOR.
4. The candidate must earn no grade lower than a "C" in major, minor, and professional education program coursework by the quarter prior to the placement quarter (placement quarter is defined as the quarter before student teaching begins).
5. Obtain department approval according to departmental standards.
6. In accordance with the Washington Administrative Code, the candidate must have current and valid Washington State Patrol and FBI fingerprint clearance.
7. Teacher candidates who choose the Bachelor of Arts, Individual Studies Major, or are counseled out of an endorsement program will not be allowed to apply for student teaching for a minimum of three academic years.
8. The teacher candidate is required to have taken the WEST-E / NES prior to student teaching.
9. All teacher candidates must submit proof of purchase for \$1 million in liability insurance to their student teaching application.

Candidates will be notified by the Certification Office of any deficiencies in the above.

If a candidate is denied approval to student teach, he/she has the opportunity to contest the decision. The appeal is to be made in writing to the chair of the department from which the candidate has requested endorsement. After the initial appeal to the department chair, if the candidate wishes are denied s/he can appeal to the CARR committee. The Associate Director of the School of Education is notified by the departments of all approvals/disapprovals to student teach.

5.7.8. Documentation of Student Teaching Experiences

Candidates must demonstrate their competence as teachers by student teaching a full quarter in the major specialization in which they wish to be endorsed.

The purpose of this policy is to provide a terminal student teaching experience that allows for an evaluation of the candidate's overall teaching competence in the classroom setting.

The Associate Director shall:

1. Require and provide evidence that all field experiences prior to student teaching, the final practicum, or internship shall consist of no less than sixty hours of structured observation by professionals serving in the role for which the candidate is being prepared.
2. Be responsible for the assignment of candidates to sites which provide structured experiences with ethnic, racial, and cultural minority populations and with exceptional learners. Special attention will be given to situations where there is diversity in the racial, cultural, linguistic, and socio-economic backgrounds of the classrooms.
3. Ensure that experiences in the field integrate theory and practice and provide documented written records for same. Such documentation also shall ensure that school personnel working with candidates for the required ten weeks of field experience have had three years' experience in the role supervised.
4. Ensure that written records are prepared verifying and describing the following:
 - (a) Specifications for the selection of field sites and field personnel;
 - (b) Criteria for the assignment of candidates to field settings and provisions for changes in assignments, as necessary;
 - (c) Responsibilities of university supervisors and school personnel working with candidates in planning, instruction, observations, evaluation and/or grading;
 - (d) The knowledge, skills, and dispositions related to the respective role of the candidates.

5.7.9. Duration of Student Teaching Experiences

Candidates will participate in a terminal field experience (student teaching) for a minimum of one quarter (10 - 12 weeks). During this experience, they will be responsible for a minimum of ten weeks (300 hours) of instructional and classroom experience (clinical experience defined by PESB requirements). Of these, a minimum of four weeks (120 clock hours) shall be required where the candidate assumes full responsibility for the classroom, including instruction.

The purpose of this policy is to ensure that all candidates have adequate opportunities to develop the expertise they have acquired in their didactic classes, and thereby to become fully familiar with and competent in the roles they will undertake in a practical teaching experience. The exception to this policy is that, experienced practitioners (with at least one full year experience as certified full time teachers in state accredited schools) may petition in the form of a letter to the Director of Field Experiences for permission to student teach for fewer than the standard sixteen credits. These petitions must include written recommendations from personnel who have been responsible for supervising the petitioners' teaching assignments. Recommendations should describe teaching responsibilities, time periods, and demonstrate the quality of teaching.

Student teachers will maintain logs recording the number of hours they have been observed in their assigned settings and the number of hours they have taught during their student teaching experiences. Candidates submit their teaching logs through the CWU online system. A copy of each student teacher's log will be maintained in his/her individual file in the School of Education Office.

5.7.10. Evaluation of Student Teaching Experiences

Central Washington University requires that all student teachers be evaluated on their ability to demonstrate the characteristics listed in the student teaching evaluation form. (See Student Teaching Evaluation Form)

The purpose of this policy is to ensure that all candidates are evaluated according to a common set of criteria as established by the conceptual framework, the WAC, and research emanating from professional organizations and established accreditation councils.

Central Washington University professional supervisors will be required to complete, with the assistance of school district mentor teachers, the standard evaluation forms for all their assigned student teachers. These evaluations will be completed at the end of each quarter and will be retained, along with grades, in each candidate's file in SOE office or electronically in the SOE database.

5.7.11. Unsuccessful Student Teaching Experience Protocol

The School of Education requires all Teacher Certification candidates successfully complete their full-time student teaching experience. If a candidate is not successful, as recommended by their CWU Supervisor or Mentor Teacher, the candidate may be denied certification or required to re-do student teaching. The candidate will be given up to two opportunities to successfully pass student teaching. After the second failed attempt, the candidate will not be recommended for certification with the state. This decision can be appealed through CARR.

The purpose of this policy is to help support candidates through the student teaching process, making room for struggles in the field, while at the same time providing a structure for non-certification based on below standard student teaching performance. While the policy limits student teaching to two quarter attempts, it also provides an avenue of appeal if candidates feel extenuating circumstances apply to their situation. In cases of appeal, the candidate must submit their appeal in writing to the CARR committee who will make a recommendation to the SOE office. Final approval will require a signature from the SOE Director.

5.8 Graduation and Certification Requirements

The School of Education ensures that candidates follow standardized procedures for exiting each program.

The purpose of this policy is to ensure that all candidates in the SOE complete their respective professional preparation programs based upon the same guidelines and standards.

To exit the Teacher Certification Program with a recommendation of certification, a candidate must fulfill the following:

1. Receive no grade lower than a "C" in major, minor, required English composition courses and professional education foundation course work, and no grade lower than a C- in basic and breadth coursework.
2. Have a 3.0 cumulative grade point average, or for the last 45 graded credits earned.

Completion of the Teacher Certification Program does not guarantee certification by the State of Washington. In order to be certified, the candidate must demonstrate good moral character and personal fitness as defined by WAC 181-79A-155, as well as successfully complete all components necessary for state certification (e.g., WEST-E / NES passing score, edTPA passing score, 450+ hours of documented clinical experience, etc.). Fingerprint clearance from the State Patrol and FBI will be required prior to practicum and/or student teaching.

Candidates will apply for graduation online at <http://www.cwu.edu/registrar/>. Candidates will apply for initial teaching certification directly with the Office of Superintendent of Public Instruction (OSPI). Candidates will setup an eCert account through OSPI's website at: <https://eds.ospi.k12.wa.us> when applying for student teaching. Once the Teacher Candidate qualifies for the official teaching certificate, the CWU Certification Office will recommend the candidate to OSPI. The Teacher Candidate will then log into her/his eCert account to claim the CWU recommendation and apply for the official teaching certificate. Any candidates with deficiencies for certification will be so advised by the Certification Office.

5.9 First-Year Graduate Induction

Policy Statement:

There shall be established a program that introduces professional preparation graduates of Central Washington University to the world of practice.

Purposes:

The purposes of the induction program are to: a) support graduates to adjust to the demanding life and culture of the profession; b) help graduates cope with the realities of becoming facilitators of learning in a diverse world; c) increase the instructional effectiveness, and thus the professional success of graduates; and, d) assist employers in the mentoring process for beginning teachers.

Procedures:

The induction program shall include but shall not be limited to:

1. The identification of all first year in-service professionals.
2. The establishment of a communication system linking such first year professionals with Central Washington University. This may be accomplished by using an interactive network such as a mentor, contact person, toll free telephone, or computer electronic system for the purpose of providing professional support for the first year graduates.
3. Surveys to gather information to determine the extent to which first year graduates are performing their professional duties.

5.10 Candidate Grievance Procedure

Policy Statement:

The School of Education endorses the policy on candidate grievances as specified in the Central Washington University Faculty Handbook and Equal Opportunity Grievance Procedures for Students, as documented in the CWU catalog.

Purpose:

The purpose of this policy is to ensure that candidate complaints are handled systematically, judiciously, and expeditiously.

Procedures:

Candidate grievances will be addressed using the procedures specified in the Faculty Handbook:

"A student wishing to pursue an academic grievance must take the following steps to try to resolve the grievance prior to the filing of an official academic appeal:

1. The student shall first attempt to resolve the matter with the instructor.
2. If a resolution is not achieved between the student and instructor, the student shall ask the department chair to resolve the grievance.
3. If resolution is not achieved at the department chair level, the chair shall forward a written summary to the dean of the school or college in further effort to achieve resolution.
4. If resolution is not achieved at this point, the student may petition for a hearing before the board of academic appeals. An appointment should be made for the student to meet with the associate or assistant vice president for student affairs, in order to obtain the necessary form and information for filing the petition."

Matters pertaining to alleged discrimination against a candidate because of race, age, disability, or sex, or in cases of sexual harassment, will be referred to the Office of Equal Opportunity.

5.11 Recruitment of Underserved Populations

Policy Statement:

The SOE endorses and adheres to policies and procedures established by Central Washington University for the recruitment of minority candidates for its school personnel programs.

Purpose:

The purpose of this policy is to improve the likelihood that the candidate pool of professional school personnel for the 21st century will reflect, in terms of its diversity, the racial and cultural make-up of the children to be served.

5.12 Candidate Admission and Retention: Teacher Candidates

Policy Statement:

The Central Washington University professional preparation programs shall be in conformity with the Washington Administrative Code.

Purpose:

The purpose of this policy is to ensure that candidate admission and retention procedures for teacher preparation are clearly articulated. This policy is augmented by others in this section, but is maintained separately to enunciate specific procedures for compliance with the requirements of the WAC.

Procedures:

1. The CWU teacher preparation unit and the School of Education Director shall implement the university's equal opportunity procedures and shall work in concert with agencies, departments and programs to recruit qualified candidates from underrepresented groups, including those from diverse economic, racial, and cultural backgrounds.

2. To be admitted to the teacher preparation program, an applicant must follow the procedures outlined in SOE Policy 5.2: ADMISSION TO THE TEACHER PREPARATION PROGRAM.
3. To exit the teacher preparation program with certification, a candidate must fulfill the requirements outlined in SOE Policy 5.8: GRADUATION/CERTIFICATION REQUIREMENTS.
4. Completion of the teacher preparation program does not guarantee certification by the State of Washington. In order to be certified, the candidate must demonstrate good moral character and personal fitness as defined by WAC, as well as successfully complete all components necessary for state certification (e.g., WEST-E / NES passing score, edTPA passing score, 450+ hours of documented clinical experience, etc.). Fingerprint clearance from the State Patrol and FBI will be required prior to practicum and/or student teaching.

Other provisions included under this policy are as follows:

- (a) Each applicant for admission to the teacher preparation program will be notified in writing of the status of his/her application.
- (b) Candidates must be fully or conditionally admitted to the teacher preparation program prior to taking any courses in the School of Education majors, minors or the professional education foundation course work. Conditional acceptance can only span two quarters (and may then be appealed to CARR) and will be approved by the SOE office in specific allowable circumstances (e.g., WEST-B struggles, low GPA, etc.).
- (c) Teacher preparation program admission regulations are administered by the SOE Executive Director. Personal folders are maintained in the SOE office for each candidate enrolled in the teacher preparation program.
- (d) Grade point averages will be computed based on course work taken at CWU or course work transferred from other accredited institutions.
- (e) The SOE Director shall review those policies governing admission to and retention in the teacher preparation programs and update all such brochures given to candidates which prescribe those requirements.
- (f) Requirements for admission and retention in the teacher preparation program shall be made available to candidates through the office of the SOE Director.
- (g) An advisement program for the teacher preparation program shall be established and shall furnish a written process on the procedures of advisement to candidates.

5.13 Candidate Admission and Retention: Staff Associates (School Counseling and School Psychology)

Policy Statement:

The Central Washington University School Counseling and School Psychology Programs shall conform to the Washington Administrative Code pertaining to candidate admission and retention policies.

Purpose:

The purpose of this policy is to ensure that candidate admission and retention procedures for educational staff associates are clearly articulated. This policy is augmented by several others in this section, but is maintained separately to give specific procedures for compliance with the requirements of the WAC.

Procedures:

1. The School Counseling and School Psychology Programs shall work with agencies, departments and programs to attract highly qualified candidates, especially those from underrepresented economical racial and cultural groups.
2. The admission requirements to the School Counseling and School Psychology programs shall include the following:
 - (a) A bachelor's degree from a regionally accredited institution in the U.S. or other recognized institution in the case of foreign institutions.
 - (b) Minimum scholastic requirement of 3.0 (B) average for the applicant's last 90 quarter hours (60 semester hours) of undergraduate study.
 - (c) Three letters of recommendation referencing pertinent professional and personal characteristics of the applicant.
 - (d) A combined score of not less than the state-wide median score for the prior school year scored by all persons taking the Graduate Record Exam.
 - (e) Exceptions to the above will recognize alternate means of entrance into the program, as provided in WAC. Specifically, applicants not meeting this scholastic requirement may be admitted on probation provided the Psychology Department provides justification for admission to graduate study. If admitted, such candidates are placed on probationary status for one quarter during which time they must complete at least 10 credits of courses approved by the Department. Grade point averages of 3.0 or more are required. Upon meeting this requirement, candidates admitted through alternative routes will be fully admitted and allowed to continue toward candidacy for certification. Candidates may also be conditionally admitted to the program with conditions stipulated in the formal admission letter from the Associate Vice President of Graduate Studies.
3. Each candidate in school counseling and school psychology shall be assigned an advisor who will advise the candidate about progress and retention in the program. The advisor also shall provide supervision and evaluation relative to the completion of the program, provide information regarding supply and demand in the field, and ensure advice and counsel to promote the retention of non-traditional candidates.
4. A candidate in the program who receives a grade point average of less than 3.0 in any quarter will be placed on probation. A candidate can be removed from probation by attaining a 3.0 for at least 10 credits during the next quarter enrolled and a cumulative grade point average of 3.0. Credit will not be accepted for courses on the Course of Study in which a grade lower than "C" is earned. Candidates whose grade point averages remain below 3.0 after 30 earned credits are no longer eligible to receive a master's degree from Central Washington University.
5. Each candidate shall have the right to appeal decisions relative to admission or retention in the school counseling program through the university's Academic Standing/Academic Appeals Committee.
6. Candidates for certification must complete an approved master's degree program in psychology which has been developed in consort with school and professional organizations. Candidates who have previously received a master's degree in another field are not required to earn a second master's degree, but must complete the certification program.

5.14 Candidate Admission and Retention: School Administration

Policy Statement:

The Central Washington University master's degree in school administration program shall conform to the WAC pertaining to candidate admission and retention policies.

Purpose:

The purpose of this policy is to ensure that candidate admission and retention procedures for school administrators are clearly articulated. This policy is augmented by several others in this section but is maintained separately to give procedures for compliance with the requirements of the WAC.

Procedures:

1. The faculty in school administration shall work with agencies, departments and programs to affirm and attract quality candidates, including those from underrepresented groups including those from diverse economic, racial, and cultural backgrounds.
2. The admission requirements to the master's degree in school administration shall include the following:
 - (a) A bachelor's degree from a regionally accredited institution in the U.S. or other recognized institution in the case of foreign institutions.
 - (b) Minimum scholastic requirement of 3.0 (B) average for the applicant's last 90 quarter hours (60 semester hours) of study.
 - (c) Three letters of recommendation referencing pertinent professional and personal characteristics of the applicant.
 - (d) A satisfactory score on the Graduate Record Examination.
 - (e) Except that alternate means of entrance into the programs shall exist as provided in WAC. Specifically, applicants not meeting this scholastic requirement may be admitted on probation provided the School of Education provides justification for admission to graduate study. A grade point average of 3.0 or more is required. Upon meeting this requirement, the candidate will be fully admitted and allowed to continue toward candidacy for certification.
3. Each candidate in the master's degree program and the administrator preparation program shall have a course study advisor who shall (a) advise the candidate about the progress and retention in the program, (b) provide supervision and evaluation relative to the completion of the program, and (c) shall ensure appropriate advising for the retention of candidates from traditionally underrepresented groups.
4. A candidate in the program who receives a grade point average of less than 3.0 in any quarter will be placed on probation. A candidate can be removed from probation by attaining a 3.0 for at least a certain amount of credits as set and approved by the School of Education during the next quarter enrolled and a cumulative grade point average of 3.0. Credits will not be accepted for courses on the Course of Study in which a grade lower than "C" is earned. Candidates whose grade point averages remain below 3.0 after 30 credits are no longer eligible to receive a master's degree from Central Washington University.
5. Each candidate shall have the right to appeal decisions relative to admission or retention in the master's degree program through the university's Academic Standing/Academic Appeals Committee.
6. Candidates for administrator certification must complete an approved master's degree program in the School of Education or another regionally approved master's degree program.
7. Candidates for administrator certification who have previously received a master's degree are not required to earn a second master's degree, but must complete the certification program.

8. Candidates who have previously received a master's degree and wish to be admitted to the administrator preparation programs for Washington state administrator certification must meet the minimum selection criteria based on WAC 181-78A-160:
 - (a) 3.0 GPA most recent 45 credits
 - (b) Letter of recommendation from faculty (optional)
 - (c) Recommendation from school district
 - (d) Demonstrated instructional leadership experience

All applications will be reviewed by the members of the Professional Educational Advisory Board (PEAB) during official quarterly meetings for approval or disapproval to be admitted to the program.

5.15 Graduate Student Policies

Policy Statement:

The Office of Graduate Studies and Research will ensure that all candidates entering advanced programs in the School of Education meet established criteria for graduate admission. Individual program requirements are established and monitored by each home academic department.

Purpose:

The purpose of this policy is to ensure that candidates admitted to graduate programs meet acceptable levels of performance and have a high probability of completing the work for their selected advanced degrees.

Procedures:

1. Application forms to the Office of the Graduate Studies and Research must be accompanied by the following items:
 - (a) Official transcripts.
 - (b) Three letters of recommendation, at least two of which should come from instructors familiar with the applicant's academic preparation.
 - (c) Personal letters of educational objectives and professional aims (500 words or less), either attached to the applications or submitted directly to the graduate admissions office.
2. Scores on the General (Aptitude) Test and appropriate Subject (Advanced) Test of the Graduate Record Examination (GRE) must be submitted to graduate admissions and records before applications to graduate study will be considered.
3. For each graduate program applicant, admission requires:
 - (a) A baccalaureate degree from a regionally accredited institution in the U.S. or other recognized institution in the case of foreign institutions.
 - (b) A minimum scholastic requirement of 3.0 (B) cumulative average for the applicant's last 90 quarter hours (60 semester hours) of academic work.
4. Additional criteria specified by the program or department.

5.16 Graduate Advising

Policy Statement:

It shall be the policy of the School of Education that each candidate entering a master's program specifically designed for the preparation of school personnel shall be assigned an academic advisor at the time of acceptance into the program. This advisor will act to advise, assist, and monitor the candidate's progress throughout the program. The

designation of an advisor is separate from the selection of the candidate's thesis chair, although the same person may serve in both capacities.

Purpose:

The purpose of this policy is to ensure that the graduate candidate's progress is adequately and appropriately formulated and monitored to completion of the selected program.

Procedures:

1. Departments shall assign an advisor from among the faculty in the appropriate program to each candidate accepted into the program.
2. Each candidate's letter of acceptance to a graduate program will include the name of his/her advisor as well as other information pertinent to the selected major.

SECTION 6: CURRICULUM POLICIES

6.1 Program Review and Evaluation

Policy Statement:

In accordance with the CWU Policy on Program Review and Evaluation as approved by the Faculty Senate, per PESB standards, all School of Education programs will be evaluated on a five-year cycle.

Purpose:

The purpose of this policy is to ensure that graduates of the Central Washington University professional preparations program experience quality programs which meet or exceed the standards adopted by the institution and mandated by the state.

6.2 Review of Curriculum Modifications

Policy Statement:

Proposals for new programs and courses and substantive revisions to or new locations of existing programs shall be initiated or reviewed by the appropriate SOE committee and the appropriate PEAB. The PEABs and the appropriate committees will recommend proposals to the SOE Executive Board for vetting. Proposals that have been approved by the SOE Director shall move forward in the university curriculum approval process.

Purpose:

The SOE committee process acts as a system of checks and balances, transparency and 'voice' to ensure that procedural requirements have been fulfilled, that the intent of accrediting and certifying bodies have been addressed, and that the requested changes are consistent with the mission of the SOE and the Conceptual Framework adopted by the SOE. In addition, the SOE committees serve as a connection between the faculty and administration of the university and the world of practice.

Procedure:

Typically, the curriculum approval process begins with the appropriate curriculum committees of the SOE, are acted on by the appropriate committees, including the Executive Board, and forwarded to the SOE Director for approval. Once approved, curriculum proposals continue through the university curriculum approval process. Program proposals will also be reviewed by the appropriate PEAB(s).

6.3 Criteria for Evaluating Curriculum Proposals

Policy Statement:

The School of Education will evaluate curriculum proposals, at both the undergraduate and graduate level, relevant to professional education* programs, including new programs, proposals to offer current programs at new locations, and change in program. Changes in programs are defined as course additions, course deletions, changes in the number of credits assigned to courses or required for completion of programs, any changes in titles, descriptions or assigned credits of courses specially related to pedagogy (e.g., Methods and Materials in the Social Studies, Secondary, Grammar in the Classroom, Technology in the Mathematics Classroom, Improvement of Instruction in Basic Business.)

The SOE, through our committee structure, will evaluate all proposals, at the undergraduate and the graduate level to introduce new or to modify existing courses specifically related to pedagogy, to school administration to school psychology and to school counseling. Evaluation of programs and courses, at both the undergraduate and graduate level will occur on the basis of criteria that insure programs coherence and quality.

* Professional education programs include the teacher preparation programs of endorsable disciplines, school administration, school psychology, and school counseling programs.

Purpose:

To insure that curricular decisions will be 1) made on the basis of program coherence and the best professional knowledge, and will be 2) communicated to candidates in the program in a systematic way.

Procedure:

1. All proposals for creating new or modifying existing programs or courses, or offering current programs at new locations must be accompanied by a rationale justifying the proposal according to the CWU format in terms of its:
 - (a) basis in the established and current research of the subject area and sound instructional practice;
 - (b) cohesion with the expressed conceptual framework, goals and objectives of the SOE,
 - (c) cohesion with the expressed curricular goals of particular programs, where these exist;
 - (d) ways in which the course encourages cooperation, awareness of diversity, and professional and social responsibility, and
 - (e) fiscal impact
2. Each proposed new course must be accompanied by University curriculum forms that specify:
 - (a) the purpose of the course in relation to the major program and total curriculum, including, the conceptual framework, references to endorsement competencies, and WACs,
 - (b) clear goals and learner outcomes which set high, yet realistic expectations for the learner,
 - (c) appropriate assessments which address course goals,
 - (d) alignment with InTASC Standards
 - (e) Identified clinical experiences (450 hours clinical experience required of all education candidates).

6.4 Relationship of General Education Program to Teacher Certification Preparation

Policy Statement:

The goals of the SOE relative to general education conform to those of the institution. CWU catalog states,

“The general education program offers our students a liberal education, an education intended to help them become liberated, or free, persons, able to make informed and enlightened choices. We assume that a free and liberally educated person has the following:

- (a) basic competence in reasoning and communication;
- (b) and artistic, including an awareness of at least some of the best that the human spirit has yet achieved;
- (c) a sense of the interconnectedness of knowledge;
- (d) a critical awareness of the ways in which knowledge is discovered and created;
- (e) a sense of the ways in which knowledge must and does evolve”

“To these ends our general education program holds our students responsible for a high level of competency in the basic skills of reading, writing, speaking and reasoning; it exposes them to a broad sampling of the range and variety of human knowledge and of the ways of knowing; and it attempts to instill a critical awareness of human knowledge and of its relationship to the human condition.”

These general education goals coincide with those of the SOE in preparing candidates as expert learners who are competent in reading, writing, speaking, listening and calculating; who have a broad understanding of the various and dynamic disciplines studying nature and culture, and an understanding of the forces which inform and characterize those disciplines; and who are conscious of the self as a member of a society which values diversity, tolerance, and respect for others.

Purpose:

The purpose of this policy is to maintain program coherence by insuring that outer assumptions about the development of "expert teachers as expert learners" through each candidate's total university program accurately reflect the philosophy and curriculum of the General Education Program.

References:

Knowledge Base Goals #I.A., I.B., and I.C

6.5 Diversity and Cultural Competency in Instruction

Policy:

The School of Education will include experiences and knowledge related to diversity in the field and classroom activities of the program, by 1) actively seeking field experiences which require candidates to interact with people from various cultural backgrounds; 2) including in courses, wherever relevant, information and activities which develop cultural competencies; and 3) supporting the university's mission to help candidates to become conscious of themselves as members of a pluralistic society...and to learn about diverse cultures and peoples.

Purpose:

The purpose of this policy is to ensure that candidates are prepared to function effectively and sensitively in diverse classrooms, institutions and communities.

Procedure:

The SOE office shall work with field supervisors to identify and recruit Mentor Teachers who have diverse backgrounds and/or work in multicultural situations. The SOE Associate Director will monitor syllabi and teaching evaluations for compliance with SOE's goals and the WAC, which explicitly address diversity.

References:

University Mission Statement on Diversity

6.6 Policy on Multicultural Education

Policy:

The professional core for teacher preparation shall include a socio-cultural component satisfied by courses designated by the SOE.

Purpose:

The purpose of this policy is to ensure that candidate graduates of the School of Education enter teaching prepared to understand the complexities of the global society and to prepare curricular materials which address global issues.

References:

SOE Knowledge Base Goals I.C. and III.D

6.7 Supervision of Student Teaching

Policy Statement:

Central Washington University will maintain records of observations for all student teachers. These records will document the number of hours each student teacher is supervised in clinical experiences. A minimum of twelve (12) hours of observation of the student teacher and conferencing by the university supervisor will be required.

Purpose:

The purpose of this policy is to ensure that all candidates are adequately supervised during their student teaching experience.

Procedures:

1. Central Washington University professional supervisors will be required to complete forms documenting the hours of clinical supervision and observation, and to file these completed forms with the Certification Office at the same time that grades and formal final evaluations are submitted.
2. The Supervision/Observation forms will be archived by the Certification Office.
3. The Supervision/Observation data will be submitted to the SOE Associate Director for analysis.

6.8 Candidate Field Experience Policies: Teacher Preparation

Policy Statement:

The SOE Associate Director shall establish and maintain all assignments and records pertinent to on-going field experiences for teacher preparation.

Purpose:

The purpose of this policy is to ensure that the State of Washington requirements for field experiences supporting the preparation of school personnel are clearly articulated and monitored in the preparation programs at Central Washington University. This policy is augmented by several others in this section but is maintained separately to give specific procedures for compliance with the requirements of the WAC.

Procedures:

1. The SOE Associate Director, or designees, shall require and give evidence that all field experiences prior to student teaching, practicum or internship requirements shall consist of no fewer than forty hours of structured observation of professionals serving in the role for which the candidate is being prepared.
2. The SOE Associate Director, or designee, shall be responsible for securing agreements between CWU and all agencies providing field sites for field experiences. These documents will specify the roles and responsibilities of the involved agencies in the field experience.
3. The SOE Associate Director, or designee, shall be responsible for the assignment of candidates to sites providing for structured experiences with diverse ethnic, racial, linguistic, cultural, and/or socioeconomic populations, as well as with special education populations (including intellectually gifted).
4. The SOE Associate Director, or designee, shall cause field experiences to integrate theory and practice and shall provide written records documenting compliance with the PESB requirements. Such records shall include statements attesting to the fact that school personnel working with candidates for required field experiences have had at least three year's experience in the role supervised.
5. The SOE Associate Director, or designee, shall be responsible for records of observations documenting at least twelve hours of observation and conferencing by a CWU supervisor.
6. All candidates shall successfully complete the required student teaching, practicum, or internship in compliance with the applicable PESB requirements and current research.
7. The SOE Associate Director, or designee, will be responsible for the preparation and verification of written records covering the following:
 - (a) Specifications for selecting field sites and field personnel;
 - (b) Criteria for assigning candidates to field settings and provisions for changes in assignments if necessary;
 - (c) Responsibilities of university supervisors and school personnel working with candidates in planning, instruction, observations, evaluation and/or grading;
 - (d) The knowledge, skills, and dispositions related to the respective roles of the candidates;
 - (e) Observation records for each candidate, which shall indicate twelve hours of observation by a university supervisor.
8. The SOE Associate Director, or designee, shall delegate, direct, and supervise the work of CWU field supervisors to ensure that each candidate's field experiences are in full compliance with all appropriate PESB requirements pertinent to his/her professional expectations and experience. The Associate Director, or designee, shall also provide for compliance with procedural processes of state agencies with authority over field experiences

in teacher preparation: e.g., the Office of the Superintendent of Public Instruction and CWU.

Reference:
CWU Student Teaching Handbooks

6.9 Candidate Field Experience Policies: School Psychologist Preparation

Policy Statement:

The SOE Director or designee shall direct the program directors for school counseling and school psychology, who have been duly appointed by the chair of the Department of Psychology, to oversee and coordinate field experiences for school counseling and school psychology and to establish and maintain all assignments and records pertinent to on-going field experiences.

Purpose:

The purpose of this policy is to ensure that the State of Washington requirements for field experiences for the preparation of school personnel are clearly articulated and monitored in the preparation programs at Central Washington University. This policy is augmented by several others in this section but is maintained separately to give specific procedures for compliance with the requirements of the WAC.

Procedures:

1. The directors of field experiences for school counseling and school psychology shall require that all practica prior to the internships shall consist of no fewer than forty (40) hours of structured observation by professionals serving in the roles for which the candidates are being prepared.
2. The directors of field experiences for school counseling and school psychology shall be responsible for securing agreements between CWU and agencies providing sites for field experiences and shall be responsible for preparing written agreements specifying the roles and responsibilities of the cooperating agencies.
3. The associate dean or designee shall be responsible for the assignment of candidates to sites providing structured experiences with diverse ethnic, racial, cultural, linguistic and socioeconomic populations and with candidates who have diverse learning abilities, (i.e., special education candidates).
4. The directors of field experiences for school counseling and school psychology shall be responsible for the integration of theory and practice into their field experiences. They shall provide written records of program compliance relative to the Washington Administrative Code pertaining to field experiences. The directors of field experiences for school counseling and school psychology shall maintain records documenting that school personnel working with candidates for the required field experiences have had three years' experience in the role supervised.
5. The directors of field experiences for school counseling and school psychology shall be responsible for records of observations documenting the required observations by CWU observer-supervisor(s).
6. All candidates shall successfully complete their required internships which comply with the state standards as defined through the appropriate WAC, PESB standards, and current research.
7. The directors of field experiences for school counseling and school psychology shall be responsible for the preparation and verification of written records concerning the following:
 - (a) Specifications for selecting field sites and field personnel;

- (b) Criteria for assigning candidates to field settings and provisions for changes in assignments if necessary;
- (c) Responsibilities of university supervisors and school personnel who work with candidates in planning, instruction, observations, evaluation, and/or grading;
- (d) The knowledge, skills, and dispositions related to the respective role of the candidates;
- (e) Observation records for each candidate which shall indicate twelve (12) hours of observation by a university supervisor.

6.10 Candidate Field Experience Policies: School Administration Preparation

Policy Statement:

The Department of Education will maintain all assignments and records pertinent to on-going field experiences for administrator preparation according to the procedures and requirements specified by the WAC.

Purpose:

The purpose of this policy is to ensure that the State of Washington requirements pertaining to field experiences for the preparation of school personnel are clearly articulated and monitored in the administration program at Central Washington University. This policy is augmented by several others in this section but is maintained separately to give specific procedures for compliance with the requirements of the WAC.

Procedures:

1. Administrative interns must provide documentation of 40 hours of pre-internship observation by a professional serving in the role for which the candidate is being prepared.
2. Candidates must demonstrate, in their field experiences, their ability to work effectively with students of various backgrounds, including:
 - (a) Students with exceptional needs, including those with handicapping conditions and those with unusually high intellectual abilities;
 - (b) Students from racial and/or ethnic identities other than the racial/ethnic backgrounds of the candidates
 - (c) Students from diverse populations.
 Activities are suggested and must be documented in their quarterly internship reports, signed by school district cooperating professionals and university supervisors.
3. CWU professional supervisors will be required to complete the forms documenting their hours of supervision and observation. These forms must be returned to the SOE at the time that grades are submitted.
4. All policies related to the administrative internship will be retained in Books A, B, C, and D appropriate to individual programs. These handbooks will be made available to administrative interns, cooperating professionals, and university supervisors.
5. The chair of the Department of Education will review Books A, B, C, and D on an annual basis to incorporate revised policies. In addition, the Department chair shall make available copies of the handbook to all candidates involved in the administrative internship.
6. CWU professional supervisors will be required to evaluate the quarterly reports submitted by the administrative interns based on the WAC.
7. Administrative interns will maintain logs recording their professional preparation activities. Components of the required internship are detailed in the Washington Administrative Code.

8. Written contractual agreements with school districts will be maintained by the Department of Education.
9. The CESL chair will assign faculty to the supervision of interns using the criteria established in the Faculty Code, section 7.20 (B) (3).
10. The SOE will collect and verify written records describing all elements required by the WAC standards.

References:

CWU Faculty Code, Section 7.20 (B) (3)

SECTION 7: MISCELLANEOUS POLICIES

7.1 Institutional Policy Regarding Accessibility of Facilities and Technology

Policy Statement:

The School of Education abides by the university policy on accessibility of facilities.

Purpose:

The purpose of this policy is to ensure that the physical facilities used for instruction in the school personnel preparation programs are accessible to all candidates, regardless of disabilities.

7.2 Institution's Strategic Plan for Renovating and Upgrading Facilities and Technology

Policy Statement:

The School of Education abides by the university's long-range strategic planning policies and procedures for renovating and upgrading campus physical facilities.

Purpose:

The purpose of this policy is to ensure that facilities planning concurs with and supports long range designs for program development and/or enhancement.

7.3 Library's Policy Re: Acquisitions

Policy Statement:

The School of Education abides by the university policy and procedures on acquisitions for the library.

Purpose:

The purpose of this policy is to ensure that library holdings provide adequate scope, breadth, and currency to support the professional education programs.

7.4 Written Agreements with Practicum Sites

Policy Statement:

Central Washington University through the School of Education will maintain contractual agreements with each school district and/or educational service district where candidates are placed for their required field experiences. These contractual agreements specify the roles of the involved agencies and the responsibilities and contributions each will make to the field program.

Purpose:

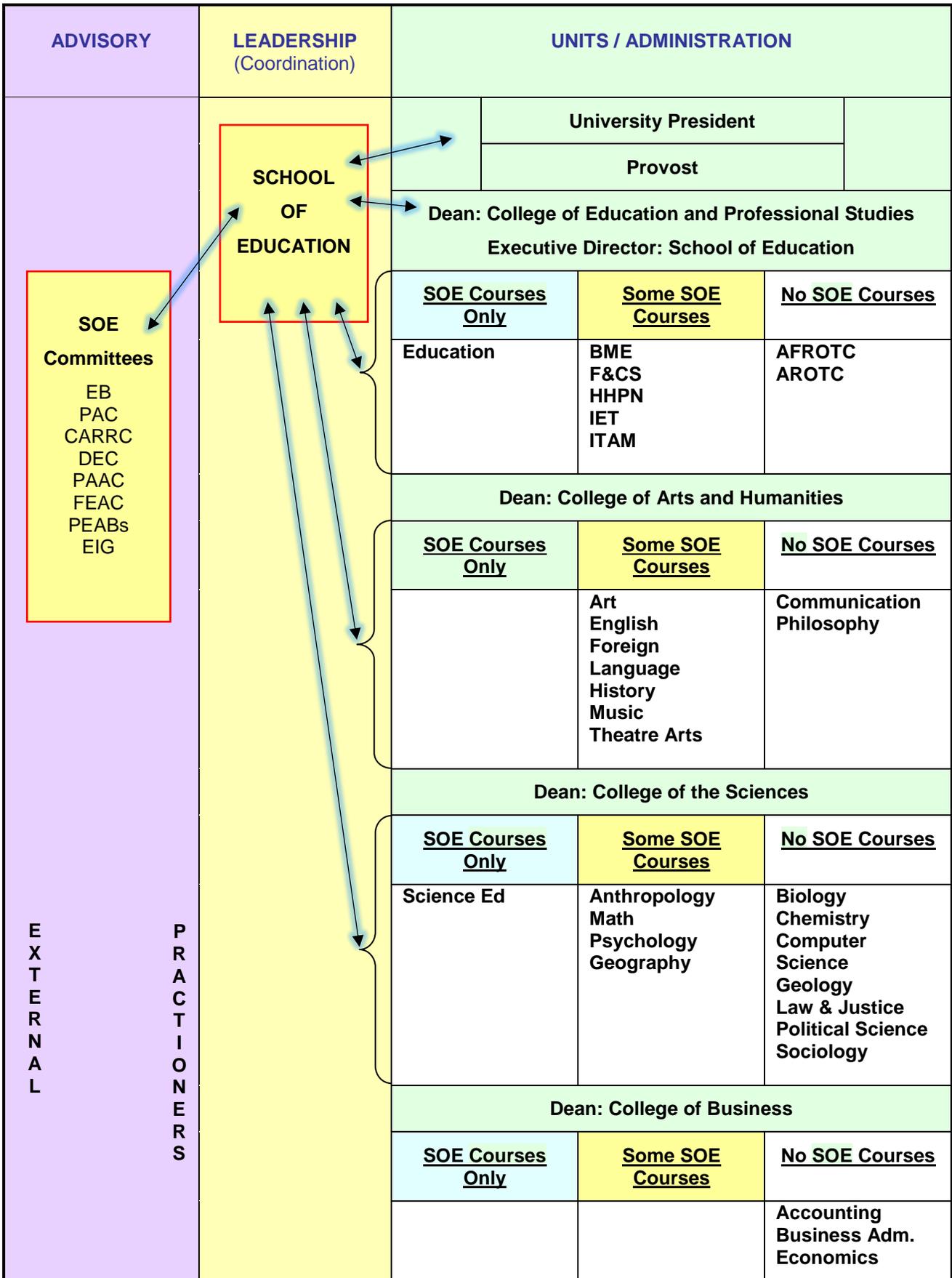
The purpose of this policy is to ensure clear communication of expectations and responsibilities of all involved parties.

Procedure:

Contractual Agreements are maintained in the office of Certification and/or, alternatively, in the appropriate academic department office, and are updated as needed to reflect changes in the professional preparation program and/or in the responsibilities of each party.

APPENDICES

Appendix A
School of Education Function Chart



Appendix B

Mission Statement

The Latin phrase, illustrated on the seal of Central Washington University, *Docendo Discimus*, By Teaching We Learn, is the cornerstone of the University's historical purpose, which also promotes its distinctiveness. The School of Education is the place where *Docendo Discimus* is emphasized and teaching as a means of facilitating learning is closely examined and practiced. Central Washington University began preparing teachers for the State of Washington in 1890, and since that time has added school administration, counseling, and psychology to its program offerings, making CWU the largest university in the State for preparing p-12 school personnel. The School of Education (SOE) was created in 1991, to recognize the collaborative efforts of the College of Arts and Humanities, the College of Education and Professional Studies, and the College of the Sciences in preparing professional educators. The Center's mission is to Prepare Facilitators of Learning in a Diverse World. To accomplish this mission, the Center brings together school teachers, administrators, counselors, and psychologists from around the State, with university faculty representing the three colleges mentioned above; thereby establishing a professional community, which reaches all corners of the Central Washington University, and out to the real world of schooling. Representatives of this professional education community merge under the aegis of the Center: to design, deliver, and renew candidate admission, recruitment and retention policies and procedures; to design and review program and curriculum outcomes, and standards; to assess, as an aggregate, candidate knowledge, skills and dispositions; and to evaluate the Center's efficacy for the purpose of maintaining an excellent national accreditation status. Please find below a revised governance structure, which is proposed to further evolve the Center's efficacy in achieving its mission.

Appendix C

EDSTART Alternative Admission Program to Teacher Preparation

EDSTART PROGRAM

Like many colleges and universities, Central Washington University has had considerable difficulty in attracting ethnic minority candidates to the Teacher Preparation Program. The difficulty rests in part with program entrance requirements including grade point average and test score requirements. Nationally, it has been argued that such requirements have a disproportionate impact on ethnic minorities including Native Americans, African Americans, and Hispanics.

Noting that the recruitment and retention of minority candidates into the teacher preparation program are imperative, an alternative admissions program, EDSTART, has been developed to address the challenge at Central Washington University. Within EDSTART policies, ethnic minority candidates who do not have the required grade point average or have not passed portions of the required test are permitted to apply for admission to the Teacher Preparation Program by alternative means. The EDSTART Program is an alternative admissions procedure designed as a partial response by CWU's Center for the Preparation of School Personnel to the nationwide challenge posed by the dramatic underrepresentation of minority candidates in teacher preparation programs.

ELIGIBILITY

The EDSTART Program is open to minority candidates who are enrolled at Central Washington University. Applicants who are yet to be admitted into the university will be assisted by the Certification Office. The Certification Office will also provide individualized advising for prospective individuals at the junior college and high school levels who desire to enter the Teacher Preparation Program in the future.

APPLICATION CONSIDERATION

The office of the associate dean, College of Education and Professional Studies, is the EDSTART contact. The office accepts all applications and prepares them for review by the Admission, Matriculation, and Graduation (AMG) committee. The AMG committee makes all alternative admission decisions.

The associate dean's office will provide academic advising and admission assistance to prospective applicants. Send application to:

Teacher Certification
400 East University Way
Central Washington University
Ellensburg, WA 98926-7414

ADMISSIONS PROCEDURE

The following should be included in the application package:

(a) A letter of support from the applicant's major advisor in which the applicant's academic ability, service experience, growth, commitment and motivation, potential for graduate study (following graduation from the undergraduate program), potential for success in working with diverse ethnic groups, other criteria appropriate to the

applicant's potential as a teacher, and other extenuating circumstances which may have affected the applicant's grades and test scores are described.

(b) One supporting letter from a former employer, supervisor, or other individual knowledgeable of the applicant's experiences in working with young people.

(c) A personal essay in which the applicant describes his/her educational goals and objectives.

Appendix D

INDIVIDUAL FACULTY DEVELOPMENT RECORD (IFDR)
200_ - 200_ Academic Year

Name: _____ Department: _____

Please indicate below your faculty development activities for the year _____
(September 1, _____ through August 31, _____)

Examples of faculty development activities may include, but are not limited to: credit and non-credit courses taken and / or degrees completed; professional association involvement, including attendance / presenting at meetings; conferences, professional memberships on local/regional/state/national commissions and councils involved in education; participation in center faculty development projects; independent or collaborative research conducted; publications; independent study; grant proposals written and submitted; grant directorships; professional service activities. **Please return this form to the Dean of the College of Education and Professional Studies.**

Additional pages may be attached as needed.

Appendix E

School of Education
FOCUS OF CONCERN

This form may be completed by faculty/staff/administrators who may concerns on the moral, ethical, and/or dispositional behavior of a candidate enrolled in one of the below programs. Please complete this form and provide as much detail as possible. This form may be sent to the Teacher Certification Office for record keeping purposes. If the person having the concern feels the Candidate Admission, Recruitment and Retention (CARR) Committee needs to be involved, this form must be sent to the **Chair of the CARR Committee via the School of Education office, Black Hall, 101.**

In which program is the candidate enrolled?

Teacher Administrator School Counseling School Psychology

Level of Concern:

- Mild (concern will be shared with the candidate after 3 similar concerns are raised)
 Moderate (concern will be shared with the candidate, but may or may not require remediation)
 Severe (concern will be shared with the candidate, and will require remediation or removal from program)

Name of candidate:

Candidate's Major/Minor:

Course/Field Experience:

Reason for concern (i.e., ethical, moral, dispositional, etc.):

--

Suggested action:

--

Action previously taken? Yes No If Yes, please explain and attach documentation, if needed

--

Has the candidate been notified of concern? Yes No
(Attach the Candidate Improvement Plan, if needed)

Date of meeting with the Program Director/Coordinator/Chair, if needed:

Program Director's/Coordinator's/Chair's suggestions/comments:

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Signatures:

Date:

Instructor/Professor/Staff Member		
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Program Director/Coordinator		
Department Chair, if needed (note: by signing this form, the Chair is only acknowledging the concern. It does not mean he/she agrees or disagrees with the above statements).		

If you would like to refer the candidate to the CARR (Candidate Admission, Recruitment, and Retention) Committee, please submit this form to the CWU Teacher Certification Office, ATTN: CARR Committee, Black Hall, 101.

Date Referred to CARR	
Date of CARR Committee Meeting (must be within 15 days of referral)	

Result of CARR Committee Meeting:

Clarification of Problem:

CARR Committee Members Signatures:

Date:

Appendix F

CANDIDATE IMPROVEMENT PLAN

The Candidate Improvement Plan may be used by a professor/instructor who has concerns (i.e., dispositions, tardiness, professionalism, etc.) regarding a candidate enrolled in the CWU Teacher Preparation Program. This form is a guide that will outline the plan for improvement. Once completed and signed by the candidate and professor/instructor, the form can be sent to the CWU School of Education office in Black Hall, 101 for filing or kept within the department.

Name of Candidate:

Course/Field Experience:

Date: _____

Name of Professor/Instructor:

Terms of Plan:

Action and/or Goal to be achieved:

Evidence the goal has been achieved:

Signature of Candidate:

Signature of Professor/Instructor:

If the Candidate is referred to the CARR (Candidate Admission, Recruitment, and Retention) Committee, this form must be included with the Focus of Concern form.

