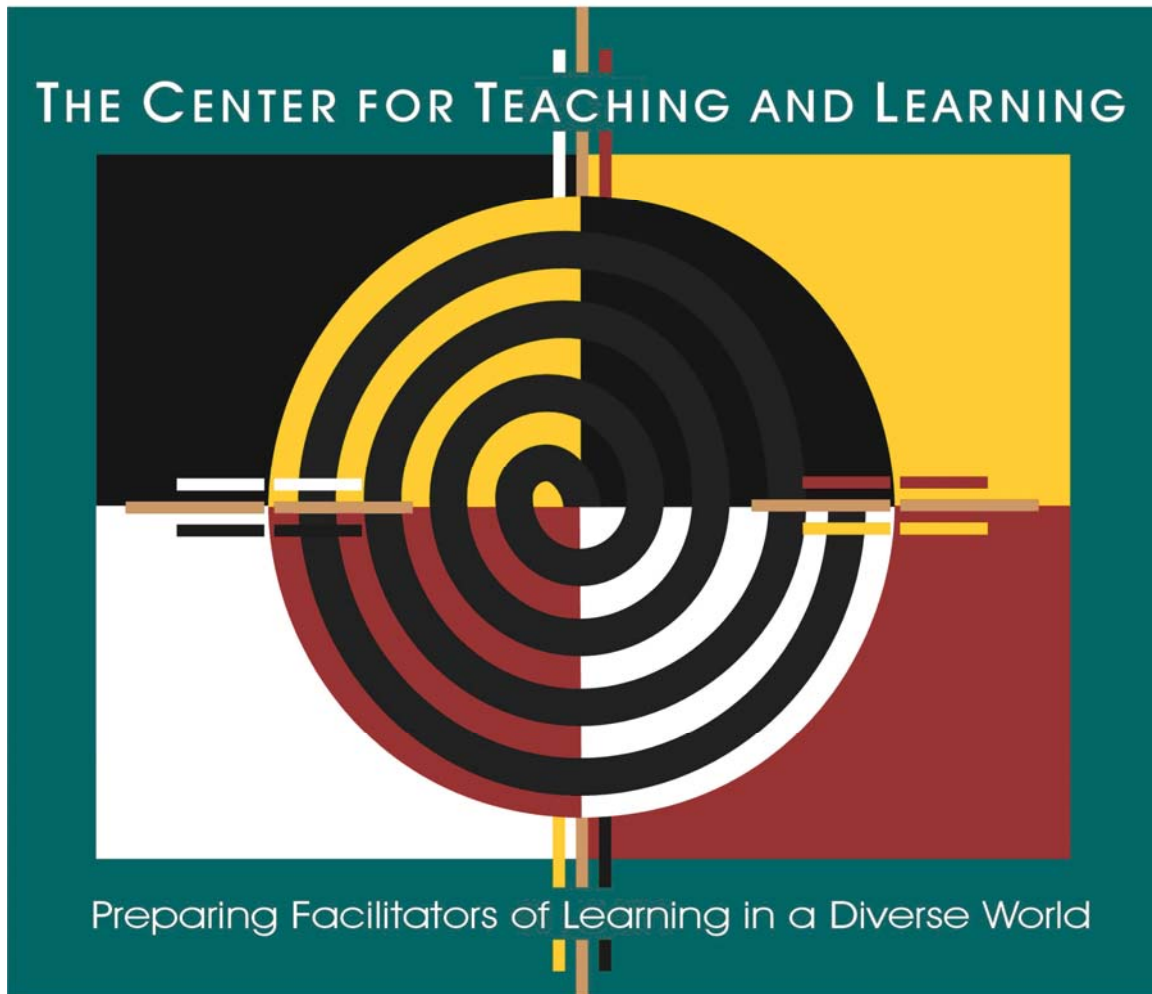




CENTRAL WASHINGTON UNIVERSITY



# CTL Policy Manual 2009-2010

**The Center for Teaching and Learning (CTL)  
Central Washington University  
Policy Manual**

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Revised December, 2002	Revised Winter 2008	
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## **SECTION 1: GOVERNANCE**

### **1.1 Statement of Purpose**

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, and also promotes its distinctiveness. The Center for Teaching and Learning (CTL) 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 one of the largest universities in the state for preparing P-12 school personnel. The CTL was created in 1991 to recognize the collaborative efforts of the College of Arts and Humanities (CAH), College of Education and Professional Studies (CEPS), and College of the Sciences (COTS) in preparing professional educators. The Center's mission is *Preparing Facilitators of Learning in a Diverse World*. To accomplish this mission, the Center brings together public and private school teachers, administrators, counselors, and psychologists from around the state to join university CTL faculty who represent the three colleges mentioned above; thereby establishing a professional community. This professional community reaches all corners of Central Washington University and extends to the real world of schooling. Representatives of this professional education community merge under the aegis of the CTL: to design, deliver, and renew candidate admission, recruitment and retention policies and procedures; to assess, as an aggregate, candidate knowledge, skills and dispositions; and to evaluate the CTL's efficacy for the purpose of maintaining an excellent national accreditation status.

### **1.2 Leadership**

#### **1.2.1 CTL Executive Board**

Under the leadership and authority of the dean of the College of Education and Professional Studies (CEPS), the Executive Board will cooperatively oversee the governance of the CTL, which is the designated unit for the preparation of professional educators at Central Washington University.

#### **1.2.2 CTL Director**

The dean of the College of Education and Professional Studies, or designee, is the Center for Teaching and Learning director. The CTL director's responsibilities are as follows:

Accreditation:

- Coordinate specialized accreditation of all professional education programs, including NCATE.

Curriculum:

- Coordinate or delegate all professional education (teacher, administrator, school counselor, and school psychologist) course offerings, including informing departments in CAH, CEPS, and COTS of courses needed to accommodate cohorts of students at the centers and other locations.
- Arrange quarterly meetings of CTL faculty for discussions, reviews, and recommendations related to the professional sequence of the undergraduate, graduate, certification-only, professional certificate, and alternative certification professional education programs in the following areas: teacher

education, and administrator, school counseling, and school psychology preparation.

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

#### Communication and Public Relations:

- Regularly meet with chairs of the CTL committees
- Serve as liaison for all Professional Education Advisory Boards (PEABs), including Teacher Preparation, Administrator, School Counseling, 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 CTL faculty, field-based cooperating professionals, PEAB members, and professional organization members.
- Notify all CTL faculty, appropriate department chairs, and deans about the activities of the CTL.
- Maintain an up to date website for CTL faculty, PEAB members, and practitioners, describing such things as faculty development opportunities, grant opportunities, faculty accomplishments, program updates, and information about students.
- Maintain a working relationship with NCATE and AACTE

#### Policy Review and Formation:

- Inform the CTL Advisory Council and Executive Board of all concerns, policy review needs, curriculum review needs and recommendations.
- Serve as CTL Advisory Council Chair and as non-voting member of the Executive Board.
- Implement CTL policies as described in the Center for Teaching and Learning Policy Manual.
- Arrange for an annual review and update of all CTL 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 CTL Director update the policy manual prior to the end of the year when deemed necessary,
- Attend Washington OSPI meetings, as appropriate, for certification, information, and program changes.

### **1.3 CTL Membership**

#### **1.3.1 Membership Definition**

All full time and part time faculty members who teach methods courses in, or administrate one of the professional preparation programs listed below must be a member of the Center for Teaching and Learning (CTL).

#### PROFESSIONAL PREPARATION PROGRAMS: UNDERGRADUATE

Bilingual Education  
Biology: Teaching  
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  
Physics  
Reading  
School Health Education  
Science  
Social Studies  
Spanish Teaching  
Special Education  
Technology Education  
Traffic Safety  
Visual Arts  
World Languages

#### PROFESSIONAL PREPARATION PROGRAMS: GRADUATE

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

#### **1.3.2 Membership List**

The CTL director will, in consultation with others, update the CTL faculty list at the beginning of each academic year. The list will be distributed annually to all members.

### **1.3.3 Member's Responsibilities**

All CTL 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.
- (c) Submitting an annual faculty development plan to the CTL director and participating in faculty development activities of the CTL.
- (d) Submitting, as described in the CTL policy on faculty evaluation, student evaluations of each CTL class taught.

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

### **1.3.4 PEABs Role**

The PEABs will act, as prescribed by the Washington Administrative Code (WAC), in an advisory capacity to the CTL.

## **1.4 Governance Structure**

The governance structure in which professional education programs are administered can best be demonstrated by the Center for Teaching and Learning Function Chart in Appendix A.

## **1.5 Committee Charges and Membership**

### **1.5.1 Committee Process**

The committees described below (1.5.3-1.5.10) will operate as working committees of the CTL. 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 CTL committee. They are submitted in the form of a question, a preliminary proposal, or a formal proposal. Curriculum and policy questions are submitted to the CTL director in writing, except a question may be presented orally by a member of the committee for initial consideration. A preliminary proposal is submitted in writing, to include a statement of rationale and a descriptive summary or outline of the proposal. A formal proposal is submitted in writing, to 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 CTL director may delegate to the committees some aspects of monitoring for compliance with specified standards. Minutes of committee meetings will be routed to the CTL director and appropriate deans, department chairs and program directors.

### **1.5.2 Committee Appointments**

Membership to one of the CTL Governance Committees is made official by a letter sent from the CTL Director. 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 CTL faculty at large. After a nominee has been identified and contacted, lists of

nominees are brought before the Executive Board. Once a nominee has been approved by the Executive Board, a letter is sent by the director officially assigning the member to a committee with the direction of the committee's charge. Since 63 percent of the CTL faculty members are members of the governance system, terms last as long as a member wishes to serve. Each spring quarter the CTL Director reviews committee lists with members and committee chairs to see if replacements need to be made and the process begins. Every year by September 30 the current Governance/Membership List will be sent to the Provost Office.

### **1.5.3 Executive Board (CTLEB)**

#### **Charge:**

Under the leadership and authority of the dean of CEPS, the Executive Board will cooperatively oversee the governance of the Center for Teaching and Learning, which is the designated unit for the preparation of professional school personnel at Central Washington University.

#### **Membership:**

Dean, College of Education and Professional Studies (Chair)  
Dean, College of Arts and Humanities  
Dean, College of the Sciences  
School Superintendent (Non-Voting)  
Director of the Center for Teaching and Learning (Non-Voting)  
Director of the Office of Research, Evaluation, and Assessment

### **1.5.4 Advisory Council (CTLAC)**

#### **Charge:**

The Advisory Council is charged by the Executive Board to lead the 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 Advisory Council's primary responsibilities are assessment, data interpretation, policy analysis, curriculum reviews and recommendations, faculty professional development and school partnerships.

#### **Membership:**

CTL Director (Chair)  
Associate Dean of CAH  
Associate Dean COTS  
Assessment Committee Co-Chair  
Candidate Admissions, Recruitment, and Retention Committee Chair, (Associate Dean of CEPS or Designee)  
Certification Officer/Program Manager  
Diversity and Equity Committee Co-Chair  
Educational Technology Advisory Committee Chair, (Director of the Educational Technology Center)  
Elementary Education Advisory Council Chair or Designee  
Faculty Development and Candidate Scholarship Committee Chair  
Graduate Programs Committee Chair  
P-12 School Based Services Committee Chair, (Director of Field Experience)  
Professional Core Program Coordinator  
Undergraduate Curriculum Committee Co-Chair (Education Chair or designee)  
Undergraduate Curriculum Committee Co-Chair (CAH/COTS rotating representative)

Membership at Large:  
Public School Representative  
Student Representative of SWEA  
CAH Faculty Representative  
COTS Faculty Representative

### **1.5.5 Undergraduate Curriculum Committee (UCC)**

Charge:

The UCC is charged by the Executive Board to advise the CTL director and the Advisory Council in the process of reviewing all new program and course changes designated within the unit that lead to endorsements. In the case of minor changes the CTL director may elect to approve a change without a committee meeting. All changes must be reported to the Advisory Council and shall be noted in the Council's minutes, accordingly. All courses in the following endorsements are subject to review by this committee: Bilingual Education, Biology, Chemistry, Dance, Drama, Early Childhood Education, Earth Science, Elementary Education, English/Language Arts, English as a Second Language, Family & Consumer Science, Health/Fitness, History, Mathematics, Music, Middle Level: Math, Middle Level: Science, Physics, Reading, School Health Education, Spanish Teaching, Science, Social Studies, Special Education, Technology Education, Traffic Safety, Visual Arts, and World Languages. Program and course reviews specifically examine coherence, consistency, and compliance with CTL's conceptual framework, State WACs and standards, national standards, and NCATE standards.

Membership:

Education Chair or designee (Chair)  
CAH Faculty Representative (Rotating Co-Chair)  
COTS Faculty Representative (Rotating Co-Chair)  
CEPS Faculty Representative (Not from the Department of Education)  
Education Faculty Representative

Teacher Preparation PEAB Representative

### **1.5.6 Elementary Education Advisory Council (EEAC)**

Charge:

The EEAC is charged by the Executive Board to advise the CTL Director and the CTL Advisory Council in the process of reviewing all new course changes designated within the unit that lead to the endorsement. Program and Course changes will be reviewed by the Undergraduate Curriculum Committee if approved by the Elementary Education Advisory Council. In the case of minor changes the CTL Director may elect to approve a change without a committee meeting. All changes must be reported to the Advisory Council and shall be noted in the Council's minutes, accordingly. All courses in the following endorsement are subject for review by this committee: Elementary Education. Program and course reviews specifically examine coherence, consistency, and compliance with CTL's conceptual framework, State WAC's and standards, national standards, and NCATE standards. The EEAC will oversee the curriculum and issues regarding Elementary Education. Curricular changes that impact the Elementary Education Program must come to the EEAC prior to being sent to the Undergraduate Curriculum Committee and/or the Director of the Center. This council will then discuss and make recommendations. Specific responsibilities are outlined.

Membership:

Director/Coordinator for Elementary Education

CAH Faculty Representative from the Arts (Visual Arts, Music, Dance, or Theatre)  
COTS Faculty Representative from Science Education  
CEPS Faculty Representative from Health and Fitness  
Education Faculty Representative from Math Education or Social Studies  
Education Faculty Representative from Literacy  
Education Faculty Representative from the Centers

### **1.5.7 Graduate Programs Committee (GPC)**

Charge:

The GPC is charged by the Executive Board to advise the CTL director and the Advisory Council in the process of reviewing all new program and course changes designated within graduate program offerings that lead to endorsements. In the case of minor changes, the CTL director may elect to approve a change without a committee meeting. All changes must be reported to the Advisory Council as well as the Graduate Council and shall be noted in the Advisory Council's minutes, accordingly. All courses in the following programs are subject to review by the GPC: Master Teacher, General Administration Option, General Administration with a Bilingual Education Specialization, Library Media, Initial Principal's Certificate, Initial Program Administrator, Supervisor and Curriculum Certificate, Initial Program Administrator Special Education, Reading Specialist, Special Education, Family and Consumer Sciences Teaching, Individual Studies Program-Master of Education, Mathematics, Music Education, Health, Human Performance and Recreation, School Counseling, School Psychology, Science Education, Theatre Production and Professional Development Courses. Program and course reviews specifically examine coherence, consistency and compliance with CTL's conceptual framework, State WAC's and standards, national standards, and NCATE standards.

Membership:

COTS Graduate Faculty Representative (Chair)  
CAH Graduate Faculty Representative  
CEPS Graduate Faculty Representatives  
Graduate Candidate Representative

### **1.5.8 Candidate, Admission, Recruitment, and Retention Committee (CARRC)**

Charge:

The CARRC is charged by the Executive Board to review and recommend policy relative to the admission, recruitment, and retention of candidates. Additionally the CARRC will consider candidate waivers and adjudicate candidate appeals concerning admission, retention, and graduation standards.

Membership:

Associate Dean of CEPS or Designee (Chair)  
Certification Officer/Program Manager  
CAH Faculty Representative  
CEPS Faculty Representative  
COTS Faculty Representative  
Undergraduate Candidate Representative

### **1.5.9 Faculty Development and Candidate Scholarship Committee (FDCSC)**

Charge:

The FDCSC is charged by the Executive Board to perform three primary functions: 1) To provide, by request only, any CTL faculty with a peer review for the purpose of recommending merit, promotion, tenure, or reappointment; 2) To review aggregate data

relative to faculty teaching, scholarship, and service for the purpose of recommending new professional development activities; and 3) With respect to candidate scholarships, the committee is charged with the responsibilities of: Reviewing candidate application materials and selecting candidate awardees.

Membership:

Two CEPS Faculty Representatives (Chair)  
Two CAH Faculty Representatives  
Two COTS Faculty Representatives

#### **1.5.10 P-12 School-Based Services Committee (P-12 SBSC)**

Charge:

The P-12 SBSC is charged by the Executive Board to review and develop plans, policies, and procedures for designing school-based partnerships. The P-12 SBSC will: ensure adherence to the conceptual framework; and plan for the integration of expertise and resources to support learning in the field for candidates and professional development for school and university faculties.

Membership:

Director of Field Experience (Chair)  
Center Representative  
CAH Program Directors  
COTS Program Directors  
Education Program Coordinators  
Public School Representative

#### **1.5.11 Diversity and Equity Committee (DAEC)**

Charge:

The DAEC is charged by the Executive Board to develop 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, field experiences and clinical practices relative to diversity and make recommendations for improvement.

Membership:

Two CAH Faculty Representatives  
CEPS Education Faculty Representative  
CEPS Education Westside Faculty Representative  
Two COTS Faculty Representatives  
Admissions Representative  
Faculty Representative

#### **1.5.12 Professional Education Advisory Boards (PEABs)**

Charge:

The State of Washington has (through the promulgation of WACs 180-78A-065 (3), 180-78A-140, and 180-78A-145) 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, School Counseling and School Psychology each have a PEAB that follow bylaws, which govern the deliberation, decision-making and formalization of school-based personnel recommendations, which are submitted first to the Executive Board for consideration and dissemination.

### **1.5.13 Assessment Committee (AC)**

#### Charge:

The AHAC is charged by the Executive Board to develop an assessment system and data collection processes that contextually reflect the conceptual framework. The purpose of which is to systematically collect data, which when analyzed, will evaluate CTL's performances relative to the six NCATE Professional Standards. The Committee is also charged with examining the assessment system's efficacy and recommending modifications when necessary.

#### Membership:

CTL Director (Chair)  
OREA Director  
Associate Vice President for Undergraduate Studies  
LiveText Representative  
Content Area Faculty Representative  
Faculty Representative  
Certification Officer/Program Manager  
Education Faculty Representative

### **1.5.14 Educational Technology Advisory Committee (ETAC)**

#### Charge:

The ETAC is charged by the Executive Board to serve as an oversight and advisory group for issues related to the ISTE National Educational Technology Standards (for Teachers and Students). Specifically, the teacher will: Demonstrate a sound understanding of technology operations and concepts, plan and design effective learning environments and experiences supported by technology, implement curriculum plans that include methods and strategies for applying technology to maximize student learning, apply technology to facilitate a variety of effective assessment and evaluation strategies, use technology to enhance their productivity and professional practice, understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply that understanding in practice. The Student standards include: Basic operations and concepts, social, ethical, and human issues, technology productivity, communications, research, problem-solving, and decision-making tools

#### Membership:

ETC Director (Chair)  
CEPS Faculty Representative  
COTS Faculty Representative  
CAH Faculty Representative  
One Public School Technology Representative  
One Undergraduate or Graduate Student

## **1.6 Relationship of the Center for Teaching and Learning to the World of Practice**

### **1.6.1 Efforts to Insure Ties**

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 CTL 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 120-78A-250).
- C. The PEABs will function as they are mandated in the (WAC 180-78A-220).
- D. A PEAB may request action by CTL faculty and the AC when members become aware of situations in which program or procedural change may be warranted.
- E. At least one public school practitioner will be a member of the AC.
- F. All cooperating professionals will be invited to participate in special and regular meetings of the CTL and to provide systematic feedback on the preparation and quality of program graduates.

## **1.7 Relationship of the Center for Teaching and Learning and the Advisory Council to the University Curriculum Approval Process**

### **1.7.1 *CTL Curriculum Proposals***

Curriculum proposals originating from the CTL and approved by the AC will be monitored by the dean of CEPS to ensure compliance with university-wide standards for curriculum modification. It is expected that the Faculty Senate Curriculum Committee routinely will approve curriculum proposals of the CTL unless university-wide standards are not appropriately met.

### **1.7.2 *Accreditation Standards***

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 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 WAC 180-78A-155 and NCATE Standard 6: Unit Governance and Resources, CWU shall maintain a separate unit, The Center for Teaching and Learning (CTL), charged with the responsibility for the implementation and outcomes of professional preparation programs. Responsibilities of the CTL shall include, but may not be limited to: curriculum, admission standards, outcomes, and other such matters related to professional preparation programs. (See Appendix A: Center for Teaching and Learning Function Chart)

#### Purpose:

The purpose of this policy is to identify a separate unit (The Center for Teaching and Learning) 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 CTL. The policy is maintained separately, to clearly articulate the manner in which CWU's CTL is responsive to the requirements in the WAC and NCATE standards.

#### Procedures:

1. The CTL director for the professional education preparation program at CWU shall be the dean of the College of Education and Professional Studies, or a designee. The responsibilities of this office shall be in accord with NCATE standards and Washington's program approval requirements. The dean shall report through 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 associate dean of the College of Education and Professional Studies, the CTL director, and 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 CTL director shall, upon advisement, assign appropriate responsibilities including, but not necessarily limited to, matters pertaining to advising applicants for certification and endorsement as well as assign responsibility for maintaining appropriate certification and other CTL records as directed.
4. Communication from the CTL shall conform to regular university procedures. Communication lines among administration, faculty, the PEABs, and the CTLAC, all have responsibility for the professional preparation of school personnel, as illustrated in Appendix A: Center for Teaching and Learning Function Chart.
5. The administrator of the unit shall provide leadership locally, at the state level, and nationally, and help ensure participation of PEAB members, faculty, students, and learned organizations in the conduct of CTL business.

#### References:

WAC 180-78A-145, 180-78A-155

## **2.2 The Policy Manual**

### **Policy Statement:**

The Center for Teaching and Learning shall maintain and update a Policy Manual that is the principal instrument of governance of the CTL. It shall include all policies that guide the entire CTL and policies that guide individual programs, as appropriate.

### **Purpose:**

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

### **Procedure:**

Policies shall be adopted for the CTL on the basis of the requirements of the CTL's Conceptual Framework, the requirements of the WACs, and the requirements of the National Council for the Accreditation of Teacher Education (NCATE). 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 CTL 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 CTL; e.g., the provost; the deans of CEPS; CAH, and COTS; chairs of departments with faculty membership in CTL; and the CTL director.

### **References:**

WAC 180-78A-155, 180-78A-160

## **2.3 Direction to Departments to Abide by the Center for Teaching and Learning 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 CTL and shall utilize policies established in the CTL 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 Statement of the Institution, Center for Teaching and Learning, and Programs**

### **Policy Statement:**

The mission statement for the CTL 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 CTL and, as appropriate, by individual programs included in the CTL. The statement shall be distributed to all individuals who work within and with the CTL. It shall be the responsibility of the CTL 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.

References:

WAC 180-78A-155, 180-78A-150, 180-78A-160

## **2.5 Policy on Equal Opportunity**

Policy Statement:

The Center for Teaching and Learning 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 CTL 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: Washington State Office of the Superintendent of Public Instruction (OSPI)**

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 Center for Teaching and Learning. The policy is maintained separately to clearly articulate the manner in which CWU's CTL 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 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 CTL director within CWU shall advise the CTL Executive Board of resource needs for full compliance with standards governing professional school personnel preparation programs.
3. It shall be the responsibility of the CTL Executive Board or its designee to advise and assist in attaining full compliance with professional standards by part-time and adjunct faculty.

References:

WAC 180-78A-155

CWU Faculty Code Sections 7.20, 7.25

## **2.7 Candidate Knowledge, Skills, and Dispositions (OSPI)**

Policy Statement:

It shall be the policy of the Center for Teaching and Learning 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 CTL which is (a) referenced in current research, (b) mandated by the State Board of Education through the WAC, (c) established by the criteria of accrediting bodies such as NCATE, (d) confirmed by the criteria developed by learned societies, (e) monitored by the appropriate PEABs responsible for the preparation of professional personnel, and (f) evaluated using the CTL Assessment System.

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 CTL director shall coordinate and ensure that program approval requirements as mandated are incorporated into course and field experience requirements.

References:

WAC 180-78A-160, 180-78A-165

## **2.8 Program Development and Assessment**

Policy Statement:

It shall be the policy of the Center for Teaching and Learning to comply with the provisions of all WACs pertaining to field experiences and follow-up studies and also to comply with NCATE standards in the preparation of teachers.

Purpose:

The purpose of this policy is to ensure that the State of Washington requirements and NCATE standards 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 Washington Administrative Code and rigorous accreditation standards.

Procedures:

1. The CTL director shall evaluate all programs of study and field experiences indicating how such programs and experiences are based on knowledge of professional practice, theory, and current research.
2. The CTL director shall be responsible for follow-up of graduates, evaluation, program revision and long-range planning.
3. Responsibilities of the CTL director shall include but not be limited to the following:
  - (a) collection of data from graduates' employers
  - (b) assessment of the quality of the program
  - (c) improvement and revision of the program
  - (d) collection of follow-up data on first year graduates
4. The CTL director and/or designee shall oversee and coordinate preparation of all external program reviews/self-studies and submit such to all appropriate professional education advisory boards, faculty and other such groups as deemed necessary for review and analysis.

Assessment System:

In Fall 2002, the CTL Assessment System was finalized and approved by the CTL Executive Committee and Advisory Council. In conformity with WAC 181-78A-255 and NCATE Standard 2: Assessment System and Unit Evaluation, CTL maintains an electronic Assessment System for Professional Education programs and unit evaluation. Responsibilities of the CTL shall include, but may not be limited to: implementing of the system, aggregating outcome data, and reporting outcomes to CTL committees and membership.

The purpose of this document is to identify transition points in the Assessment System where unit data is evaluated. The four transition points are consistent across programs for candidates in programs for initial certification in Professional Education and Other School Personnel. The following

Transition 1: Admission.

- A. *Teacher Preparation Program:* To be fully admitted, candidates must submit an application for admission, a character fitness & supplement form, a signed fingerprinting form, verifying they know that fingerprint clearance is required prior to the clinical experience, 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 (must be 3.0 or higher). Candidates must submit documentation verifying they have one of the following: (1) earned grades of C or better: ENG 101 and 102, Math 101, 153, 164, 170 OR 172, (2) Bachelor's degree from an accredited institution, or (3) a Direct Transfer Agreement (DTA) Degree. Additionally, candidates must earn a minimum score of 24 on two recommendation forms, one of which must be from a former teacher, provide proof of purchase of the LiveText Educational Software for access into the CTL Assessment System, and complete the Dispositional Inventory in LiveText
- B. *School Counseling & 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 K-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 Preparation Program*. To be cleared for entry into the clinical experience, they must submit an application for Student Teaching, a second character fitness and supplement form, verification of fingerprinting clearance, proof of having taken the Washington Educator Skills Test: Exit (WEST-E) 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, including verification of a 2.5+ GPA in the Professional Education Sequence 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 completed at least 75% of his/her Content Area and Profession Education Sequence.
- B. *School Counseling & 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. Students who do not demonstrate adequate scores at any of the following levels are required to retake the practicum until successful.
- During the first year, students 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.
  - After the first practica, students are rated on their Attitudes and Behavior, Skills in Structuring the Interview, Counseling Skills, Session Management Skills, Interview Summaries, and Overall Evaluation.
  - After their second and third practica, students are evaluated on their Counselor Attitudes and Behavior, Case Conceptualization Skills, Counseling Skills, and Global Evaluation.
  - School psychology students 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.
  - 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 Preparation Program*. In order for teacher preparation candidates to exit from student teaching, they must pass all portions of the Washington State Performance-based Pedagogy Assessment Instrument, complete of the Student

Teaching Portfolio and the Dispositional Inventory in LiveText, and pass the WEST-E 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 students must also pass the Praxis II test 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 CTL 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, final Analysis of internship experience & activities, final evaluation of internship experience by the school district and university supervisors, and 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 Preparation Program.* At CWU, teachers complete the following to apply for the Washington State Professional Certificate or the National Board Professional Certificate programs.

*Professional Certification* -- Residency Certificate holders have 5 years after the completion of provisional status to obtain a Professional Certificate. To earn a Professional Certificate, a teacher enrolls in a college/university program. Candidates apply for the Professional Certificate program and submit a Professional Certificate Application, which includes a copy of the current Residency Teaching Certificate and written verification from the school district of a current teaching contract and completion of provisional status. Candidates complete the following coursework or professional development activities:

- The Pre-Assessment Seminar, a four quarter-credit courses. During the Pre-Assessment Seminar, candidates complete a Professional Growth Plan (PGP), which is developed through self-assessment and reflection of one's teaching practices. The PGP focuses on effective teaching, professional development, and professional contributions.
- Core. Nine quarter-credits of coursework and/or professional development, which may include courses, internships, various experiences, district in-

service and projects designed to achieve the goals of the candidate's PGP. Upon completion of the coursework, candidates submit a Professional Certificate for assessment and course grades.

- o Culminating Seminar. The Culminating Seminar, which involves the presentation of evidence documenting completion of Professional Growth Plan and candidate competence in the 12 criteria and plans for continued professional growth. Upon successful completion of the Culminating Seminar, CWU makes a recommendation to the Office of the Superintendent of Public Instruction for the candidate to be awarded the WA State Professional Certificate.

*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 K-12 public or state approved private school, and regularly teach at least on class during the school year that meets the age range and content specifications for the desired certificate area. At least six students must be in the class with 50+% at the required age level.

The National Board certification process takes approximately one school year. CTL supports National Board candidates by the facilitation of seminars led by CWU-CTL 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 student 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 Counseling & School Psychology*. The development of Professional Certificate programs for School Counselors and School Psychologists are in process at this time.
- C. *Education Administration*. The development of Professional Certificate programs for Education Administrators is in process at this time and anticipated to be implemented until Fall 2007.

Reference:

WAC 180-78A-150; WAC 181-78A-255

## **SECTION 3: GOVERNANCE POLICIES**

### **3.1 Professional Education Advisory Boards**

#### Policy Statement:

The CTL of Central Washington University (CWU) shall be in conformity with the provision of WAC 180-78A-065 which establishes and maintains Professional Education Advisory Boards (PEABs) for all programs that result in specific certification through the State of Washington. The CTL, 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 180-78A-250, 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 180-78A-145.
  - (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 180-78A-145.
  - (f) Advise the Superintendent of Public Instruction of needed changes in the administrative code affecting each professional preparation program.
  - (g) Review each year one or more program approval standards of WAC 180-78A-145 and, as needed, formally notify CWU in writing of changes the PEAB believes are necessary or required to bring the university into compliance with the program approval standards for the professional preparation program and, based upon such review, provide formal recommendations pursuant to subsection (4) of this section.
  - (h) Perform any other function that has the mutual written approval of the university and the PEAB.

#### References:

WAC 180-78A-065, 180-78A-140, 180-78A-145

### **3.2 Inclusion of Public School Personnel and University Students in the CTL Committee Structure**

#### **Policy Statement:**

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

#### **Purpose:**

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

#### **Procedure:**

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

The AC has one student representative of SWEA and at least one public school teacher member. It is the responsibility of the CTL director to maintain the composition of members as described.

#### **References:**

WAC 180-78A-209

### **3.3 Collaboration between the Center for Teaching and Learning and the University General Education Committee**

#### **Policy Statement:**

A member of the AC 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 CTL 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 Commitment of Other Administrators to Consult With the CTL Concerning Faculty Appointments in the Realm of Professional Preparation**

#### **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 CTL 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, Search Committees and Treatment of the Recommendations of Search Committees**

#### **Policy Statement:**

It shall be the policy of the Center for Teaching and Learning that job descriptions for all positions for new faculty who will be full members of the CTL shall be reviewed by the CTL 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 CTL 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.

#### **References:**

WAC 180-78A-150, 180-78A-155

### **4.3 Appointment of Part-Time Faculty in the Center for Teaching and Learning**

#### **Policy Statement:**

The CTL 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:**

WAC 180-78A-155  
CWU Collective Bargaining Agreement Articles 8, 10

### **4.4 Establishing Undergraduate Teaching Loads and Their Equivalents**

#### **Policy Statement:**

The Center for Teaching and Learning has adopted policies relating to undergraduate teaching loads, and their equivalents, that are congruent with the CWU Faculty Code.

Exceptions must be approved by the College of Education and Professional Studies Dean in collaboration with Department of Education Chairperson.

Purpose:

The purpose of this policy is to ensure that teaching loads for faculty are clearly delineated, thus enabling faculty to maintain active programs of scholarly activity, public research, and faculty development.

References:

WAC 180-78A-155

CWU Collective Bargaining Agreement Article 13

#### **4.5 Establishing Graduate Teaching Loads and Their Equivalents**

Policy Statement:

The Center for Teaching and Learning has adopted policies relating to graduate teaching loads, and their equivalents, that are in conformity with the CWU Collective Bargaining Agreement.

Purpose:

The purpose of this policy is to ensure that teaching loads for faculty are clearly delineated enabling faculty to maintain active programs of scholarly activity, public research, and faculty development.

References:

WAC 180-78A-155

CWU Collective Bargaining Agreement Article 13, Appendix A

#### **4.6 Thesis Committee Service**

Policy Statement:

It shall be the policy of the Center for Teaching and Learning that graduate students may request, with approval from the degree granting department, any approved CWU "regular" graduate faculty member as a thesis/project/exam committee chairperson with the provision that at least one member of the committee also be from the degree granting department.

Purpose:

The purpose of this policy is to ensure that graduate students receive thesis advising from faculty with expertise in the student's academic major.

#### **4.7 Assigning Faculty for Field Supervision**

Policy Statement:

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

Purpose:

The purpose of this policy is to ensure that students 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

#### **4.8 Support for Faculty Development Compared to Other University Entities**

Policy Statement:

It shall be the policy of the Center for Teaching and Learning 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 CTL have equal access to faculty development opportunities in comparison with other faculty within the university.

Procedure:

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

Reference:

WAC 180-78A-155

#### **4.9 Faculty Development Opportunities for Faculty**

Policy Statement:

Each quarter, the Center for Teaching and Learning 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 CTL and to cooperating teachers, educational staff associates, and administrators who assist in the supervision of the clinical activities of the CTL.

Purpose:

The CTL 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 CTL 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.

Reference:

WAC 180-78A-155

#### **4.10 Individual Faculty Development Plan**

Policy Statement:

At the beginning of each academic year, each Center for Teaching and Learning faculty member shall file with the CTL director an "Individual Faculty Development Record" specifying faculty development activities for the preceding academic year and summer, in the areas of teaching, research, and public service. Each activity listed on the Individual Faculty Development Record must be accompanied by a rationale indicating how the activity relates to the preparation of educational personnel.

Purpose:

The CTL will encourage faculty members to remain current in their fields of expertise through continued formal and informal study, improved teaching, scholarly productivity, and public service.

Procedure:

1. Each faculty member in the CTL shall submit an Individual Faculty Development Record (IFDR) to the CTL director (see Appendix D).
2. As appropriate and in consultation with the CTL director, the faculty member's college dean, and/or department chair, Individual Faculty Development Plans may also be devised to aid individual faculty in their professional growth.

Reference:

WAC 180-78A-155

#### **4.11 In-service and/or Orientation 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, the State Pedagogy Assessment, and practicum evaluation forms outlining the knowledge, skills, and dispositions required of the practicum student 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 the office of the Director of Field Experiences.

#### **4.12 Related to Travel, Leaves, Research and Development Grants, and Educational Benefits for Faculty**

Policy Statement:

Faculty in the CTL have access to travel, leaves, research and development grants, and educational benefits as specified in the appropriate university policies. Professional and

Retraining Leaves are available as described in the CWU Collective Bargaining Agreement, Articles 16, 17.

Purpose:

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

Procedure:

The CTL director shall discuss with other academic deans and directors, and with the associate vice president of Graduate Studies and Research, the availability of all such opportunities as mentioned above for faculty throughout the university. Where evidence suggests a greater availability for faculty development outside the CTL, the CTL director shall take action to acquire additional resources to balance faculty development within the CTL to that outside the CTL.

References:

WAC 180-78A-155

CWU Collective Bargaining Agreement, Articles 16, 17

#### **4.13 Evaluation of Instruction**

Policy Statement:

Evaluation of instruction will be as follows:

*Excellence in teaching is regarded as central to the role of faculty at Central Washington University. Assessment of teaching ability is therefore an important element in decisions about reappointment, promotion, merit, and tenure. Specific standards to be used for the evaluation of instruction are normally set at the department level, and may include a variety of evaluation instruments, classroom visits, the preparation of teaching portfolios, etc. Many faculty members use the university's standard Student Evaluation of Instruction (SEOI) form, which has the advantage that results from a particular class evaluation may be compared with results from SEOI administration in a large number of university classes over the past decade. Faculty members should consult the department chair or appropriate academic dean for advice and assistance on appropriate evaluation measures.*

Members of the CTL faculty must meet the CTL requirement that all professional education courses will be evaluated each time they are taught.

At the conclusion of spring quarter of each academic year, CTL faculty will submit a reflective summary to the CTL director, copied to the faculty member's respective chair and dean. The reflective summary will 1) provide an analysis of the evaluation data, and 2) describe specific strategies to be used to enhance and/or maintain a positive impact on student learning.

Purpose: The purpose of this policy is to ensure that the CTL models the kind of ongoing and productive evaluation that enhances student learning and to provide constructive feedback for the faculty.

Procedures:

Evaluation procedures will vary, depending on the nature of the course. Actual methods used will be decided by the faculty member in consultation with his or her department chair and/or their dean.

#### **4.14 Faculty Evaluation and Feedback Plan**

**Policy Statement:**

Each year, each CTL faculty member shall provide evidence of the use of evaluation data to monitor, adjust, and continually improve their individual courses.

**Purpose:**

The CTL seeks to encourage faculty members to develop a plan of systematic evaluation and feedback such that courses continually improve and/or change as student demographics, technology, information, and our understanding of teaching and learning change.

**Procedures:**

1. At the conclusion of spring quarter of each academic year, CTL faculty will submit a reflective summary to the CTL director, copied to the faculty member's respective chair and dean. The reflective summary will 1) provide an analysis of the evaluation data, and 2) describe specific strategies to be used to enhance and/or maintain a positive impact on student learning.
2. In cases where a faculty member is submitting this same body of data as a part of consideration for merit, promotion, or tenure, a letter so stating and permission to review the data to the CTL director will suffice. Similarly, if some but not all the data are being submitted as a part of the merit, promotion, or tenure deliberation, the faculty member may submit the remaining documentation with a letter so stating and permission to submit the additional data to the CTL director.

**Reference:**

WAC 180-78A-155

#### **4.15 Evaluation of Graduate Faculty**

**Policy:**

The CTL endorses the procedures of the university relative to the evaluation of graduate faculty.

**Purpose:**

The purpose of this policy is to ensure that the work of graduate faculty is reviewed on a regular basis to verify continuing productivity in the areas of research, study, and/or creative work. This is in keeping with graduate faculty guidelines.

**Procedures:**

1. Once a faculty member has been approved by the graduate council for Regular graduate faculty status, his/her work will be reviewed every 5th year thereafter.
2. Faculty members may be appointed to associate graduate faculty status and are expected to become Regular graduate faculty members within three years.

#### **4.16 Faculty Evaluations for Tenure**

**Policy Statement:**

Departments/colleges to which CTL faculty are appointed have adopted policies for granting of tenure that are in full conformity with the CWU Collective Bargaining

Agreement. The final recommendation is made by the provost for all members of the faculty.

Purpose:

The purpose of this policy is to ensure that criteria for tenure are clearly articulated and fairly enacted for all members of the CTL.

References:

WAC 180-78A-155

CWU Collective Bargaining Agreement, Articles 8.1, 9.1, 11.4

#### **4.17 Criteria for Faculty Promotion**

Policy Statement:

Departments/colleges to which CTL faculty are appointed have adopted policies for faculty promotions in rank that are in full conformity with the CWU Collective Bargaining Agreement. The final recommendation is made by the provost for all faculty members.

Purpose:

The purpose of this policy is to ensure that criteria for promotion are clearly articulated and fairly enacted for all faculty members.

Reference:

CWU Collective Bargaining Agreement, Article 20

#### **4.18 Faculty Merit Decisions**

Policy Statement:

The Faculty Senate has adopted policies for awarding faculty merit that are in full conformity with the CWU Faculty Code. The final recommendation is made by the provost for all faculty members.

Purpose:

The purpose of this policy is to ensure that criteria for merit pay are clearly articulated and fairly enacted for all faculty members.

Reference:

CWU Collective Bargaining Agreement, Article 14.1

#### **4.19 Faculty Grievances**

Policy Statement:

The CTL policy of faculty grievances is in full conformity with grievance policy outlined in the CWU Collective Bargaining Agreement. The CTL 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

#### **4.20 Collaboration between the CTL and Specialty Studies Areas**

Policy:

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

Purpose:

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

Procedure:

Reference:

WAC 180-78A-160

## **SECTION 5: STUDENT POLICIES**

### **General**

#### **5.1 Student Handbooks**

**Policy Statement:**

Departments who participate in school personnel preparation programs provide students 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 students are fully informed about the policies and procedures applicable to their programs.

**References:**

WAC 180-78A-155, 180-78A-160

#### **5.2 Admission to the Teacher Preparation Program**

**Policy Statement:**

It shall be the policy of the Center for Teaching and Learning that all undergraduate students wishing to be endorsed by CWU for teacher certification shall apply to and be accepted into the Teacher Preparation Program according to standards established by the CTL Advisory Council. Admission to the university does not guarantee a student admission to the Teacher Preparation Program. Students must be fully admitted to the Teacher Preparation Program prior to taking any courses in the required professional education foundation courses.

**Purpose:**

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

**Procedures:**

1. Students 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 Preparation Program in the same manner as students enrolled at CWU.
2. To be admitted to the undergraduate Teacher Preparation Program at CWU, a student must fulfill the following:
  - (a) 3.0 grade point average for the last 45 graded quarter credits
    - i. A minimum of 45 graded credits are required.
    - ii. A 3.0 GPA is required prior to student teaching and certification.
  - (b) Pass the WEST-B
    - i. The WEST-B must be passed prior to admission.
    - ii. The CTL Candidate, Admission, Recruitment, and Retention Committee (CARRC) will assume responsibilities for advising students who do not successfully complete the WEST-B; for example, recommending tutoring, practice tests, or coursework to strengthen skills.
  - (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 and  
Math 101, 153,154,164, 170, or 172
- ii. Bachelor's degree from an accredited institution
- iii. Direct Transfer Agreement associate degree
- (d) Complete the application packet, including
  - i. Application for Admission to Teacher Preparation
  - ii. Character and Fitness Supplement
  - iii. Signed Fingerprinting/Certification Requirements Form
  - iv. Recommendation forms
  - v. Transcripts from all colleges.

References:

WAC 180-78A-160, 180-78A-135

### **5.3 Appealing Decisions on Admissions**

Policy Statement:

The Candidate Admission, Recruitment, and Retention Committee (CARRC) will hear student appeals regarding exceptions to admission, program, and graduation standards.

Purpose:

The purpose of this policy is to provide exceptions to admission policies, based on students' unique and individual circumstances.

Procedure:

The CARRC is a standing committee created by the AC to set aside admission, matriculation, and graduation requirements and policies in special cases. The CARRC Committee meets quarterly to consider student appeals for exceptions, such as a GPA deficiency or retakes of the WEST-B.

The student initiates the appeal process by writing a letter to the associate dean of CEPS, who schedules the student's request for consideration by the CARR.

Reference:

WAC 180-78A-160

### **5.4 Monitoring Student Progress**

Policy Statement:

Undergraduate students must maintain a minimum grade point average, established by the AC, to complete the teacher professional preparation program. If the grade point average drops below the minimum, students have the option of discontinuing the program or taking additional course work until the cumulative grade point average meets the established standard.

Purpose:

The purpose of this standard is to ensure that undergraduate students are informed at any point it is determined that they are not meeting the program standards set by the Unit and the AC.

Procedure:

The associate dean of CEPS or designee will receive quarterly grade reports of all students conditionally admitted to the Teacher Preparation Program. Based on these

data, letters will be written to students with deficiencies, explaining to them how to correct those deficiencies in order to continue in the program.

Reference:  
WAC 180-78A-160

## **5.5 Advising Students in their Majors and in the Teacher Preparation Program**

Policy Statement:

Students who have been admitted to the Teacher Preparation Program will select advisors who will be responsible for planning and monitoring the programs of their assigned advisees in (1) the Teacher Preparation Program and (2) the major field(s) of study.

Purpose:

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

Procedure:

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

At the completion of their initial advising meetings students should have in their possession forms listing all the required and elective classes in their programs totaling at least 180 quarter hours. Also outlined will be the quarters required classes are intended to be taken and the quarter the student plans to graduate. All students 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.

Reference:  
WAC 180-78A-160

## **5.6 Field/Clinical Experiences with Diverse Populations**

Policy Statement:

Central Washington University education students will be required to participate in at least one field experience (e.g., early field experience; a practicum required in endorsement area; student teaching), with student populations which are ethnically, racially, and culturally diverse, and are intellectually diverse ; e.g., special education and exceptionally capable students.

Purpose:

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

Procedure: Students are placed in diverse classroom settings during field and clinical experiences.

References:

## **5.7 Provision of a Variety of Settings for Field Based Experiences**

### **Policy Statement:**

The Central Washington University Department of Education will provide students with a variety of settings for early field experiences, practica, and student teaching. The settings will be selected to enable student understanding of the unique contributions, similarities, differences, interdependencies, and special needs of students 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

### **Purpose:**

The purpose of this policy is to ensure that students 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:**

WAC 180-78A-165  
Knowledge Base goal III-D

## **5.8 Field Experience Prior to Student Teaching**

### **Policy Statement:**

Central Washington University will require an early field experience for all candidates for teacher certification. These students will participate in structured observations of a classroom teacher (K-12 setting) for a minimum of 40 clock hours.

### **Purpose:**

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

### **Procedure:**

1. Three alternatives exist to complete the early field experience.
  - (a) EDCS 300 - Pre-Autumn Field Experience
  - (b) EDCS 392 – Practicum
  - (c) Alternative field experience (for students with critical need based on prior program approval) EDCS 492/496 - Practicum/Individual Study
2. All experiences are supervised by Central Washington University faculty members who have expertise in supervision.
3. Students in these courses maintain a log to document clock hours of observation of a classroom teacher. Supervisors are responsible for collecting the logs at the end of the quarter and turning them in, along with the grades and formal final evaluation, to Director of Field Experiences.
4. (Insert procedures for waivers of early field experiences)

5. School districts now require fingerprint clearance for all extensive field placements. Therefore students are advised to have their fingerprints done as soon as possible after application to the Teacher Preparation Program so that they can be cleared to participate in program required practica, Pre-Autumn Experience, and student teaching.

Reference:

WAC 180-78A-160

## **5.9 Placement of Candidates in Practicum Sites**

Policy Statement:

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

Purpose:

The purpose of this policy is to ensure that students 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:

WAC 180-78A-165

Knowledge Base goals III-A through III-H

## **5.10 Student Assignments to Cooperating Professionals and Field Supervisors**

Policy Statement:

Central Washington University will place practicum students for all professional programs only in districts agreeing to assignments with professionals who can document at least three years 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 experience in the roles they supervise.

Purpose:

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

Procedure:

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

## **5.11 Placement of all Student Teaching Policies in Student Teaching Handbook**

Policy Statement:

All policies of the Center for Teaching and Learning 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 students, cooperating professionals, and field based supervisors.

Purpose:

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

Reference:  
WAC 180-78A-160

### **5.12 Definition of Roles of Three Members of Triad for Each Program**

Policy Statement:

There shall exist in the Practicum Handbooks a description of the roles of each member of the triad: (a) Cooperating Professional, (b) University Field Supervisor, and (c) Student related to instruction, observation, evaluation, and/or grading.

Purpose:

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

Procedure:

The Director of Field Experiences shall review and/or update role descriptions on an annual basis, and shall have these updated role descriptions included in the appropriate Student Teaching Handbook.

### **5.13 Eligibility for Student Teaching**

Policy Statement:

The Center for Teaching and Learning ensures that candidates meet specific standards of proficiency in areas of expertise prior to student teaching.

Purpose:

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

Procedures:

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

1. The student has met all admission requirements for the Teacher Preparation Program.
2. The student has attained a minimum of 3.0 GPA for the last 45 credits.
3. The student has completed 75% of MAJOR and MINOR course work. If a student has a Broad Area Major, it is not necessary to have 75% completed in his/her MINOR, but the student is notified that he/she cannot student teach in that MINOR.
4. If an Elementary Education major or minor has completed EDEL 323, EDRD 420, EDRD 308, and EDRD 309.
5. If a Music major has completed the piano proficiency exam.
6. If an Early Childhood Education major has completed EDEC 495.
7. If the student was a freshman during Fall Quarter, 1983 or later, he/she does not have any grade lower than a "C" in MAJOR, MINOR, Professional Education Sequence, ENG 101, 102, and 301.
8. The student has at least a 2.5 GPA in the Professional Education Sequence, and has completed all courses in that Sequence prior to student

teaching except for EDF 302, EDCS 444 or EDCS 424, and the Socio-Cultural requirement.

9. The student must have at least a 2.5 GPA in MAJOR and MINOR if he/she was admitted to CWU Fall Quarter, 1982 and after.
10. In accordance with the Washington Administrative Code, the student must have been fingerprinted and cleared by the FBI and WSP.
11. Teacher candidates who choose the Bachelor of Arts, Individual Studies Major will not be allowed to apply for student teaching for a minimum of three academic years.
12. Effective Fall Quarter, 2006, the student is required to have taken the WEST-E prior to student teaching.
13. Effective Winter Quarter 2007, students must attach proof of purchase for \$1 million in liability insurance to their student teaching application.

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

Departmental approval forms of student teaching applicants will be delivered to the various departments no later than the last day of the fourth week in November for Winter Quarter, the first day of the first week in March for Spring Quarter, and the first day of the first full week in July for Fall Quarter. Once departmental approval has been documented, the applicant will be notified by the Education Office regarding his/her approval to student teach.

If a student 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 student has requested endorsement. The Department of Education is notified by the departments of all approvals/disapprovals to student teach.

Reference:  
WAC 180-78A-160

## **5.14 Documentation of Student Teaching**

Policy Statement:

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

Purpose:

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

Procedures:

The Director of Field Experiences 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 forty 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 students 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.

Reference:

WAC 180-78A-160

### **5.15 Duration of Student Teaching Experiences**

Policy Statement:

Students 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 (240 clock hours) of observation and teaching. Of these, a minimum of four weeks (120 clock hours) shall be actual teaching with the student assuming full responsibility for the classes) and for instruction.

Purpose:

The purpose of this policy is to ensure that all students 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.

Procedures:

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. Professional supervisors will be required to collect these logs and submit them, along with the student teaching grades to the Director of Field Experiences. A copy of each student teacher's log will be maintained in his/her individual file in the Department of Education.

Reference:

WAC 180-78A-160

### **5.16 Evaluation of Student Teaching Experiences**

Policy Statement:

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)

**Purpose:**

The purpose of this policy is to ensure that all students 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.

**Procedure:**

Central Washington University professional supervisors will be required to complete, with the assistance of school district cooperating 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 student's file in the Office of Certification.

**References:**

WAC 180-78A-160, 180-78A-260, 180-78A-263, 180-78A-265

## **5.17 Graduation/Certification Requirements**

**Policy Statement:**

The Center for Teaching and Learning ensures that candidates follow standardized procedures for exiting each program.

**Purpose:**

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

**Procedures:**

To exit the Teacher Preparation Program with certification, a student 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 course work.
2. Have a 3.0 cumulative grade point average, or for the last 45 graded credits earned.

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 180-79A-155. Fingerprint clearance from the State Patrol and FBI will be required prior to practicum and/or student teaching.

Candidates for graduation and initial teaching certification should file an application with the Certification Office. Applications for the bachelor's degree and the Residency Teaching Certificate must be submitted one quarter prior to the quarter in which graduation is expected. Graduation applications will be forwarded to the Registrar's Office for processing. The certification applications will be checked by the certification supervisor and by the associate dean of CEPS for the following:

1. Accuracy;
2. Verification of compliance with minimum state requirements for endorsement;

3. 3.0 grade point average for the preceding 45 credits;
4. Verification of good moral character and personal fitness for teaching;
5. Verification of fingerprint clearance.

Students will be advised by the Certification Office of any deficiencies for certification.

After grades, including those for student teaching, have been posted at the end of the quarter, final cumulative grade point averages will be checked. Students who are cleared on all the above will be cleared for graduation. At this point, temporary 180-day teaching permits will be sent to all qualified students. Residency Teaching Certificates will be sent within the next six to eight weeks.

Any students with deficiencies for certification will be so advised by the Certification Office.

References:

WAC 180-78A-160, 180-78A-165

### **5.18 An Induction Program for First Year Graduates**

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.

Reference:

WAC 180-78A-150

### **5.19 Procedures for Dealing with Student Grievances**

Policy Statement:

The Center for Teaching and Learning endorses the policy on student 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 student complaints are handled systematically, judiciously, and expeditiously.

Procedures:

Student 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 student because of race, age, disability, or sex, or in cases of sexual harassment, will be referred to the Office of Equal Opportunity.

## **5.20 Recruitment of Minority Students**

Policy Statement:

The CTL endorses and adheres to policies and procedures established by Central Washington University for the recruitment of minority students 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.

References:

WAC 180-78A-150, 180-78A-160

## **5.21 Candidate Admission and Retention: Teacher Preparation Compliance with OSPI**

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 Center for Teaching and Learning 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 CTL Policy 3.2: ADMISSION TO THE TEACHER PREPARATION PROGRAM.
3. To exit the Teacher Preparation Program with certification, a student must fulfill the requirements outlined in CTL Policy 3.8: 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 180-79A-122. 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) Students must be fully admitted to the Teacher Preparation Program prior to taking any courses in the Department of Education's majors, minors or the professional education foundation course work.
- (c) Teacher Preparation Program admission regulations are administered by the associate dean. Personal folders are maintained in the associate dean's office for each student 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 CTL director shall review those policies governing admission to and retention in the teacher preparation programs and update all such brochures given to students which prescribe those requirements.
- (f) Requirements for admission and retention in the teacher preparation program shall be made available to students through the office of the CTL 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 students.

Reference:  
WAC 180-78A-135

## **Graduate Student Policies**

### **5.22 Monitoring Admissions for Advanced Programs: General**

Policy Statement:

The Office of Graduate Studies and Research will ensure that all students entering advanced programs in the Center for Teaching and Learning 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 students 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.

References:

WAC 180-78A-135, 180-78A-160

### **5.23 Graduate Advising**

Policy Statement:

It shall be the policy of the Center for Teaching and Learning that each student 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 student's progress throughout the program. The designation of an advisor is separate from the selection of the student's thesis chair, although the same person may serve in both capacities.

Purpose:

The purpose of this policy is to ensure that the graduate student'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 student accepted into the program.
2. Each student'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.

### **5.24 Candidate Admission and Retention: Educational Staff Associates (School Counseling, School Psychology) (OSPI)**

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 section 180-78A-160 of the 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 students 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, students 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 student 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 students.
4. A student in the program who receives a grade point average of less than 3.0 in any quarter will be placed on probation. A student 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. Students 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.

Reference:  
WAC 180-78A-160

### **5.25 Candidate Admission and Retention: School Administration (OSPI)**

#### 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 section 180-78A-160 of the WAC. Specifically, applicants not meeting this scholastic requirement may be admitted on probation provided the Department 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 student 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 student 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 students from traditionally underrepresented groups.
4. A student in the program who receives a grade point average of less than 3.0 in any quarter will be placed on probation. A student can be removed from probation by attaining a 3.0 for at least a certain amount of credits as set and

approved by the Department 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. Students 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 Department 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 180-78A-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.

Reference:  
WAC 180-78A-160

## **SECTION 6: CURRICULUM POLICIES**

### **6.1 Policy on Program Review and Evaluation**

#### Policy Statement:

In accordance with the CWU Policy on Program Review and Evaluation as approved by the Faculty Senate, and in accordance with the State Policy on Program Review (HECB Coordinator's manual), all Center for Teaching and Learning 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.

#### Reference:

HECB Policy on Program Review

### **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 CTL committee, the appropriate PEAB, and the AC. The PEABs and the AC will advise the dean of the CEPS whether or not proposals should be approved. Proposals that have been approved by the dean shall move forward in the university curriculum approval process.

#### Purpose:

The PEABs and the AC act as a system of checks and balances 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 CTL and the Conceptual Framework adopted by the CTL. In addition, the AC and the PEABs 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 CTL, are acted on by the AC, and forwarded to the dean for approval. Once approved, curriculum proposals continue through the university curriculum approval process. Program proposals will be reviewed by the appropriate PEAB(s).

#### References:

WAC 180-78A-160, 180-78A-165

### **6.3 Criteria for Evaluating Curriculum Proposals**

#### Policy Statement:

The Center for Teaching and Learning 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 (HECN rule), 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 Center 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. The Center, in conjunction with participating departments, will establish a list of such courses and update it annually. 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 students 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 CTL,
  - (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 a syllabus that specifies:
  - (a) the purpose of the course in relation to the major program and total curriculum, including, the conceptual framework and references to WACs,
  - (b) clear goals which set high, yet realistic expectations for the learner,
  - (c) appropriate learning experiences which address course goals,
  - (d) the variety of instructional strategies and materials to be used,
  - (e) any opportunities for interaction with the world of practice, and
  - (f) ways in which the course reflects and encourages student and teacher use of current research materials and methods

References:

Knowledge Base Goal #: all goals  
WAC 180-78A-160

#### **6.4 Relationship of General Education Program to Teacher Education Preparation**

Policy Statement:

The goals of the CTL 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) an awareness of wide range and variety of human knowledge-- scientific, humanistic, 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 CTL in preparing students 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 student'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 in the Classroom**

Policy:

The Center for Teaching and Learning 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 students to interact with people from various cultural backgrounds; 2) including in courses, wherever relevant, information and activities which require awareness of and attentiveness to cultural differences and diversity; and 3) supporting the university's mission to help students 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 students are prepared to function effectively and sensitively in diverse classrooms, institutions and communities.

Procedure:

The Director of Field Experiences shall work with field supervisors to identify and recruit master teachers who have diverse backgrounds and/or work in multicultural situations. The CTL director will monitor syllabi and teaching evaluations for compliance with CTL's goals and the WAC, which explicitly address diversity.

References:

WAC 180-78A-165

University Mission Statement on Diversity

## **6.6 Policy on Multicultural Education**

Policy:

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

Purpose:

The purpose of this policy is to ensure that student graduates of the Center for Teaching and Learning enter teaching prepared to understand the complexities of the global society and to prepare curricular materials which address global issues.

References:

CTL 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 students 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 maintained in individual student files in the Certification Office.
3. The Supervision/Observation data will be submitted to the CTL director for analysis.

Reference:

WAC 180-78A-160

## **6.8 Candidate Field Experience Policies: Teacher Preparation (OSPI)**

Policy Statement:

The Director of Field Experiences 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 and NCATE criteria 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 Director of Field Experiences 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 Director of Field Experiences 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 Director of Field Experiences 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 Director of Field Experiences shall cause field experiences to integrate theory and practice and shall provide written records documenting compliance with the Washington Administrative Code and NCATE Standards. Such records shall include statements attesting to the fact that school personnel working with candidates for required field experiences have had at least three years experience in the role supervised.
5. The Director of Field Experiences 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 WACs, NCATE standards, and current research reported in relevant professional publications.
7. The Director of Field Experiences 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 students 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 Director of Field Experiences shall delegate, direct, and supervise the work of CWU field supervisors to ensure that each candidate's student field experiences are in full compliance with all appropriate WACs and NCATE standards pertinent to his/her professional expectations and experience. The Director of Field Experiences shall 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: Educational Staff Associates (OSPI)**

Policy Statement:

The Center for Teaching and Learning 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 direct 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 students who have diverse learning abilities, (i.e., special education students).
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, NCATE standards, and current research as reported in relevant professional publications.
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 students 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.

References:

WAC 180-78A-160, 180-78A-260, 180-78A-263, 180-78A-265

### **6.10 Candidate Field Experience Policies: School Administration (OSPI)**

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 and applicable NCATE standards.

Purpose:

The purpose of this policy is to ensure that the State of Washington requirements for and NCATE standards 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 student 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 Department of Education 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 students 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 and in NCATE standards.
8. Written contractual agreements with school districts will be maintained by the Department of Education.
9. The Education chair will assign faculty to the supervision of interns using the criteria established in the Faculty Code, section 7.20 (B) (3).
10. The Department of Education chair will collect and verify written records describing all elements required by the WAC and NCATE standards.

References:

WAC 180-78A-265

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 Center for Teaching and Learning 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 students, regardless of disabilities.

**Reference:**

WAC 180-78A-155

### **7.2 Institution's Long Range Plan for Renovating and Upgrading Facilities and Technology**

**Policy Statement:**

The Center for Teaching and Learning 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.

**Reference:**

WAC 180-78A-155

### **7.3 Library's Policy Re: Acquisitions**

**Policy Statement:**

The Center for Teaching and Learning 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.

**Reference:**

WAC 180-78A-155

### **7.4 Written Agreements with Practicum Sites**

**Policy Statement:**

Central Washington University will maintain contractual agreements with each school district and/or educational service district where students 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:**

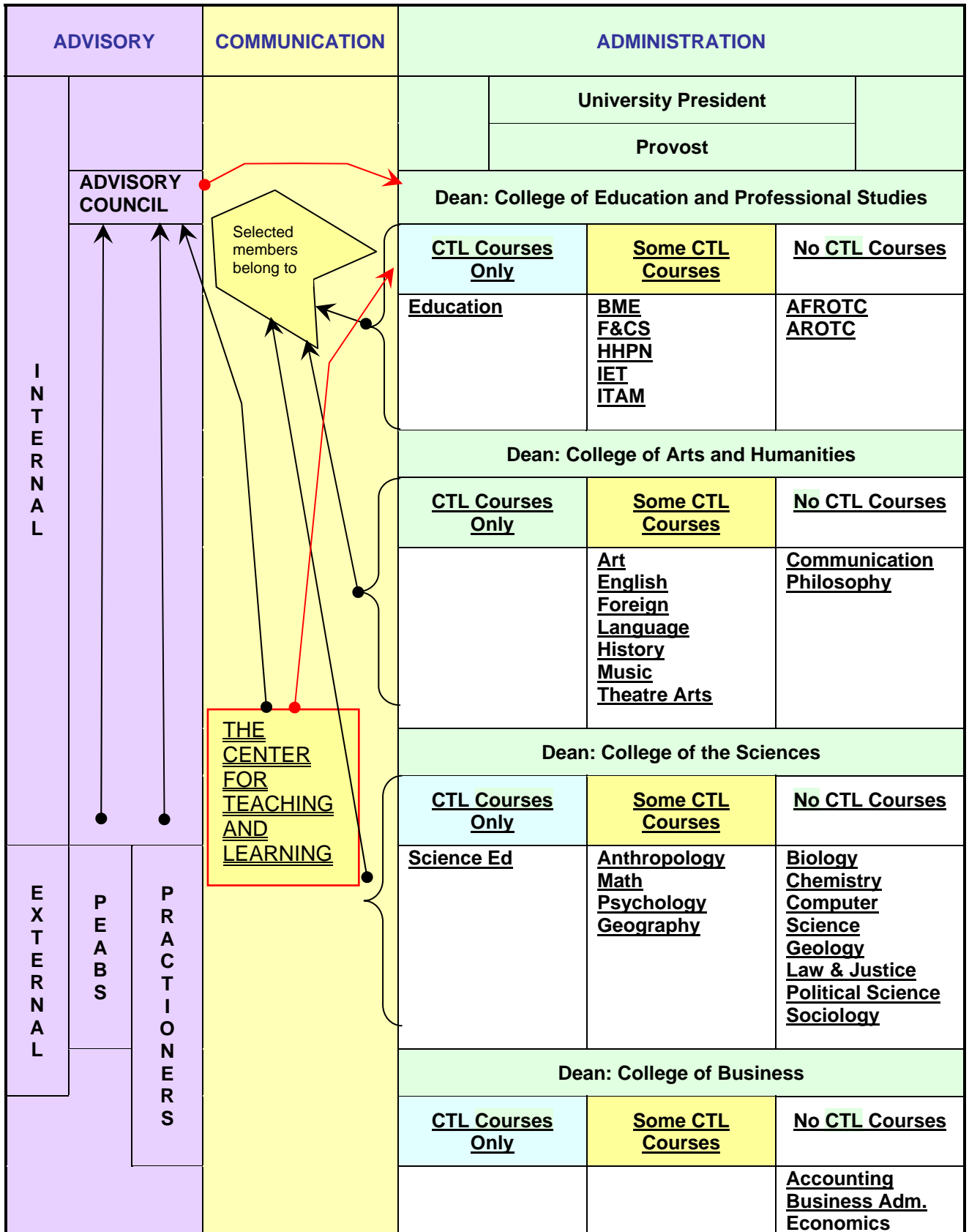
The purpose of this policy is to ensure clear communication of expectations and responsibilities of all involved parties.

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.

## **APPENDIXES**

Appendix A:  
Center for Teaching and Learning 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 Center for Teaching and Learning 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 Center for Teaching and Learning (CTL) 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 (to be revised)

**EDSTART PROGRAM**

Like many colleges and universities, Central Washington University has had considerable difficulty in attracting ethnic minority student 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 students 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 students 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 students in teacher preparation programs.

**ELIGIBILITY**

The EDSTART Program is open to minority students 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)

INDIVIDUAL FACULTY DEVELOPMENT SELF-REPORT  
**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 t 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.