



School of Education
Policy and Procedures Manual
2025 — 2026

Contents

- Governance 1
 - 1.1 Purpose, Vision, and Mission..... 1
 - 1.1.1 Vision:..... 1
 - 1.1.2 Mission:..... 1
 - 1.2 Leadership..... 1
 - 1.2.1 Organizational Structure and Oversight 1
 - 1.2.2 Leadership Groups..... 2
 - 1.3 SOE Purview 4
 - 1.4 Policy Development Process..... 4
 - 1.5 Emergent and Emergency Policy Development 5
- Since Time Immemorial 5
 - 2.1 Minimum requirements: 5
 - 2.2 Encouraged Enhancements:..... 5
- Video Based Assessment 6
 - 3.1 Statement of Purpose 6
 - 3.1.1 Video that includes children under the age of 18 6
 - 3.1.2 Course/Faculty Instructor Approval 6
 - 3.1.3 Candidate Guidelines and Training 7
 - 3.1.4 Parental Consent 7
 - 3.1.5 Camera Placement 7
 - 3.1.6 Approved devices and software 7
 - 3.1.7 Recording records retention 8
- Teacher Certification Program Policies 8
 - 4.1 Initial Certification through the Teacher Certification Program 8
 - 4.1.1 Candidate Eligibility 8
 - 4.1.2 Admission Requirements 9
 - 4.1.3 Teacher Certification Program Status Inactivation..... 9
 - 4.1.4 Teacher Certification Program Readmission 9
 - 4.2 Traditional Program (TCP) Certification Requirements 10
 - 4.3 Field Experience/Clinical Hours for Certification 10
 - 4.4 Case-by-Case Alternative..... 11
 - 4.4.1 Eligibility 11
 - 4.4.2 Applications..... 11
 - 4.4.3 Evaluation 11

Office of Field Experiences Policies	12
5.1 Field Experience Application, Clearance, and Placement Policies	12
5.1.1 Field Experience Application and Late Application Appeal Policy	12
5.1.2 Field Placement Clearance Policy	13
5.1.3 Field Placement	14
5.2 Attendance and Absence Policy	14
5.3 Reassignment to a Different Mentor	14
5.4 Inadequate Performance and Termination of Field Experience.....	14
5.4.1 Voluntary Termination	15
5.4.2 Involuntary Termination.....	16
5.5 Second Chance Field Experience.....	17
5.5.1 Student Teaching (EFC 480, EDU 574)	17
5.5.2 Practicums (ELEM 494, ELEF 495, EDU 572, EDU 573, EFC 330)	17
5.5.3 Additional Second Chance Field Experience Policies and Procedures	18
5.6 Incompletes	18
5.7 Intern Substitute Certificate.....	19
Appendices	20
Appendix A: School of Education Membership	20

Approved by: SOE Deans
 1.1 – 1.5: June 2022
 2.1 – 5.7:

Governance

1.1 Purpose, Vision, and Mission

The purpose of the School of Education (SOE) is to coordinate and oversee all educator preparation programs at Central Washington University (CWU). Educator preparation programs are defined as those programs that are overseen by the Washington State Professional Educator Standards Board (PESB). The SOE also contributes to the coordination of master's degree programs that are associated with programs overseen by PESB or offered primarily to graduates of PESB programs (see Appendix A).

In conformity with Washington State Administrative Code (WACs) and standards published by PESB, CWU shall maintain a separate unit, The School of Education (SOE), is charged with the responsibility for the composition and organization of the educator preparation programs at CWU, as well as data collection and reporting to the PESB. This manual serves as a repository of SOE policies and procedures unique to SOE operations that are not addressed by other units at the University (e.g., codes and bylaws, college policy manuals, unions, etc.).

1.1.1 Vision:

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

1.1.2 Mission:

The CWU School of Education will:

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

1.2 Leadership

1.2.1 Organizational Structure and Oversight

- a. **Dean, College of Education and Professional Studies (CEPS):** The Dean is the chief executive officer, hiring authority, and principal academic administrator of the College of Education and Professional Studies (CEPS). The SOE is located administratively within CEPS, and the Dean has general oversight and responsibility for the SOE. The SOE Director and the CEPS Dean work as leadership partners for matters pertaining to SOE.

- b. **Director/Associate Dean, CEPS:** The Director of the SOE/Associate Dean (herein referred to as the SOE Director) supervises SOE staff and associated administrative offices, including the Office of Field Experiences and Teacher Certification. The SOE Director is responsible for leadership of the SOE, collaborating across colleges and departments offering SOE programs, and coordinating curriculum, assessment, strategic planning, and external initiative activities for all programs within SOE. This position also supports the Dean with policy/procedure management, program planning, accreditation and assessment, budget management, faculty/staff development, planning for facilities and equipment, departmental operations, grant management, community engagement, and responsiveness to candidates as related to SOE.
- c. **Field Director:** The Director of Field Experiences and Student Teaching oversees the Office of Field Experiences and is responsible for coordinating field experiences and student teaching, program assessment, and, in conjunction with faculty APT/MAT Director(s), the Alternative Pathways to Teaching (APT) program(s). This position also supports the Director of the SOE with policy/procedure management, program planning, curriculum coordination, community engagement, and responsiveness to candidates.

1.2.2 Leadership Groups

- a. **School of Education Deans:** In consultation with the SOE Director, the SOE Deans will provide final approval of SOE policies and procedures for the SOE. The SOE Deans are the Academic College Deans that house SOE programs. These are the Deans of the College of Education and Professional Studies (CEPS), the College of the Sciences (COTS), and the College of Arts and Humanities (CAH).
- b. **School of Education Executive Committee (SOE-EC):** The SOE-EC is the primary leadership group for the SOE. The SOE-EC is charged with advising the SOE Deans regarding governance, policies, and procedures for the SOE. EC members are responsible for supporting the policy consultation process by providing information to and receiving input from other members of their college or unit.

Membership:

- SOE Director (Chair)
- SOE Field Director
- SOE Teacher Certification Specialist
- Teacher Professional Education Advisory Board (PEAB) Representative*
- CAH Designee
- COTS STEM Teaching Program Designee
- EDTL Designee
- CSEL Designee

- At-Large Member**
- Student Representative (see section d.)

*The PEAB representative must be a voting member of the CWU Teacher PEAB who is not a full-time employee of CWU. PEAB will elect their representative to a term of two years.

**The at-large member must be a faculty member representing an educator preparation program from an academic department which is not already represented on the SOE-EC. This includes: Physical Education and School Health (PESH), Family and Consumer Sciences and Career and Technical Education (CTE) programs, Technology Education, School Psychology, and CAH programs that are not already represented by the CAH Designee. The at-large member may be any full time CWU faculty member and will be elected to a term of two years by majority vote of the Program Coordinators. The CAH, COTS, EDTL, and CSEL Designees will be appointed by their respective Deans in consultation with the SOE Director.

- c. **Program Advisory Council (PAC):** The Program Advisory Council is charged with representing the interests of all SOE programs and providing consultation on policies and procedures for the SOE. The PAC's purview includes areas of assessment, data interpretation, policy analysis, curriculum review, and recommendations; faculty professional development and school partnerships; recommending programs, curriculum, revisions, policies, and procedures to the SOE Executive Committee.

Membership:

- SOE Director (Chair)
- SOE Data Administrator
- Endorsement Program Coordinators
- Certification Program Coordinators
- Field Supervisor Designee
- CWU Center Liaisons
- CEPS Advising Director

- d. **Student Advisory Board (SOE-SAB):** The Student Advisory Board is charged with providing a diversity of student perspectives regarding policies and procedures for the SOE. Each SOE program may nominate one student to the SOE-SAB, and the SOE-SAB must include representation from at least five different SOE programs and at least one University center.

The SOE-SAB will elect a representative to the SOE-EC. This student representative will co-chair the SOE-SAB with the SOE Director. The SOE-SAB will typically meet once quarterly during the academic year.

1.3 SOE Purview

As stated above, the SOE coordinates and oversees all educator preparation programs at CWU, and these programs are thus under the SOE purview. Specific duties of the SOE Director under this purview include:

a. **Accreditation and Assessment:**

- Coordinate data collection for reporting and assessment of SOE programs as aligned to PESB, OSPI, and Education Research & Data Center (ERDC) requirements

b. **Curriculum:**

- Review and approve changes to SOE programs in CurricuLog
- Work with departments on structural supports, policies, and procedures for implementation of new and revised educator preparation programs/courses, especially in the areas of field experience/clinical practice and certification
- Foster continuity between academic and field experiences of candidates involved in professional education programs

c. **Communication and Public Relations:**

- Regularly meet with chairs of the SOE committees and leadership groups
- Serve as liaison for all Professional Education Advisory Boards (PEABs), including Teacher Preparation, Administrator, Career and Technical Education (CTE), and School Psychology
- Represent SOE programs to external professional education organizations, such as the American Association for Colleges of Teachers' Education (AACTE), the Washington Association of Colleges of Teachers' Education (WACTE), PESB, the Office of the Superintendent of Public Instruction (OSPI), legislative offices, and other external partners
- Notify all SOE faculty, appropriate department chairs, and deans about the activities of the SOE
- Maintain an up-to-date website for SOE
- Support SOE programs in fundraising, development, and grant development

d. **Policy Review and Formation:**

- Oversee the development and implementation of SOE policies
- Organize and chair meetings of the SOE Deans, SOE-EC, and SOE-PAC

1.4 Policy Development Process

The policy development lifecycle comprises four phases - concept, design, consultation, and implementation/communication.

- a. The SOE Director will share the policy concept with the SOE-EC to gather their

preliminary feedback. This initial discussion should focus on:

- Support for the policy concept
 - Structures and consultation needed to support the policy
 - Resource investment for the policy's development and implementation
- b. The SOE Director will then draft the policy concept, implementation plan and consultation structure and bring it to the SOE Deans and the SOE-EC, or a group charged for this purpose, such as a task force, for primary input and approval of the consultation structure. The consultation structure must identify the groups, method, and timeline for consultation.
- c. The SOE Director will then follow the agreed upon consultation structure to obtain input from SOE stakeholders and partners. The SOE Director, or task force, will then incorporate the feedback and the SOE-EC will provide a final policy and implementation recommendation to the SOE Deans for approval.

1.5 Emergent and Emergency Policy Development

The SOE Director, in consultation with the SOE Deans, may approve SOE policy or procedure changes on a short-term basis in response to emergent or emergency needs, such as changes to state policies relating to the SOE or emergency situations (e.g., schools shutting in response to COVID-19). These changes must be designated as “emergent” or “emergency” and be brought before the SOE-EC at the committee’s next meeting. These changes must go through the Policy Development Process to become permanent.

Since Time Immemorial

2.1 Minimum requirements:

Prior to graduation or recommendation for certification, all students seeking teacher certification are required to complete at least one, one-credit, quarter-long course, or equivalent (i.e., 10+ classroom hours plus out of course time following University policies), which integrates the John McCoy (Iulilaš) Since Time Immemorial (JMSTI) curriculum provided by the WA Office of the Superintendent (OSPI) using a regionally specific focus. In this course, candidates must demonstrate the intersections of cultural competence, equity, and pedagogy (WAC 181-78A-232(2)(d)).

2.2 Encouraged Enhancements:

- a. Consider Since Time Immemorial (JMSTI) goals in broader departmental extracurricular collaborations, events, and activities for example:
- Bring in a Native guest lecturer on departments/program topics for a seminar
 - Arrange an active session with a Native artist exploring rhythms or dance
 - Explore visual arts of a Native American museum exhibit in person or online
 - Learn the folklore and stories as told by a Tribal expert, online or in person
- b. Incorporate key JMSTI themes into additional program courses
- c. Support faculty to attend JMSTI professional development and in implementing STI curriculum

- d. Participate in a unified approach to developing and sustaining reciprocal government-to-government tribal partnerships for the School of Education
- e. Document faculty and student activity pertinent to JMSTI goals
- f. Recommend students take related courses in their General Education Program requirements, such as HIST 301, AIS 102, and AIS 103
- g. Other enhancements recommended by PESB - <https://www.pesb.wa.gov/preparation-programs/standards/instructional-topic-requirements/since-time-immemorial/> - and local Tribal partners

Video Based Assessment

Video-based assessment is a powerful tool in teacher education. It allows candidates to evaluate their own teaching for the purpose of growth and improvement. It also provides faculty supervisors the ability to observe and assess candidates teaching in the field when in-person observations are not feasible. This includes when candidates are teaching in remote and rural school locations and in situations when one supervisor oversees many candidates who are geographically dispersed or teaching during overlapping schedules.

3.1 Video Recording

3.1.1 Video that includes children under the age of 18

Videos are considered “educational records” governed by the Family Educational Rights and Privacy Act (FERPA). Videos that include children under the age of 13 are also subject to the Children’s Online Privacy Protection Rule (COPPA). The policies below are written to meet the requirements of FERPA and COPPA for all videos that include children under the age of 18. The School of Education (SOE) will be responsible for reviewing and updating all video-based assessment policies, procedures, and documents annually. SOE is responsible for assuring that all active signed agreements with the field experience sites are amended to allow audio/video recordings of their students with parent/guardian permission. The SOE will also be responsible for immediately communicating any emergent changes in policies and procedures to approved faculty and other stakeholders.

3.1.2 Course/Faculty Instructor Approval

Each course section and faculty instructor must be approved to use video-based assessment by the SOE. For approval, faculty must attend initial training on video-based assessment policies and procedures, integrate the SOE Video-Based Assessment Canvas module into each course section in which they will use video, and be responsible for following the most current video-based assessment policies and procedures. The approval process must be completed the quarter prior to the quarter in which the course will be taught or earlier. If the most current video-based assessment policies and procedures are not being followed, a faculty member will lose their approval status. The SOE will maintain a record of video-based assessment approvals, as well as an ongoing record of all course sections/faculty instructors that have used video-based assessment.

3.1.3 Candidate Guidelines and Training

The SOE will maintain a SOE Video-Based Assessment Canvas module that will house required policies, procedures, and documents for use in courses that have approval to use video-based assessment. It is the responsibility of the course instructor to go over the *Guidelines for Candidate Use of Videos for Assessment of Teaching* form (guidelines form) with all candidates in the course. Instructors must also collect a signed guidelines form for each candidate using the *Guidelines for Candidate Use of Videos for Assessment of Teaching* assignment in the SOE Video-Based Assessment Canvas module. Each candidate must turn in the guidelines form on Canvas before they are approved to audio/video record.

3.1.4 Parental Consent

Parent/legal guardian must provide signed consent for their child to appear in an audio/video recording by signing the *CWU Field Experience Video Recording Parent Consent Form* (parent consent form). This exact form must be used and cannot be altered. This form must always be signed, including in schools that have their own video recording consent or opt-out forms and policies.

Signed consent forms must be scanned and uploaded to the course *Parent Consent Form* assignment in Canvas prior to receiving authorization from the course faculty member to audio/video record the lesson. It is the responsibility of the candidate to review the signed form, to understand what authorization has or has not been granted and to scan and upload all signed parent consent forms before approval to proceed will be granted. It is the responsibility of the faculty instructor to check that each candidate has turned in the signed parent consent forms on Canvas prior to approving the candidate to audio/video record. Approval will only be granted after the parent consent forms have been uploaded. The signed consent form must be retained and destroyed along with the recording which has a state-approved retention requirement of 6 years after the last day of attendance for the candidate.

3.1.5 Camera Placement

Video and audio can only be recorded for students which the candidate has received written authorization from the parent/legal guardian. Students' whose parent/legal guardian have not granted permission or who do not have a signed parent consent form cannot be excluded from the learning experience that is to be videotaped. Thus, the candidate must position the video equipment so that students without authorized parent consent forms will not be in any recorded images and their voice will not be picked up by the equipment microphone. This can be done by positioning the recording equipment so that it only picks up the instructor or by recording interactions with a small group of students who have recording permission.

3.1.6 Approved devices and software

All video recordings must be done using an approved CWU device checked out from Multimodel Learning, their academic major department, or the SOE. Personal devices, such as mobile phones, cannot be used for video recording. Approved CWU devices are

loaded with the Panopto software. Video recordings must be done using the Panopto platform. No other software may be used for video recording.

3.1.7 Recording records retention

Video recordings must be uploaded to Canvas using Panopto and retained for 6 years after the last date of attendance for the candidate. The recording can be used to evaluate the candidate and will be shared with CWU personnel who have a need to review the records to perform their work, such as the course instructor. Video clips are created solely to be used as part of the approved course. Anyone suspected of misusing video clips will be reported to the university. This violation falls under the FERPA laws and is subject to an investigation. Other possible civil and criminal investigations and/or penalties can apply. When the candidate returns the recording device after use, all video recordings must be removed.

Teacher Certification Program Policies

4.1 Initial Certification through the Teacher Certification Program

It shall be the policy of the School of Education that all candidates wishing to be recommended for the Washington Residency Teacher (First Issue) Certificate through any CWU School of Education traditional pathway shall be fully admitted into the Teacher Certification Program and meet certification requirements according to standards established by the School of Education Executive Council. Admission to the university does not guarantee a student admission to the Teacher Certification Program.

The purpose of this policy is to establish consistent requirements for all teacher candidates that align with the teacher role standards set by the Professional Educator Standards Board (PESB).

4.1.1 Candidate Eligibility

Students seeking a recommendation in traditional pathways must meet all CWU Graduation Requirements (see list of most relevant policies below and full policies in the University Catalog). Postbaccalaureate candidates in traditional pathways must be degree-seeking and not have been removed from other teacher pathways.

Most relevant CWU Graduation Policies (CWU Catalog):

“Central allows a maximum of 135 quarter (90 semester) credits to transfer from regionally accredited four-year institutions, including no more than 105 quarter (70 semester) credits of lower division (100-200 level) coursework from a regionally accredited community or technical college. Additional coursework that exceeds this amount may be used to meet specific requirements, but additional credits will not be allowed to count toward the 180-credit requirement for graduation.

Transfer students must earn a minimum of 10 credits in the major and, if a minor is declared, 10 credits in the minor from CWU.

Students must study on the university campus, through CWU online course, or at an established university center at least three quarters and earn a minimum of 45 credits.”

4.1.2 Admission Requirements

To be admitted to the Teacher Certification Program at CWU, a student must fulfill the following:

- a. Demonstrate good moral character and personal fitness as defined by WAC 181-79A-155.
- b. Be declared into an appropriate endorsement and certification major.
- c. Meet Basic Skills Requirements by attempting a basic skills test in reading, writing, and math. Approved tests are WEST-B, ACT, SAT, or other equivalents approved by PESB.
 - Option 1 Test Only: Score above minimum requirements on attempted tests. Candidates may mix and match subjects from approved tests.
 - Option 2 Test+ Course: Test attempts with failing scores and grades higher than C in Academic Writing 1 and Quantitative Reasoning General Education requirements.
- d. Meet Academic Course Prerequisites by completing one of the following:
 - Pass courses for CWU general education requirements Academic Writing 1 and Quantitative Reasoning.
 - Bachelor’s degree from an accredited institution. Will need to provide unofficial transcripts for Option 2 in Basic Skills if necessary
 - Direct Transfer Agreement associate’s degree.
- e. Complete the application online.

4.1.3 Teacher Certification Program Status Inactivation

Candidates are removed from the Teacher Certification Program under the following circumstances:

- a. The candidate has been denied a second chance in a field experience course under the Second Chance Field Experience Policy.
- b. The candidate voluntarily exits the Professional Education Program or approved alternative and endorsement program.
- c. The candidate exits a teaching major under the Inadequate Performance and Termination of Field Experience Policy
- d. The candidate is discontinued from CWU.

4.1.4 Teacher Certification Program Readmission

Candidates inactivated from the Teacher Certification Program must reapply if they intend to complete their certification program. The candidate is held to the current Teacher Certification Program Admission Requirements Policy. The Teacher

Certification Program Officer is notified of these candidates and reviews the file before processing the application.

Applications for readmission will be considered on a case-by-case basis with the following information:

- a. School of Education and University documentation
- b. Time since last attendance
- c. Time since last successful field experience course
- d. Academic progress at the time of last attendance

If the review of student academics and field experience documentation results in unresolved circumstances, the Candidate Review Committee (CRC) will meet to discuss the application. The CRC will recommend the applicant for readmittance or not.

4.2 Traditional Program (TCP) Certification Requirements

Completing the graduation requirements for CWU does not guarantee certification by the State of Washington. The Teacher Certification Officer will advise students of outstanding missing requirements for recommendation for certification.

In addition, candidates seeking certification must successfully complete their full student teaching quarter and at least one other field experience course through CWU. Student teaching cannot be transferred from another institution. Student teaching credits can be used toward the minimum of 45 residency credits and 10 credits toward the major or minor degree.

To be recommended for certification, the candidate must meet the following requirements:

- a. Demonstrate good moral character and personal fitness as defined by WAC 181-79A-155.
- b. Current fingerprint clearance from the State Patrol and FBI on file in OSPI.
- c. Be fully admitted to the Teacher Certification Program
- d. Degree has been awarded with successful completion of the Professional Education Program or approved alternative and an endorsement program
- e. Logged minimum of 450 hours in MyCWU Field Experience Log.
- f. Meet content knowledge requirements by passing the appropriate WEST-E and/or NES tests or an approved Case-by-Case Alternative.

Candidates must meet the certification requirements within five academic years of the successful completion of student teaching to be recommended for certification to OSPI. If a candidate wishes to add a second endorsement to their teaching certificate for a completed program not included in the initial recommendation, they must pass the additional test and request the addition within 10 academic years.

4.3 Field Experience/Clinical Hours for Certification

CWU teacher candidates in programs that lead to initial certification with Washington Office of Superintendent of Public Instruction are required to log a minimum of 450 hours (650 hours for

Alternative Route candidates) across all approved field experience courses (WAC 181-78A-236). Students may log any hours spent planning, assessing, and instructing as part of the teacher role in their mentor teacher's classroom or at home.

- a. Additional activities outside the school day considered part of the teacher role, include active participation in staff meetings, IEP meetings, parent teacher conferences, and performances associated with the mentor teacher's contract, may be logged for certification.
- b. Non instructional activities outside of the school day, such as extracurricular clubs, attending or coaching sporting events, or assisting with study halls, will not count as hours toward certification as they are not activities associated with the role of a typical teacher contract.

Students will use the Field Experience Log in MyCWU to log hours in courses. Instructions can be found on the [Office of Field Experiences](#) website.

4.4 Case-by-Case Alternative

The Case-by-Case (CBC) Alternative process is for teaching candidates who do not pass the content knowledge exam for their endorsement area (e.g., NES or West-E). In December 2020, this alternative was approved by the Professional Educator Standards Board after the state workgroup found that the national exams are, at best, a limited indicator and, at worse, a culturally biased indicator of educators' subject area knowledge. Approval of CBC submissions will be recorded in the candidate's file as equivalent to passing the required content knowledge exam for certification and endorsement.

4.4.1 Eligibility

Any candidate in the Teacher Certification Program (TCP) with at least one failed attempt at the content exam for their primary endorsement (Major) area is eligible to apply for the CBC exception. This exception is not available for endorsable minors or add-on endorsements. CBC is only open to CWU students and alumni who have completed a teacher certification program through CWU.

4.4.2 Applications

Applications to the CBC are completed online through the TCP website and candidates are emailed instructions for the CBC process to their CWU email address. Elementary Education, Early Childhood Education, and Special Education candidate applications are processed quarterly and all other candidate applications are processed weekly.

4.4.3 Evaluation

Candidates examine their Diagnostic Report from their failed test attempt and then provide evidence demonstrating content proficiency in their lowest two components accompanied by a narrative connecting the evidence to InTASC 4. Content Specialists evaluate submissions from candidates in their area, initiate any necessary feedback with the candidate, and inform TCP of submission approval. Teacher Certification Specialist

updates records in CWU and the Office of the Superintendent of Public Instruction. The Teacher Certification Specialist communicates "next steps" to the candidate.

Content Specialists Content Test Areas:

- History Social Studies Designee: History WEST-E 27, Social Studies WEST-E 28
- Math Designee: Middle Grades Mathematics NES 203, Mathematics NES 304
- Science Designee: Middle Grades General Science NES 204, Biology NES 305, Chemistry NES 306, Computer Science NES 315, Earth and Space Science NES 307, Physics NES 308
- English Language Arts Designee: English Language Arts NES 301
- CTE Designee: Business Education NES 309, Family and Consumer Sciences Education WEST-E 41, Technology Education WEST-E 40
- Health and Fitness Designee: Health and Fitness WEST-E 29
- Designated World Language Designee: Designated World Languages WEST-E 100
- EDTL Designee(s): Early Childhood Education NES 102, Elementary Education NES 102/103, Special Education WEST-E 70

Office of Field Experiences Policies

5.1 Field Experience Application, Clearance, and Placement Policies

The School of Education (SOE) Office of Field Experiences (OFE) manages several *by permission* field experience courses that require advanced planning and applications. Candidates are granted permission to register for these courses by meeting the criteria outlined in the Field Experience Course Application, Clearance, and Placement policies. These policies currently apply to these courses: EFC 480 Student Teaching, EFC 330 Field Experience, ELEM 494 Practicum: Inquiry-Based Learning, ELEF 495 Practicum: Professional Engagement, and EDU 572, 573, and 573, Clinical Practice I, II, and III.

5.1.1 Field Experience Application and Late Application Appeal Policy

Candidates must submit an online application for each field course by the application due dates on the OFE website. Candidates who do not apply by the due date may contact their academic advisor to request a link to the OFE Appeal Form and submit this form by the appeal deadline. Late application appeals submitted by the appeal deadline will be considered for placement based on the factors: 1) space availability in the candidate's content area; 2) university- and district-required lead time for field placements; 3) clearance requirement lead time for the specified field placement. OFE Appeal Forms submitted after the appeal deadline will not be considered and the candidate will need to apply again for the field experience for a future quarter.

5.1.2 Field Placement Clearance Policy

A student must meet all academic and legal requirements on the timelines specified below to be cleared for field placement.

The following **academic prerequisites** must be completed at the **time of application**.

If, after the initial review, a candidate is not meeting one or more prerequisites, their application will be denied. Candidates may appeal a denial by contacting their academic advisor to request a link to the OFE Appeal Form and submit this form and all required documentation by the appeal deadline.

- a. Full admission to the Teacher Certification Program (all field courses)

For EFC 480 Only

- b. Currently meeting all graduation GPA and course grade requirements for all education majors in which the candidate is declared. Each degree has a required GPA for graduation listed in the candidate's Academic Requirement Report. Most education majors require a grade of C or higher in all degree courses, although candidates should refer to their Academic Requirements Report for specifics.
- c. No Incomplete grades in education major courses
- d. Current: On track to complete the requirements for general education and education majors in the quarter in which the candidate completes student teaching or the following quarter (no more than 20 credits remaining after student teaching).
- e. *To be changed for fall 2026 application cycle:* On track to complete the requirements for general education and education majors in the quarter in which the candidate completes student teaching.
 - Candidates may submit an exception request for this policy, including a degree completion plan signed by their academic advisor for their endorsement program. Exceptions may not include courses in the Secondary Education, Elementary Education, or STEM Teaching majors or courses that meet General Education requirements (except Culminating Experience).

The following **legal clearance requirements** must be met by the **deadline** provided in the Legal Clearance Requirement email from the Teacher Certification Program. These deadlines are typically five weeks after the application deadline but may vary in any quarter. Candidates who do not complete their legal clearance requirements by the deadline will have their field experience applications denied and must apply again for the field experience for a future quarter.

- a. Student intern/practicum professional liability insurance is current through the quarter they applied to complete the field experience
- b. WSP/FBI fingerprint clearance is current through the quarter they applied to complete the field experience
- c. Pre-Residency Clearance is on file with OSPI, lasting through the quarter they applied to complete the field experience
- d. **For EFC 480 only:** Proof of WEST-E or NES exam registration for a test date occurring before the deadline provided in the Legal Clearance Requirement

email from the Teacher Certification Program. This deadline is typically six weeks before the first day of student teaching but may vary in any quarter based on score reporting dates set by Pearson.

5.1.3 Field Placement

All applicants cleared by the Teacher Certification Program for meeting legal and academic prerequisites, along with appeals granted, are sent to the Office of Field Experiences to seek placement. Placements are contingent on the candidate continuing to meet the field placement academic and legal prerequisites and any individualized expectations outlined in their appeal approval.

5.2 Attendance and Absence Policy

Candidate attendance at course orientations, seminars, and scheduled field experiences is mandatory. Planned absences must be approved in advance by the university supervisor for seminars and by the supervisor and mentor teacher for field experiences. Unplanned absences due to illness or emergency must be made up as directed by the university supervisor and mentor teacher. Failure to make up more than two absences from scheduled field experiences will result in an unsatisfactory (U) grade for the course.

If candidates must be absent from a scheduled field experience due to illness or emergency, they are required to contact the mentor teacher first and be sure to make contact. Candidates should use all contact options – call, text, email - until the mentor teacher confirms that they have received the message. Second, candidates should call the school's office manager and inform them that they will be absent. Third, candidates must notify their university supervisor of the absence by email.

5.3 Reassignment to a Different Mentor

A candidate that is demonstrating adequate performance may be reassigned to a different mentor teacher for various reasons. For example, reassignment may be necessary if the mentor teacher becomes ill or changes positions. The university supervisor will determine that a reassignment is necessary and coordinate a new placement in consultation with the field director. The reassignment may need to occur the next quarter. In the case in which a candidate is demonstrating adequate performance for the course but cannot be reassigned until the next quarter, the candidate may withdraw (W) or take an incomplete (I) grade for the course following university guidelines.

5.4 Inadequate Performance and Termination of Field Experience

Inadequate performance is defined as candidate knowledge, skills, or attributes that would score as “Needs Significant Improvement” on the Teacher Candidate Attributes Scale or below the minimum score required for adequate performance as defined on course specific assessments.

Washington State law defines a Student Conduct Code (WAC 106-125) for university

students and Acts of Unprofessional Conduct (WAC 181-87) for educational practitioners. Behaviors that violate these codes are considered more severe than inadequate performance and may result in immediate termination of the field experience and removal from the Teacher Certification Program. In this case, the field experience will be suspended while the behavior is investigated and addressed through CWU's Student Conduct process and/or the School of Education (SOE) Candidate Review Committee's process.

If the mentor teacher, district personnel, and/or the university supervisor have evidence from informal or formal observations or regularly scheduled course evaluations that the candidate demonstrates inadequate performance, the following policies and procedures apply:

- a. If the first instance of inadequate performance occurs prior to the mid-term scheduled evaluation, the university supervisor will consult with the mentor teacher to identify specific areas from the course assessments for candidate improvement, provide specific strategies for improvement, and communicate this feedback to the candidate in writing.
- b. If additional instances of inadequate performance are documented by school district representatives or the university supervisor or if any areas of the Teacher Candidate Attributes Scale show inadequate performance at the scheduled mid-term evaluation, the university supervisor will develop, in consultation with the mentor teacher, field director, and/or the SOE Candidate Review Committee (CRC), a written Plan of Improvement delineating specific expectations, supports, consequences, and a timeline for the candidate related to the specific course objectives utilizing the SOE Plan of Improvement form.
- c. Based upon the timeline laid out in the Plan of Improvement, the performance on the Plan of Improvement expectations will be assessed and the outcome will be reported on the SOE Plan of Improvement Progress Report by the university supervisor in consultation with the mentor teacher. If the university supervisor and mentor teacher determine that the candidate has improved to at least the level of adequate performance in all areas of the Teacher Candidate Attributes Scale, the student can proceed in their field experience, and if the candidate meets all other course requirements, they will receive a grade of satisfactory (S) in the course.
- d. If the candidate has not demonstrated adequate performance within the Plan of Improvement timeline, the candidate will receive a grade of unsatisfactory (U) in the field experience course. A referral will be made to the CRC to determine the next course of action.
- e. When areas of inadequate performance emerge after the mid-quarter scheduled evaluation, as documented on the Teacher Candidate Attributes Scale, a candidate will be assigned a grade of unsatisfactory (U) for the field experience course, and a referral will be made to the CRC to determine next steps even if a Plan of Improvement has not been initiated.

5.4.1 Voluntary Termination

Voluntary termination is when the candidate terminates the field experience.

- a. Candidates who want to voluntarily terminate their field experience should first meet with the university supervisor to discuss issues that necessitate the termination. Some common reasons for voluntary terminations are personal

illness, family commitments, or the determination that teaching is no longer the candidate's desired profession.

- b. If the decision is made to terminate the field experience, the candidate must notify the mentor teacher, university supervisor, and the candidate's academic program coordinator or department chair of their decision in writing.
- c. If the candidate is demonstrating adequate performance on all course assessments at the time of voluntary termination and the candidate desires to continue in the Teacher Certification Program, the candidate may withdraw (W) or take an incomplete (I) grade for the course following university guidelines.
- d. If the candidate is not demonstrating adequate performance in the field course at the time of voluntary termination and the deadline for withdrawal has passed, the candidate will receive an unsatisfactory (U) grade for the course.
- e. If a candidate is not demonstrating adequate performance at the time of termination and decides at a later date to apply to retake the course, the Second Chance Field Experience policies apply (see below).
- f. If the candidate decides that they will no longer pursue the teaching profession, they should consult with the field director for a referral to the appropriate advisor to discuss alternative degree options such as the Instructional Foundations major, the non-certificate STEM minor, the non-certificate ECE major, etc.
- g.

5.4.2 Involuntary Termination

Involuntary termination is when the university or school district terminates the field experience.

CWU maintains placement agreements with all school districts for field experiences. That agreement states that "The District shall have the right to immediately limit or withdraw the use of its facilities by an individual candidate whenever in the judgment of the District, use of the facility by that particular candidate endanger the operations of the District...the District reserves the right to terminate the use of its facilities by a particular candidate where necessary in District's reasonable judgement to maintain its operations free of disruption."

The placement agreement also states that "The University will assign to a partner school only candidates who, in the judgement of the University, have the required academic background and basic skills to be trained in the district."

- a. If the school district's representative (e.g., building administrator or human resources) determines that it is necessary to terminate the candidate's field experience due to operational concerns or inadequate performance, then the field experience will be terminated immediately and the candidate will receive a grade of unsatisfactory (U) for the course, the above-mentioned policies/processes notwithstanding.
- b. A field experience will be terminated by the University and the candidate will receive an unsatisfactory (U) grade for the course if the candidate does not successfully complete their Plan of Improvement outcomes, if areas of inadequate performance emerge after the mid-term scheduled evaluation, or if

the behaviors associated with inadequate performance have ethical or legal ramifications for the program and department, such as safety concerns.

- c. When a field experience has been involuntarily terminated, a referral will be made to the CRC for review and to determine the next course of action.

5.5 Second Chance Field Experience

5.5.1 Student Teaching (EFC 480, EDU 574)

- a. Candidates who are not demonstrating adequate performance and leave student teaching through voluntary or involuntary termination cannot retake student teaching or continue in the Teacher Certification Program, except when:
 - The SOE Candidate Review Committee (CRC) reviews the evidence and determines that the candidate's performance was due to lack of mentorship by the mentor teacher and/or university supervisor.
 - The CRC reviews the evidence and determines that the candidate's performance was due to unforeseen circumstances.
 - The CRC reviews the evidence and determines that even though the candidate did not move to adequate performance in all sections of their Plan of Improvement, they improved in the majority of identified areas, and the areas remaining could be meet adequate performance through mentored remediation (see #2).
- b. In situations when the CRC recommends remediation, the candidate would be offered the opportunity to complete an additional quarter of individually mentored experience on a Plan of Improvement. If that quarter is successfully completed, then the candidate would be offered the opportunity to repeat student teaching starting on a Plan of Improvement.

5.5.2 Practicums (ELEM 494, ELEF 495, EDU 572, EDU 573, EFC 330)

- a. Candidates who are not demonstrating adequate performance and leave practicums through voluntary or involuntary termination will be referred to the SOE Candidate Review Committee (CRC) to determine if they can retake the practicum and continue in the Teacher Certification Program.
- b. Second chance field experiences for practicums will not be offered when:
 - The candidate does not acknowledge, understand, or address the problem(s) when identified.
 - The problem is not merely a skill deficit that can be rectified by academic or didactic training.
 - The problem is not restricted to one area of academic/professional functioning.
 - The candidate's behavior does not change as a function of feedback, remedial efforts, and/or time.
 - The problematic behavior has ethical or legal ramifications for the program and department, such as safety concerns.
- c. In situations when the CRC recommends remediation, the candidate would be offered the opportunity to complete an additional quarter of individually mentored

experience on a Plan of Improvement. If that quarter is successfully completed, then the candidate would be offered the opportunity to repeat the practicum starting on a Plan of Improvement.

5.5.3 Additional Second Chance Field Experience Policies and Procedures

- a. If it is determined by the CRC that the candidate will be offered a second chance field experience, they will be required to reapply for that field experience by the deadlines established for the quarter in which that additional experience is sought.
- b. A second chance placement will not occur within the same quarter or the quarter immediately following the first field experience attempt in order to provide time for a new field placement to be sought and for any recommended remedial work to be completed.
- c. When the Office of Field Experiences seeks a placement for a student on a Plan of Improvement, the new placement personnel (mentor teacher and district administration) must be informed of the Plan of Improvement.
- d. Significant effort will be made to find a second chance field experience placement for a candidate who is on a Plan of Improvement, but a placement cannot be guaranteed. The second chance placement may not be geographically convenient.
- e. If, after two quarters, the Office of Field Experiences is unable to secure a second placement for a candidate on a Plan of Improvement, the placement request will be cancelled, and the candidate will be referred to the appropriate department chair or program coordinator to discuss non-certificated options for degree completion.
- f. If the candidate does not successfully receive a satisfactory (S) grade in their field experience course on the second attempt, a third attempt will not be provided, and the candidate will not be able to continue in the Teacher Certification Program. A referral will be made to the appropriate chair or program coordinator to discuss non-certificated options for degree completion.

5.6 Incompletes

A grade of incomplete (I) may be given for field experience courses when candidates are demonstrating adequate performance but are unable to complete all course requirements by the end of the quarter.

- a. The university supervisor, in consultation with the field director, will determine when an incomplete grade would be appropriate and work with the candidate to make arrangements for the candidate to finish their field experience at their placement school in order to resolve the incomplete.
- b. Grades of Incomplete (I) follow University policy (University policy CWUP 5-90-040 (27)). Selected segments from the policy and procedures as they relate to field experience courses:

- "I" is used at the instructor's discretion when the student was not able to complete the course by the end of the term but had been making satisfactory progress as of the uncontested withdrawal date.
 - The instructor must submit a grade of "I" on the MyCWU grade roster.
 - The instructor will designate what the student must do to complete the course. The instructor will inform the department chair of the incomplete, the work that remains to be done, and the deadline for satisfactorily completing that work.
 - In cases where the instructor has requested a specific completion date earlier than one year, if the work is not completed by the date which was communicated to the student and the chair, then the instructor should submit the change of grade form to convert the "I" to a "U" grade.
 - When a student satisfactorily completes the prescribed work within the indicated period, the instructor must file a Change of Grade form by the end of the quarter in which the work was completed.
 - Students may not re-register for a course in which they receive a grade of incomplete.
- c. If due to extenuating circumstances the work cannot be completed within one calendar year from the last day of the quarter in which the "I" was received, the instructor will notify the office of the registrar of the new agreed upon completion date as soon as possible.

5.2-5.6 Were reviewed by the Washington State Attorney General 12/06/2024

5.7 Intern Substitute Certificate

The Intern Substitute certificate enables a teacher candidate to substitute, only in the classroom to which the student is assigned for student teaching in the absence of the mentor teacher. CWU supports that teacher candidates may be issued an Intern Substitute Certificate after consultation and approval from their assigned Field Supervisor, Mentor Teacher, and the support of the host School District.

The ability for EFC 480 Student Teachers to seek the Intern Substitute Certificate is contingent on a successful midterm evaluation from the assigned Field Supervisor around week five (5) of the quarter and the support of the Mentor Teacher and school district. The ability for MAT candidates to seek an Intern Substitute Certificate starting EDU 574, is contingent on successful completion of EDU 573 or Director's approval.

Appendices

Appendix A: School of Education Membership

From Section 1.1: The purpose of the School of Education (SOE) is to coordinate and oversee all educator preparation programs at Central Washington University (CWU). Educator preparation programs are defined as those programs that are overseen by the Washington State Professional Educator Standards Board (PESB). The SOE also contributes to the coordination of master's degree programs that are associated with programs overseen by PESB or offered primarily to graduates of PESB programs.

The list of PESB programs is available online at: <https://www.pesb.wa.gov/preparation-programs/approval/become-a-new-program/>. From that website:

PESB approves and reviews educator preparation programs for the following roles:

- Residency teacher (traditional and alternative routes)
- Residency principal
- Residency program administrator
- Initial superintendent^
- Initial career and technical education (CTE) teacher (plan 1 and plan 2)
- Initial CTE administrator^
- Residency school counselor^
- Residency school psychologist

^CWU does not have PESB approval to offer.