



WHITWORTH UNIVERSITY

School of Education

SCHOLARS | COMMUNITY MEMBERS | ADVOCATES
EFFECTIVE PRACTITIONERS | VISIONARY LEADERS

Department of Teacher Education Certification Handbook

Revised Fall 2025

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G. Whitworth's Department of Teacher Education

A. Introduction

Since 1890, Whitworth has held fast to its founding mission of providing "an education of mind and heart" through rigorous intellectual inquiry guided by dedicated Christian scholars to prepare students to "honor God, follow Christ, and serve humanity." In keeping with this vision, the mission of the School of Education is to prepare *Educators of Mind and Heart* who are committed to the multiple roles teachers play in schools and society as scholars, community members, effective practitioners, visionary leaders, and guardians.

Beginning with its first graduating class, Whitworth has developed a rich heritage of producing talented and dedicated educators who have committed their lives to the service of children and youth. Whitworth teachers are literally found around the world; they teach in the inner-city schools of San Francisco and Philadelphia, mission schools in the Philippines, Taiwan and Kenya, and are an integral part of small communities in Alaska, Montana, and New Mexico. What makes a Whitworth teacher special? We believe that teaching is a part of one's calling. While our ultimate calling is to God, it is in the classrooms of the world where we are able to honor God and follow Christ through our service to humanity. The life of a teacher is often carried out among young people who may not appreciate the sacrifice and commitment of their teachers but the teaching life can be full of reward and satisfaction, a life where one can make significant differences in the lives of young people.

B. Conceptual Framework

The faculty of the School of Education developed a conceptual framework which provides direction and structure for its programs and courses. The conceptual framework provides a structure for thinking about the essential aspects of being an educator from Whitworth University. The framework proposes that the Whitworth prepared educator is competent in five interrelated professional roles within the context of education: The Teacher as Scholar, the Teacher as Community Member, the Teacher as an Effective Practitioner, the Teacher as a Visionary Leader, and the Teacher as Advocate.



School of Education

SCHOLARS | COMMUNITY MEMBERS | ADVOCATES
EFFECTIVE PRACTITIONERS | VISIONARY LEADERS

MISSION

The Whitworth University School of Education prepares socially-just and inclusive teachers, counselors, therapists, and administrators to be educators of mind and heart who are scholars, community members, effective practitioners, visionary leaders, and advocates.

VISION

The Whitworth University School of Education provides opportunities to integrate theory and practice in diverse settings through the study of established and emerging content as well as through pedagogical and professional knowledge.

SCHOLARS possess current knowledge of the content areas in which they work, understand the connections between disciplines, use tools of inquiry, and pursue ongoing learning as existing fields of knowledge evolve and grow. Scholars are innovative and strengthen their existing knowledge base through continuous intellectual and scholarly growth based on current research, study of their own practice, analysis of data collected, and application of data to solve problems in their respective fields of study.

COMMUNITY MEMBERS develop and sustain intentionally collaborative relationships among colleagues, students and their families, clients, administrators, and community partners. Community members understand their roles as professional colleagues in schools, communities, and professional organizations. They actively help to shape the culture of classrooms, schools, and agencies to reflect the values of our democratic society. They model respectful, caring, and professional behaviors that foster trusting and inclusive environments.

EFFECTIVE PRACTITIONERS are prepared to analyze situations, set goals, plan and monitor actions, assess outcomes, and reflect on their professional thinking and decision making using formative and summative data. They are committed to culturally responsive and relevant practices that are engaging and shape purposeful, continuous growth. Effective practitioners demonstrate proficiency in the selection and differentiation of materials, strategies, and assessment practices that are appropriate for the diversity of the individuals they serve.

VISIONARY LEADERS articulate a vision and philosophy for their professional practice inclusive of a belief in the worth and ability of each human being. They build a framework to guide personal and professional decision making and development for the benefit of their professional and learning communities. Visionary leaders contribute to society by modeling transformational and servant leadership that emerges from their personal beliefs and worldview perspective.

ADVOCATES demonstrate a sincere and equitable commitment to the social-emotional well-being and physical safety of those they serve. They pay attention to the role diversity, including gender, sexual orientation, ability, ethnicity, race, culture, religion, and socio-economic status, brings to learning and the community. Advocates understand and respect the inter-connected, global nature of society and encourage sustainable practices designed to preserve our world for future generations. In the Christian tradition of servant leadership, advocates seek opportunities to assist, encourage, and support all those under their care in a manner that leads to transformation in the lives of those they serve.

C. Program Distinctives for the Undergraduate Teacher Education Program

Intercultural Education Field Immersion Experience

Since 1984, Whitworth teacher candidates have spent a January Term in classrooms working with students who come from very different cultural backgrounds than their own. Whitworth's Introduction to Intercultural Education course during Fall and Spring Terms and the Jan Term and May Term Intercultural Field Experience creatively satisfy the required multicultural component in teacher education for certification. Students are placed with international, national, and local site partners where culturally and linguistically diverse students provide opportunities for teacher candidates to practice culturally proficient interaction, instruction, and assessment. Students may also elect to stay in the Spokane area and work in school settings with high levels of poverty and / or English Language Learners.

Special Education Classroom Intervention

Whitworth elementary education candidates in EDU 321 and secondary education candidates in EDU 329 work with an individual student or small group of students in a special education classroom to develop and implement an intervention to bring about behavioral or academic improvement. It is unusual for teacher preparation programs to require all candidates to take two special education courses, but the department faculty believes that this additional preparation will help our candidates be successful in the today's classrooms.

First Year Follow-Up Contacts

Each spring following graduation, Whitworth surveys each of the department's first year teachers and their administrators on how well the department did in preparing them for their first year of teaching. The information collected is an important feedback loop from the recent graduates to the department, and is carefully reviewed by the faculty to determine future curriculum changes.

Extended Placement in Schools

Elementary and secondary education candidates are placed for methods field experiences in one school for two semesters prior to doing their student teaching at that school. Two full semesters at one school allow our candidates to understand the school's culture and procedures and to develop relationships with teachers and students prior to their student teaching semester.

Co-Teach Model of Student Teaching

The Department of Teacher Education has adopted a co-teach model of student teaching. This model allows for collaborative planning, teaching, and working with students by having both the mentor teacher and the teacher candidate stay together in the classroom during most of the student teaching experience. Research this approach to student teaching show greater student achievement when students have access to both teachers.

Faculty with K-12 Experience

All of the department's faculty members have extensive experience working in K-12 settings and are in schools supervising students and programs on a continuous basis. Many of the department's faculty members are called upon by school districts for in-service training and for consultation.

Placement Services

Whitworth is unique in that it provides a career placement office specifically for its Education graduates. The staff members in career placement become familiar with the Education students and are also acquainted with many of the school personnel who are seeking teaching candidates. The combination of great students, a high quality program, and a career placement office specific to Education students positions Whitworth to be consistently one of the top schools in the State of Washington for its teacher placement rate.

Opportunities for Service and Community Engagement

There are a number of opportunities for students to serve in the community. Below are listed some of the current and past service activities of the department.

- Whitworth Literacy Center: The center is coordinated through the Special Education program and runs during the fall, spring and summer terms. Candidates are able to learn important strategies for working with struggling readers while providing an important service to the community.
- AVID: Secondary candidates are working with several local area high schools tutoring students who have been identified as capable students who are not working to the standards.

II. Program Information and Policies

A. Admissions and Benchmarks: Policies, Procedures, and Information

Students must apply for admission to the teacher education program. The program has an excellent reputation and holds high expectations for its students. These expectations are articulated through its conceptual model and are implemented through a number of gates, known as benchmarks, which students must pass through in the program on their way to becoming a teacher. Faculty members take seriously their gate keeping responsibilities. Whitworth aims to produce highly qualified graduates who will be intelligent, effective, and compassionate teachers of mind and heart. The following is an overview of the programmatic benchmarks:

Benchmark I: Initial Admission to Program

This screening point is for initial admissions into the teacher education program. See below for admissions criteria.

Benchmark II: Mid-Program Review

This benchmark is situated in the candidate's first methods course and accompanying field experience and examines the candidate's ability to develop and deliver instruction as well as aspects of professionalism.

Benchmark III: Admission to Student Teaching

This is the admission into student teaching. The application process for student teaching takes place in the semester prior to student teaching. Students passing this benchmark are allowed to move into their student teaching semester.

Benchmark IV: Completion of Certification Products

During the student teaching experience, candidates must create a number of products demonstrating their competency in teaching. These products are part of the candidate's programmatic portfolio called Capstone. Passage of this benchmark clears the way for certification.

Benchmark V: Washington State Residency Certification

This is the final benchmark for the undergraduate teacher education program. The candidate has met all certification requirements, has applied for certification, and has met all graduation requirements.

Benchmark I: Initial Admission to Teacher Education Program

Admissions Criteria – Candidates must:

1. Successfully completed and received a C or better in EDU-201, 204, 266, and 267 along with an assigned Capstone assignments.
2. Demonstrate professional decorum and dispositions.
3. Provide evidence of proficiency in oral and written language.
4. Receive favorable Benchmark I evaluations from their EDU 201 and EDU 204 instructors.
5. Have a cumulative GPA of 3.0 at Whitworth University for full admission into the program. Candidates with a GPA less than 3.0, but above 2.75, may be admitted conditionally. Transfer students must meet GPA requirements at Whitworth.
6. Take each component of the Washington Educators Skill Test-Basic (WEST-B) or have taken the reading, writing and math subsections on the SAT and/or ACT assessments for full admission into the program. Information on this exam is available in the Department of Teacher Education. Candidates who do not take all sections of the WEST-B or equivalent assessment must do so before the Benchmark II admissions can be complete. Information on the WEST-B is found below. If the candidate has not yet taken the WEST-B or have equivalent SAT or ACT scores, he or she must provide the department with evidence of test registration as part of the application for Benchmark I. The candidate's status will remain conditional until the WEST-B or equivalent is taken.
7. Receive a favorable evaluation from their EDU 204 professor and EDU 266 field experience teacher.
8. Complete any programmatic and Capstone assignments associated with this Benchmark.

9. Complete the application packet including the online Pre-Residency Clearance (PRC) process with the Washington State Office of the Superintendent for Public Instruction (OSPI). Information from the PRC may affect a candidate's admission status. If a candidate is unsure of how to answer questions on the PRC, he or she should consult with the Chair of Department of Teacher Education.
10. Provide proof of accident/liability insurance through university approved carrier.
11. Alleviate concerns from any source including faculty, field experiences, the Concerns Checklist and / or information included in the application packet that may affect the candidate's admission status.

Note: Admission into the program does not in any way guarantee that a candidate will be certified.

Application Process – Candidates will:

1. Complete an application packet including the online Pre-Residency Clearance (PRC) process. All portions of the application form must be complete and accurate. This packet will include a written essay and will identify any programmatic standards for which candidates must provide evidence. Application materials will be available in Department of Teacher Education.
2. Provide evidence that they have passed the WEST-B or equivalent SAT / ACT assessment or have registered to take it.
3. Provide evidence that they have obtained accident/liability insurance from the university recommended carrier.
4. Complete a favorable admissions interview with two of the following: EDU 201, 204, 266, 267 instructor, department Chair, or Associate Dean.
5. Interview with Department Faculty/Staff.

Benchmark II: Mid-Program Review. Demonstrating Instructional Competence and Professional Readiness

Elementary candidates are reviewed for Benchmark II after completion of EDU 341/343/346/347/342 and secondary candidates are reviewed for Benchmark II after completion of EDU 350/351/320/410. To pass this benchmark, candidates must:

1. Demonstrate professional decorum and dispositions.
2. Provide evidence of proficiency in oral and written language.
3. Satisfactorily complete the above classes.
4. Maintain a C or better in all coursework required for certification, including Major concentration area and endorsements.
5. Have a cumulative GPA of 3.0 at Whitworth University for full admission into the program. Candidates with a GPA less than 3.0, but above 2.75, may be admitted conditionally but must have a 3.0 for Benchmark III admission.
6. Take all three sections of the WEST-B or have taken the reading, writing and math subtests on the SAT or ACT assessments, if still outstanding.
7. Receive a favorable evaluation from their field experience teacher (EDU 342 or 351).

8. Have rectified all issues listed on any Concerns Checklist or Conditional Admission status.
9. Complete any programmatic and Capstone assignments associated with this Benchmark.
10. Interview with Department Faculty/Staff.

Benchmark III: Admission to Student Teaching

Candidates apply for Benchmark III in the semester prior to student teaching. To pass this benchmark, candidates must:

1. Pass the WEST-E / NES exam(s) in their major area of teaching.
2. Complete all application materials including the Character and Fitness Supplemental form for the State of Washington
3. Complete and pass the Washington State Patrol and FBI clearance
4. Satisfactorily complete EDU 302, 321, 463, 471, 442, 368 (Elementary) or EDU 302, 321/329, Content area methods, 467, 468, 485, 368 (Secondary).
5. Maintain a C or better in all coursework required for certification, including Major concentration area and endorsements.
6. Have a cumulative Whitworth GPA of 3.0 or better
7. Complete and pass the student teaching interview (separate from interview below).
8. Complete any programmatic and Capstone assignments associated with this Benchmark
9. Have the support of their major department in consultation with the education department.
10. Interview with Department Faculty/Staff.

Benchmark IV: Completion of Student Teaching

To pass this benchmark, candidates must:

1. Successfully complete their student teaching
2. Receive favorable evaluations and recommendations from cooperating teacher(s) and Whitworth supervisor
3. Complete and pass all programmatic assessments such as Professional Growth Plan.
4. Complete all necessary forms for student teaching
5. Pass courses in the student teaching block with C or better
6. Complete and submit the Capstone in Education

Benchmark V: Program Completion and Certification

To pass this benchmark, candidates must:

1. Complete all graduation requirements
2. Complete application for certification in the Office of Educational Certification and Career Services
3. Pass the WEST-E / NES in their major subject area
4. Capstone in Education artifacts are verified.

Initial Admission Status in Teacher Education Program

At the completion of the admissions process, candidates will be notified of their status within the program via campus mail or university email. Candidates will fall into one of three admission categories: Unconditional Admission, Conditional Admission, or Not Admitted.

Full Admission

Candidate has demonstrated potential for success in the teaching profession: taken WEST-B/ or reading, writing and math subtests on SAT/ACT; Whitworth GPA 3.00⁺; passed EDU 201, 204, 266, 267; successfully completed the interview and application; received a favorable evaluation on the EDU 266 field experience; received the endorsement of EDU 201 and 204 professors, and met the admission criteria listed above.

Conditional Admission

Candidate has demonstrated potential for success in most areas. They will be considered for Conditional Admission if the following criteria are met:

1. GPA between 2.75 and 2.99
2. Registered to take WEST-B exam
3. Past or current enrollment in EDU 201, 204, or transfer equivalents, with a grade of C or better.

Not Admitted

Candidate has not provided sufficient evidence for success in the teaching profession. The Not Admitted status may be due to such factors as a low GPA, no WEST-B / SAT / ACT scores, or concerns about the candidates' dispositions for teaching. Candidates who are not admitted to the program are not allowed to register for courses in education without permission of the Chair of the department. The student may, however, petition to enroll in Education courses with a Not Admitted status.

Petition Process for Students Who Are Not Admitted to Obtain Permission to Take Education Courses

1. Submit petition to take upper-division courses to the Chair of the Department of Teacher Education.
2. The petition will be reviewed by undergraduate Teacher Education faculty at their next regularly scheduled meeting or if a decision needs to be made sooner, the Chair may consult with a sub-group of the undergraduate faculty.
3. If the petition is approved, the student, the student's advisor, and the instructor of the approved education course will be informed so that the student may register.
4. If the petition is denied, then the student will be informed
5. If by the end of the following semester, the student's overall GPA reaches 2.75 and other criteria are met, the student may apply for conditional admission into the Teacher Education program.

6. If by the end of the following semester, the student's overall GPA does not reach 2.75 and/or other criteria are not met, he/she will not be allowed to take additional education courses. The student and his/her advisor will be informed.

Change in Status and Probation

Candidates will be notified through university email regarding any change in their program status. It is the candidates' responsibility to monitor their status within the program. Candidates who drop in status are placed on probation within the program. Candidates on probation have until the end of the next long semester to remedy the concern(s) which dropped their status within the program. The causes of probation will be given to the candidate in writing. If the concern(s) is not addressed, a candidate's admission status may be changed to Not Admitted. A candidate may also be placed on Not Admitted status without probation, if the concern was considered extreme or it becomes apparent that the issue is not remediable. The Chair of the Department of Teacher Education, in consultation with program faculty members, is responsible for the monitoring of student status within the program.

Due Process: Appeals and Removal from Program

The right of appeal is available to all candidates regarding a change of status within the program.

1. Appeals related to endorsement decisions by the Teacher Education Policy and Review Committee (TEPaRC) proceed directly to the dean of the school; there is no further appeal allowed in those cases.
2. Appeals for suspension or expulsion from Teacher Education or a change in status within Teacher Education must be made in writing within 14 calendar days of notification of the decision and proceed in the following order:
 - a. the Chair of Teacher Education
 - b. a committee consisting of the Dean of the School, Chair of Teacher Education, and a faculty representative of the program
3. Appeals for removal from student teaching or internship are handled as follows:
 - a. A candidate may appeal in writing a decision for removal from student teaching or internship. This petition should be submitted to the Chair of Teacher Education within 14 calendar days, reflect on those areas that led to removal and propose a plan for addressing the areas of concern.
 - b. If the re-entry petition is approved, the candidate may be required to take extra coursework and/or participate in field experiences prior to subsequent placement.
 - c. Should the petition be denied, the appeal then moves to the Dean of the School of Education.
 - d. If removal occurs during student teaching and the candidate appeal is successful, the candidate can be required to complete additional weeks of student teaching at his or her own expense.
 - e. Candidates may not appeal to K-12 schools directly. School Districts are independent of the university in issues related to due process.
4. Appeals for denial of a certificate proceed to:

- a. The Teacher Education Policy and Review Committee
- b. Associate Dean of the School of Education

Concerns Checklist

Faculty and staff may use the Concerns Checklist form to document concerns they have regarding a candidate. Concerns may be handled with the faculty member and the Chair, or they may lead to changes in status within the program. Copies of this document are placed in the candidate's file and a copy is given to the candidate. See appendices for Concerns Checklist.

Procedures for Concerns Checklist

1. The Concerns Checklist will be introduced to all students in EDU 204. Candidates are informed as to how it may be used in the program. It is designed to be a pro-active document that will assist the candidates and the professors in identifying and strengthening areas of weakness that are not related to content knowledge, but may negatively impact their ability to teach effectively. Candidates are required to sign the document, stating that they have seen it and that it has been explained to them.
2. If a faculty member, advisor, supervisor or staff member has a concern, the form should be completed, noting the area of concern with documentation. The person completing the checklist should meet with the student, share the concern, sign and date the form (both parties) and complete with the student the Candidate Contract to Alleviate Concern. Signed and dated copies of the Concerns Checklist and the Contract should be given to the department Program Assistant to go to the candidate's file, to the candidate, and to the faculty/staff member and the advisor.
3. At the end of the semester, or at the end of the contract timeline, the person who completed the Concerns Checklist should indicate on the candidate's contract whether or not the problem has been addressed positively and corrected. If so, then the contract will be returned to the student's file and the program assistant notified so that the student's name could continue on the Student Watch List until the department feels that they no longer need monitoring.
4. If the problem has not been satisfactorily addressed, the faculty/staff member will notify the advisor and undergraduate Chair, and another conference will be scheduled for further action. The undergraduate Chair, the advisor, the candidate and the initiator will meet to discuss the concern, the plan that was agreed upon, and why the concern has not been rectified. A new plan will be decided upon, including a date for completion, or the student may opt out of the program at this time. All parties will sign the contract, which will be placed back in the candidate's file.
5. If the problem is still not addressed to satisfaction or it is apparent there is a chronic issue, a meeting will be scheduled with the candidate, the undergraduate Chair and the candidate's advisor. Possible outcomes include dismissal from the education program.

6. All Concerns Checklists will be reviewed at the next Benchmark.

WEST-B

The Washington Educator Skills Test - Basic (WEST-B) is a state mandated test on basic skills in writing, reading, and math. Candidates may get information on test dates from the Department of Teacher Education or from the test's official web site: www.west.nesinc.com. Candidates must take all sections for Unconditional Admission to pass Benchmark II. See the Department of Teacher Education for a list of WEST-B exam resources.

WEST-E / NES

The Washington Educator Skills Test – Endorsement (WEST-E) and National Evaluation Series (NES) are state mandated standardized exams based on the content area competencies for each endorsement area. Candidates must pass the WEST-E / NES to be endorsed in a subject area. Candidates may get information on test dates from the Department of Teacher Education or from the test's official web site: www.west.nesinc.com. Candidates must pass all sections for Unconditional Admission into Benchmark III. See the Department of Teacher Education for a list of WEST-E / NES exam resources.

B. Departmental Life: Policies, Procedures, and Information

Academic Advising

Once a candidate has been accepted into the teacher education program, he or she is assigned an advisor in the School of Education. Secondary candidates should have an education advisor and a major advisor. Elementary candidates who are also pursuing an additional endorsement outside of the School of Education are encouraged to have an advisor from that area. Candidates need to meet with each of their advisors a minimum of once a semester.

Official Communication with Students

The Department of Teacher Education will use the official Whitworth email to communicate with candidates. For good communication to exist between the department and candidates it is essential that candidates regularly check their Whitworth email. The department will not maintain other email addresses other than the official Whitworth address.

Attendance and Tardiness Policies

Candidates should expect instructors to monitor attendance in class and in field experiences and should expect syllabi to have a published attendance policy. Each instructor is permitted to develop his or her own attendance policy, but candidates may be penalized points for missed classes or for tardiness or leaving early. Candidates may also be asked to drop a course if they exceed the published maximum number of missed classes. The department supports the belief that candidates should attend all class sessions.

Grading and Appeals Policies

Candidates can expect course syllabi to have clear expectations for assignments and grading criteria. If a candidate disagrees with a grade, he or she is expected to first discuss this matter with the course instructor. If the conflict is not resolved through discussion with the instructor, the university catalog outlines the appeals process regarding academic grievances as follows.

Academic Grievance Procedure (Whitworth Catalog)

It is assumed that most grievances will be resolved in conversation between a student and his/her professor or within the department involved. However, in cases where resolution is not so easily achieved, the procedures are as follows:

- The student must first seek resolution of the conflict in consultation with the professor. Before becoming involved in the matter, the associate provost for instruction will ensure that this initial exchange has taken place.*
- If a satisfactory resolution is not possible in the first phase, the student may appeal for adjudication by submitting a written appeal to the associate provost for instruction.

* Grade challenges must be initiated by the student within 30 days after the grade is posted.

Academic Honesty

Candidates are expected to adhere to the university's policy on academic honesty as outlined in the catalog. In addition to the consequences and procedures outlined in the catalog, candidates may also be removed from the program depending on the severity of the violation.

Student Leadership Opportunities

There are a number of ways candidates may become involved with the department. Interested students should ask their professors or the department Chair about the following activities:

- Professional Education Advisory Board (student representative)
- Teacher Education Committee (student representative)
- Faculty Search Committees (student representative)
- Pi Lambda Theta—national student organization
- RISE—tutoring outreach program in the West Central district
- Student Advisory Board

Scholarships

Each spring the department awards scholarships to sophomores, juniors and seniors for the following academic year. Seniors who have only one semester left will receive only half the award. Students must meet qualifying grade point requirements and need for financial assistance when specified. Awards will be decided by Teacher Education faculty. In addition to the departmental scholarships, the university has other scholarships for those who are preparing to teach. Information on these scholarships is available from Whitworth's Financial Aid office.

Student Recognition Awards

The department grants three awards each spring at the Student Teacher luncheon. The *Crystal Apple Award* is given to an outstanding elementary student teacher and an outstanding secondary student teacher for that academic year. The *Vicki Lewis Humanitarian Service Award* is awarded to a candidate who has given humanitarian service that is beyond that which is required in the program. This award is named for Vicki Lewis, a much-loved School of Education colleague who was a source of much inspiration to students, staff, and faculty and who passed away in 1997. The *Jenna Nelson Christian Leadership Award* is awarded to a candidate who has demonstrated outstanding Christian leadership during their time at Whitworth.

Fees

Fees are subject to change without notice and are listed here to assist students in planning.

Course fees:

EDU 368/369- Field Immersion in Intercultural Education:	\$50.00
AR 344- Art Curriculum and Methods	\$45.00
EDU 210- Elementary Science Content	\$25.00
EDU-496/EDU-498- Directed Teaching (Student Teaching)	\$300.00

Program fees:

West-B Exam:	\$96.00
West-E Exam:	\$96.00
NES Exam:	\$85.00/subtest \$165.00/both
Washington State Residency Certificate application fee	\$93.00
OSPI fee (per endorsement)	\$81.00
Washington State/FBI Fingerprinting (lasts 2 years)	\$80.00
NWPE Liability Insurance	\$49 1 yr/\$79 2 yrs

C. Field Experiences and School Placements: Policies, Procedures, and Information

The following are placement policies for the many field placements in the Department of Teacher Education. Course instructors may have additional policies for course-based field experiences.

1. Candidates will not be placed in schools where family members work or attend.
2. Candidates will not be placed in schools where they themselves attended school unless approved by the faculty overseeing the placement.
3. Transportation: It is the candidate's responsibility to provide his or her own transportation to and from school sites. Students are encouraged to be good stewards in the use of transportation but that School of Education does not facilitate carpooling.
4. Excused Absences: Illness or a family emergency constitute excused absences. In the event of extensive absences, the appropriate faculty member and cooperating teacher will review the candidate's progress to determine if the candidate's performance requires an extended field experience.
5. Out-of-area placements: Except for the intercultural field experience, the department places its teacher candidates in the Spokane area. There is not a guarantee that requests for placements outside the Spokane area will be honored. Any extra expenses incurred in out-of-area placements will be paid by the candidate.
6. The department makes all decisions regarding field experience placements. Candidates should not initiate a dialogue regarding their own placement with teachers, administrators, or school districts without first consulting the Director of Student Teaching or the Field Placement Coordinator.

Liability and Insurance

Reporting incidents of concern. It is the student's responsibility to report incidents which may involve injury or liability for injury to the Director of Student Teaching in writing as well as to follow school/district policy for reporting such incidents. It is the duty of the Director of Student Teaching to inform the Department Chair and other university personnel of such incidents by contacting the Risk Management Office of the university. Examples of incidents include such events as:

- **the university student being injured in the school setting**
- **the university student accidentally injuring a K-12 student or district personnel in the school setting**

Students are required to purchase, at their own expense, accident/liability insurance through the university recommended carrier. Proof of this insurance is required for all practicum and field experiences.

Intercultural Field Experience: EDU 367 and EDU 368

Since the early 1980s, Whitworth education students have spent one of their Jan Terms in educational settings with students from a culture other than their own. The department interprets the concept of culture to include race, ethnicity, and socioeconomic differences. Criteria for site selection are available from the Intercultural Placement Coordinator in the Department of Teacher Education. Whitworth teacher candidates travel to both domestic and international sites in faculty-led groups or at independent sites that have been arranged by the candidate in consultation with the department.

Each spring the department holds a mandatory meeting that provides information on possible locations and cost estimates for various trips. Most of the field experiences are in locations other than Spokane and require a great deal of planning ahead of time. Candidates are encouraged, therefore, to plan ahead and to review the costs of each site. In the spring meeting, cost estimates for each site are given. Sites cannot be guaranteed and there are financial penalties for candidates who drop out of a trip after certain dates. More information on this program is made available at the spring orientation meeting and in EDU 367 which serves, in part, as an introduction to the immersion experience.

Candidates who are being endorsed in Music or Health and Fitness are required to have an alternative level field experience. These candidates may combine their alternative level field experience with their intercultural field experience if there is a placement available. Candidates seeking to do this should work closely with the Intercultural Placement Coordinator.

Student Teaching: Policies, Procedures, and Information

WEST-E/NES

1. Candidates must pass the WEST-E / NES in their major to student teach. WEST-E passing score is 240, and NES passing score is 220.
2. Candidates may petition to student teach without having passed the WEST-E / NES in their teaching major if they scored at least 230 on the WEST-E or 210 on the NES. The petition form is available from the Department Chair, who will take the petition to the Teacher Education Policy and Review Committee for a decision; a number of factors will be considered and permission should not be considered automatic.

Absences from Student Teaching

Illness or a family emergency constitutes excused absences. In the event of extensive absences, the university supervisor and mentor teacher will review the candidate's progress to determine if the candidate's performance requires an extended practicum. The state has specific requirements regarding the minimum length of student teaching.

Absences for special conferences or events such as Job Fairs must be cleared with the university supervisor and mentor teacher well in advance. During the spring semester candidates are advised to schedule job interviews either prior to or after the school day. However, if the candidate must schedule an interview during the school day it should be done in consultation with the mentor teacher and supervisor, missing as little class time as possible. Student teachers should not miss more than one full day of school for involvement in interviews.

Student Teaching Seminar Attendance

All student teachers are required to attend the student teaching seminars scheduled throughout the semester since this is a continuation of preparation. Failure to attend will affect a candidate's grade. Coaching does not constitute an excused absence.

Job Search Information

Seminars dealing with resumes, placement files, job search and certification are scheduled at appropriate times throughout the student teaching semester. Candidates should consult with the Office of Educational Certification and Career Services for additional information on the job search process. Candidates seeking to teach in states other than Washington should seek information of certification requirements in that state.

Substitute Teachers and Student Teachers

Washington State law requires a properly certified teacher to be responsible for the classroom. This can be interpreted to mean the cooperating teacher is present in the classroom early in the practicum, gradually withdrawing from the classroom, but at all times a certified teacher must be present in the building to retain the legal responsibility for the students and the classroom. Student teachers should not substitute for absent teachers, and if the cooperating teacher must be absent from the building during the day, a certified teacher must assume responsibility. The cooperating teacher maintains legal responsibility for the classroom.

District Policies

Student teachers will adhere to the policies put in place by the district in which they are placed. This includes public health policies, calendars, and documentation.

Extended Student Teaching

Occasionally it will be deemed in the student teacher's best interest to extend the regular practicum period beyond the semester. Based on recommendations by the cooperating teacher and university supervisor, the Director of Student Teaching will confer with the department Chair to determine the desirability of such a decision. Extended student teaching is appropriate when:

- Extensive absence occurs due to illness or personal/family emergency;
- Extensive absence occurs due to unforeseen special circumstance;
- Performance is not at the level required for certification.

The candidate's supervisor will recommend action to the Director of Student Teaching who will determine, on an individual basis, the most promising solution for the student teacher. The candidate may be charged an additional fee to cover the expense of extending the supervision time.

Withdrawal or Reassignment of Student Teachers

In cases of voluntary withdrawal from student teaching, the candidate must process this decision with their cooperating teacher, supervisor, building administrator and the Director of Student Teaching. Involuntary withdrawal is based upon recommendations by the cooperating teacher and university supervisor whose documentation of evidence of unsatisfactory performance or unprofessional behavior shall be submitted to the Director of Student Teaching, who in turn will meet with the candidate to determine if withdrawal or reassignment is advisable.

Appeal Procedures: Removal from Student Teaching

The candidate may appeal in writing to the Teacher Education Department Chair the decision for removal from student teaching. This petition should reflect on those areas that led to removal and propose a plan for addressing these areas of concern. If the re-entry petition is approved by the Director of Student Teaching, the student teacher may be required to take extra coursework and/or participate in field experiences prior to subsequent student teaching placement. The appeals procedure is similar to that stated elsewhere in the handbook, except the appeals process begins with the Director of Student Teaching and then next goes to the Chair of the department. Candidates may not appeal to schools directly, since they are independent of the university and may ask for the removal of a student teacher at any time.

Policies Regarding Extension of Teacher Education Program

Please see Appendix I for specific information on policies regarding the extension of the Teacher Education program.

Teacher Strikes

In the event of a teacher strike, no candidate assigned to a school shall return to the building until the termination of the walkout. Should the strike last for an extended period of time, the School of Education will make alternative placement arrangements for the student teachers.

Extracurricular Activities, Employment, and Student Teaching

Since student teaching is such an all-encompassing experience, the department encourages candidates to suspend or curtail any outside employment during their practicum. If such employment is absolutely essential, it cannot conflict with student teaching classes or with public school responsibilities and requirements. It is understood that candidates are not to be involved with Whitworth University campus activities such as varsity athletics, ensembles, RA, theater groups and the like during student teaching.

III. Washington State Certification at Whitworth

A. Endorsements, Certification, Majors, and Minors

Majors and Minors

Colleges and universities deal in majors and minors. These are listed on university transcript and show academic achievements. The university does not deal directly with endorsements or certificates; the granting of certificates and endorsements is done by the State of Washington. Candidates pursuing elementary certification complete a major in elementary education, which also fulfills the state's requirements for being certified in elementary education. Secondary teachers need to major in the area they plan on teaching. However, not all tracks for all majors fulfill the requirements for teaching; consult the catalog or School of Education website for a complete listing. For example, there are no teaching certificates for majors in psychology, sociology, religion, business, or communication—obviously these would not be good majors for secondary teaching.

Certificates and Endorsements

The state issues certificates and endorsements. The School of Education recommends candidates to the state for certification or endorsements once they have completed the state-approved program. A certificate is often called a license in other states. A certificate grants the legal approval to teach in a specific content area in a public school in the State of Washington. The certificate will carry with it an endorsement for a specific area of teaching. For example, if you successfully complete a math major and all the requirements for teaching, then you will receive a teaching certificate with an endorsement in math. If you also completed a minor in English Language Learners (ELL) at the same time and this minor met the requirements for an endorsement in ELL, then an endorsement to teach ELL will be also added to your certificate. The university catalog and the School of Education website show the requirements for adding endorsements in each area. The candidate must pass the WEST-E / NES in each endorsement area.

B. Washington State Residency Certificate

At the completion of the certification process, candidates receive their initial teaching certificate, which in the State of Washington is known as the Residency Certificate. There are time limits on this certificate. Consult with the Office of Educational Certification and Career Services for additional information on time limits and renewal of the Residency Certificate.

C. Washington State Professional Certificate

The Professional Certificate is the most advanced level of teaching certificate in the State of Washington. Beginning teachers who possess a Washington State Residency Certificate (initial) must acquire a Professional Certificate to have a continuing certificate in the State of Washington. Consult the Graduate Studies in Education office at Whitworth University or the OSPI website for specific information on acquiring a Washington State Professional Certificate.

D. Whitworth Department of Teacher Education Requirements for Residency Certificate

Specific courses, standardized tests, and programmatic products and assessments are required for being certified in the State of Washington. Please see the current university catalog and the Department of Teacher Education for the latest information on requirements. **Note:** The State of Washington regulates the certification of teachers and may, without prior notice, make changes to requirements for certification requirements. The Elementary, Secondary, and Special Education Certification Plans are contained in this handbook's appendices and list course requirements for certification.

The Department of Teacher Education offers the following majors, minors and endorsements. See the catalog or the department for requirements. Note: Endorsement and certification requirements are subject to laws of the State of Washington and may be changed by the state without notice.

Majors Housed in the Department of Teacher Education

1. Elementary Education: K-8 Endorsement
2. Secondary Education: 5-12 Endorsement in content area major. Secondary Education students must major in at least one endorsable content area along with their Secondary Education major.
3. Special Education: K-12 Endorsement. This major must be completed in combination with either an elementary or secondary teaching certificate.

Minors Housed in the Department of Teacher Education

1. Multi-Language Learners: K-12 Endorsement
2. Reading: K-12 Endorsement
3. Special Education: No endorsement is granted with minor
4. Early Childhood Education: P-3 Endorsement

Endorsements Available from the School of Education

1. Biology
2. Chemistry
3. Computer Science
4. Early Childhood Special Education
5. Earth and Space Science
6. Elementary Education
7. English Language Arts
8. English Language Learners (ELL)
9. Environmental / Sustainability Education
10. French
11. Gifted Education (specialty endorsement, masters level only)
12. Health and Fitness
13. History
14. Mathematics
15. Middle Level Mathematics

16. Middle Level Science
17. Music: Choral
18. Music: General
19. Music: Instrumental
20. Physics
21. Reading
22. Social Studies
23. Spanish
24. Special Education
25. Theatre Arts
26. Visual Arts

See the university catalog or website for specific requirements in each of the above areas.

Elementary Education Major

This is a major leading to a B.A. in Elementary Education and K-8 Washington State Certification. The Elementary Certification Plan in the Appendix shows specific course requirements.

Secondary Education Major

This is a major leading to a 5-12 Washington State Certification in an endorsable content area. The Secondary Education Major must accompany another major from Whitworth University in a content area that will lead to an endorsement. The Secondary Certification Plan in the Appendix coupled with the content area major requirements in the Whitworth University Course Catalog show the specific course requirements.

Special Education Major

This major is always a second major with either Elementary Education or with a content area major for Secondary Education. Consult with Special Education faculty for advising.

Additional Certification Information for All Teaching Candidates

1. All programs require that candidates apply for certification as part of program completion. Graduation will be held up until a candidate has applied for certification.
2. All courses to be used for certification must be C or better.
3. Candidates may not use Pass/No Credit option for any education course. See university catalog for Pass/No Credit policies.
4. Washington State Certification requirements may change without notice and may adversely affect candidates' programs and their ability to be certified. Whitworth University is not responsible for changes made by the state, and it is the candidates' responsibility to stay informed of any changes that may have an impact on their program or certification.
5. Capstone in Education must be completed prior to Certification. More information below.

Transfer Students

1. Transfer students should meet as soon as possible after admission to the university with the Chair of the Department of Teacher Education (or designee) to review transfer credits and course scheduling. Transfer students who come to Whitworth with two or more years of college may petition to enroll in EDU 201, 202, 203 and 320 in their first semester at Whitworth.
2. Coursework done at other fully accredited colleges may be transferred to Whitworth and applied toward teacher certification under the following conditions:
 - a. The courses for which transfer credit is desired must be comparable in content and level of difficulty to the related courses at Whitworth.
 - b. The candidate received a grade of C or higher (or an equivalent grade on a four point scale) for the transferred courses.
 - c. An official transcript of all work for which transfer credit is desired is submitted to Whitworth University.
 - d. Courses for which transfer credit is desired have been taken within the previous five years.
3. Candidates may not substitute courses taken at other institutions for courses taken in student teaching block, or student teaching.
4. In addition, candidates must complete a minimum of 15 semester credits of Education credits at Whitworth prior to student teaching. These 15 credits may include courses taken during student teaching block.
5. Exceptions to this policy, including alternative assessment, are made available through the normal petition process.

E. Washington State Patrol and FBI Clearance

Candidates must apply for clearance by the Washington State Patrol and the FBI. This involves being fingerprinted and completing the state's Pre-Residency Clearance process. Maintaining clearance is part of all Benchmarks. Clearance is good for two years in the State of Washington and is required for any candidate to be alone with students in public schools. Forms and information on clearance fees are available from the Educational Certification and Career Services.

F. Washington State Teaching Certificate and Teaching in Other States

Graduates of Whitworth's teacher education program will receive a Washington State Residency teaching certificate. Most other states will honor this certificate (also known as a license) and will grant an initial teaching certificate based on the Washington State certificate.

However, each state has its own set of standards for the granting of teaching certificates, and candidates who are planning on teaching in other states are responsible for determining if reciprocity exists between that state and Washington State. Often other states, like Washington, will have their own exams that candidates must pass before they are eligible for certification. The Educational and Certification and Placement Office can assist candidates in understanding the certification requirements of states.

G. Capstone in Education- State Requirement for Teacher Certification

EDU 470W - Capstone in Education provides a platform for candidates to collect and organize their evidence of state readiness for certification approval. Candidates will complete state-developed modules on Social-Emotional Learning (SEL); Since Time Immemorial (through EDU 261 or capstone) and reflections on both. They will also archive an assignment on Cultural Competency and Diversity/Equity/Inclusion, Trauma, Child Abuse, Suicide Awareness, Bullying Awareness, Substance Abuse, and their professional growth plan as part of this course. These documents will be submitted to the state as evidence of readiness and will be completed and organized for submission under the direction of assigned faculty. Required for State Certification.

ELEMENTARY EDUCATION CERTIFICATION PLAN

B.A. in Elementary Education, Department of Teacher Education, Whitworth University

Meets State of Washington K-8 Elementary Education Endorsement

Candidates must pass the NES Subtests 1 & 2 in Elementary Education in addition to the following:

Name:	ID#:	Today's Date:
Phone Number:	Graduation Date:	Education Advisor:

**For all transfer courses, list the actual course taken (not the Whitworth equivalent).
All coursework used for certification must be "C" or higher.**

I. UNIVERSITY SHARED CURRICULUM 2.0 REQUIREMENTS (34 credits total)

Requirement/Course Number	Course Name	Credit	Term/Yr	Grade	College/University
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A. BELIEF INQUIRY (6 credits)

Biblical Literature		3			
Faith, Reason and Contemporary Issues <i>(Satisfied with EDU 301)</i>		3			

B. CULTURAL INQUIRY (9 credits)

Historical Analysis <i>(Can be satisfied with EDU 261/EDU 410)</i>		3			
Literature and Storytelling <i>(Can be satisfied with EDU 344, EDU 296, or EDU 301) if not used for Faith/Reason</i>		3			
Culture and Diversity (U-Tag) <i>(Can be satisfied with EDU 261, EDU 267, 367/368 or EDU 301) if not already used</i>		NA			
Culture and Diversity (G-Tag) <i>(Can be satisfied with EDU 261 or EDU 267/368) if not already used</i>		NA			
World Languages/Cultural Context <i>(Can be satisfied with EDU 267/368, ASL 101/102)</i>		3			

C. EXPRESSIVE INQUIRY (9 credits)

Written Communication <i>(Can be satisfied with EL 110)</i>		3			
Communication & Context <i>(Can be satisfied with EDU 347 or EDU 266)</i>		3			
Fine Arts		3			

D. SCIENTIFIC INQUIRY (6 credits)

Natural Science OR Math and Statistics <i>(Can be satisfied with EDU 210, BI 102 or BI 120/Satisfied with MA 221 and MA 222)</i>		3			
Social Science <i>(Can be satisfied with EDU 201, EDU 261 or EDU 320)</i>		3			

E. PRAXIS (4 credits)

Habits of Mind- Flourishing <i>(Satisfied with SC 101)</i>		3			
Wellness I (E-Tag)		1			

NOTE: Shared curriculum courses may carry more than one designation but can only be used to satisfy one requirement so you will have to choose where you put such classes in your plan.

- _____ Double Major List: _____
- _____ Minor, List: _____
- _____ Endorsement(s) List: _____

Requirement/Course Number/Name	Credit	Term/Yr	Grade	College/University
Professional Program: Critical Analysis & Inquiry (12 credits)				
EDU 302 Teaching with Trauma in Mind	1			
EDU 321 Intervention for Motivation and Behavior	3			
EDU 368 Field Immersion in Expressive and Cultural Inquiry	3			
One Endorsement Subtest (typically NES 103) MUST be passed in order to move into these courses				
EDU 463 Classroom Management for Elementary	2			
EDU 471 Assessment and Differentiation for Elementary	2			
EDU 442 Critical Analysis & Inquiry Field Experience	1			

Benchmark 3: Critical Analysis & Inquiry Benchmark 3 **BMK 3** _____
NOTE: Endorsement tests must be passed to continue to Student Teaching (BMK 3)

Professional Program: Final Belief & Perspective Sequence (13 credits)				
EDU 470W/(H) Capstone Seminar	1			
EDU 472 Professional Issues in Elementary Education	1			
EDU 496 Directed Teaching: Elementary	11			

III. SUMMARY

Total Semester Credits for Graduation (126 Required) <i>(Count all courses you have taken and all courses you plan to take)</i>										
Current Cumulative G.P.A. (3.00 or above required for student teaching)										
WEST-B Exam or Equivalent <i>Indicate test & date each exam taken</i>	Reading			Math			Writing			
	WEST-B	SAT	ACT	WEST-B	SAT	ACT	WEST-B	SAT	ACT	
	<i>Score:</i>			<i>Score:</i>			<i>Score:</i>			
	<i>Date:</i>			<i>Date:</i>			<i>Date:</i>			
NES Endorsement Content Exam (2 subtests) <i>Indicate attempted or proposed test & date each exam taken</i>					<i>Indicate test taken and date <u>passed</u> exam:</i>					
_____					NES Subtest 1 _____ Score: _____					
_____					NES Subtest 2 _____ Score: _____					
<i>*(additional exams for foreign language endorsements)</i>										

ADDITIONAL NOTES:

- This document should list all courses you have taken and all courses you plan to take.
- State certification requirements are subject to change without notice and may impact this program.
- Any changes made to this plan must be recorded in your Teacher Education file.
- Any waivers or substitutions must have Academic Petitions on file.
- Other Endorsements should be on separate forms (for example: Reading, Special Education, ELL).
- Candidates must pass the WEST-E / NES for each endorsement area.
- *Foreign language endorsements also require passing score on ACTFL oral proficiency interview and ACTFL written proficiency exam.

APPROVED:

Student Signature _____ Date _____

Advisor Signature _____ Date _____

Chair, Dept. of Teacher Education _____ Date _____

Clearance for general requirements and major received on _____ by _____

Cleared for state certification requirements: Signature _____ Date _____

SECONDARY EDUCATION CERTIFICATION PLAN

B.A. in Secondary Education, Department of Teacher Education, Whitworth University
Candidates must pass the NES/WEST-E in their content area in addition to the following requirements:

Name:	ID#:	Today's Date:
Phone Number:	Graduation Date:	Education Advisor:
Major:	Minor/Endorsement:	Advisor(s):

**For all transfer courses, list the actual course taken (not the Whitworth equivalent).
 All coursework used for Certification must be "C" or higher.**

I. UNIVERSITY SHARED CURRICULUM 2.0 REQUIREMENTS (34 credits total)

Requirement/Course Number	Course Name	Credit	Term/Yr	Grade	College/University
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A. BELIEF INQUIRY (6 credits)

Biblical Literature		3			
Faith, Reason and Contemporary Issues <i>(Can be satisfied with EDU 301)</i>		3			

B. CULTURAL INQUIRY (9 credits)

Historical Analysis <i>(Can be satisfied with EDU 261/EDU 410)</i>		3			
Literature and Storytelling <i>(Can be satisfied with EDU 344, EDU 296, or EDU 301) if not used for Faith/Reason</i>		3			
Culture and Diversity (U-Tag) <i>(Can be satisfied with EDU 261, EDU 267/368 or EDU 301) if not already used</i>		NA			
Culture and Diversity (G-Tag) <i>(Can be satisfied with EDU 261, EDU 267/368)</i>		NA			
World Languages/Cultural Context <i>(Can be satisfied with EDU 267/368, ASL 101/102)</i>		3			

C. EXPRESSIVE INQUIRY (9 credits)

Written Communication <i>(Can be satisfied with EL 110)</i>		3			
Communication & Context <i>(can be satisfied with EDU 350 or EDU 266)</i>		3			
Fine Arts		3			

D. SCIENTIFIC INQUIRY (6 credits)

Natural Science OR Math and Statistics		3			
Social Science <i>(Can be satisfied with EDU 201, EDU 320 or EDU 261)</i>		3			

E. PRAXIS (4 credits)

Habits of Mind- Flourishing <i>(Satisfied with SC 101)</i>		3			
Wellness I (E-Tag)		1			

NOTE: Shared curriculum courses may carry more than one designation but can only be used to satisfy one requirement so you will have to choose where you put such classes in your plan.

REMIX

Course Number and Name **Credit Term/Yr** **Grade** **College/University**

Professional Program: Critical Analysis & Inquiry (14-15 credits)

EDU 302 Teaching w/ Trauma in Mind	1			
EDU 321/329 Principles of Motivation and Behavior	3			
EDU 368 Field Immersion in Expressive and Cultural Inquiry	3			
Endorsement Test in Content area MUST be passed in order to move into these courses				
Content Area Methods (EDU 450W, EDU 451W, EDU 452W, EDU 457W, MU 443, KIN 351, AR 444, WL 442)	2-3			
EDU 467 Assessment and Differentiation for Secondary (Fall only)	2			
EDU 468 Classroom Management and Environment for Secondary (Fall only)	2			
EDU 485 Critical Analysis & Inquiry Field Experience (Fall only)	1			

Benchmark 3: Critical Analysis & Inquiry Benchmark 3 **BMK 3** _____

NOTE: Endorsement tests must be passed to continue to Student Teaching (BMK3)

Professional Program: Final Belief & Perspective Sequence (13 credits)

EDU 470W/(H) Capstone Seminar	1			
EDU 476 Professional Issues in Secondary Education	1			
EDU 498 Directed Teaching: Secondary	11			

NOTE: Music/KIN/ART majors must have at least one field experience at the alternate level. See Field Placement Coordinator for info

III. SUMMARY

Total Semester Credits for Graduation (126 Required) (Count all courses you have taken and all courses you plan to take)				
Current Cumulative G.P.A. (3.00 or above required for student teaching)				
WEST-B Exam or Equivalent <i>Indicate test & date each exam taken</i>	Reading WEST-B SAT ACT <i>Score:</i> <i>Date:</i>	Math WEST-B SAT ACT <i>Score:</i> <i>Date:</i>	Writing WEST-B SAT ACT <i>Score:</i> <i>Date:</i>	
WEST-E / NES Endorsement Content Exam <i>Indicate attempted or proposed test & date each exam taken</i>		<i>Indicate test taken and date <u>passed</u> exam:</i>		
_____		NES/WEST-E _____		
_____		NES/WEST-E _____		
*(additional exams for foreign language endorsements)				

ADDITIONAL NOTES:

- This document should list all courses you have taken and all courses you plan to take for graduation.
- State certification requirements are subject to change without notice and may impact this program.
- Any changes made to this plan must be recorded in your Teacher Education file.
- Any waivers or substitutions must have Academic Petitions on file.
- Other Endorsements should be on separate forms (i.e., Reading, Special Education, ELL).
- Candidates must pass the WEST-E / NES for each endorsement area.
- *Foreign language endorsements also require passing score on ACTFL oral proficiency interview and ACTFL written proficiency exam.

Approved:

Student Signature _____ date _____

Advisor Signature _____ date _____

Chair, Dept. of Teacher Education _____ date _____

Clearance for general requirements and major received on _____ by _____

Cleared for state certification requirements as follows: Signature _____ date _____

READING P-12 MINOR and ENDORSEMENT

Department of Teacher Education, Whitworth University

Meets the Reading Endorsement for the State of Washington

Name:	ID#:	Today's Date:
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For all transfer courses, list the actual course taken (not the Whitworth equivalent). All coursework must be grade of "C" or higher. Certification requirements are subject to change by the State of Washington. Candidates must pass the NES in Reading in addition to the following requirements.

REQUIREMENTS FOR A READING MINOR and ENDORSEMENT (18-21 semester credits)
 (Meets Washington State reading endorsement requirements)

Requirement/Course Number and Name	Credit	Term/Yr	Grade	College/University
EDU 344 Children's Literature and Social Studies	3			
EDU 434 Early Speech, Language and Literacy	3			
EDU 440 Methods of Teaching Reading <i>or</i> K-8 Methods for Teaching Reading or 346	2-3			
EDU 441 Diagnosis and Intervention of Reading Disabilities	3			
EDU 442 Critical Analysis & Inquiry Field Experience	1			
EDU 443 Methods for Teaching Writing	2			

Choose TWO additional electives for Endorsement and Minor- See catalog for additional options: (4-6 semester credits)

EDU 323 Intervention for Academic Learning Problems	3			
EDU 363 ELL Methods in Language Arts and Reading	3			
EDU 444 Literacy Center Field Experience (must reg. for 2 cr)	2			
EDU 457W or EDU 387 English Language Arts Instructional Methods for Secondary Education <i>or</i> Teaching English Language Arts to Adolescents	3			
EDU 458 Content Area Reading and Writing	2			
EL 210 Composition for Writers	3			
EL 388 The Sentence	3			

<p>NES Endorsement Content Exam www.west.nesinc.com / www.nestest.com <i>Enter proposed date of exam:</i></p>	<p><i>Indicate test taken and date passed exam:</i> NES _____</p>
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ATTACH THIS SHEET TO THE ELEMENTARY CERTIFICATION PLAN

COMPUTER SCIENCE Education MINOR and ENDORSEMENT
 Department of Teacher Education, Whitworth University

Name:	ID#:	Today's Date:
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For all transfer courses, list the actual course taken (not the Whitworth equivalent).
 All coursework must be grade of "C" or higher.

REQUIREMENTS FOR CS MINOR and ENDORSEMENT (22-24 semester credits)

Requirement/Course Number and Name	Credit	Term/Yr	Grade	College/University
CS 171 Computer Science I (<i>Fall, Spring</i>)	3			
CS 172 Computer Science II (<i>Fall, Spring</i>)	3			
CS 270 Application Development	3			
CS 273 Data Structure (<i>Fall, Spring</i>) or CS 251 Intro Data Science	3			
CS 274 Ethical, Social and Legal Issues in Computer Science (Spring)	3			

Choose Two 300 or 400 level Computer Science Courses from Catalog

CS 454	Computer Science Methods	3		
CS 3**/4**		3		
EDU 480/TA or Internship	Field Experience- Computer Science Independent Study, Teaching Assistantship, or Internship can be applied to this minor if approved in advance by the CS department.	1-3		

<p>NES Endorsement Content Exam www.west.nesinc.com / www.nestest.com Enter proposed date of exam:</p>	<p align="center"><i>Indicate test taken and date passed exam:</i></p> <p>NES:</p>
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ATTACH THIS SHEET TO YOUR EDUCATION CERTIFICATION PLAN

REMIX**ENVIRONMENTAL AND SUSTAINABILITY EDUCATION SPECIALTY ENDORSEMENT**
(19-20 credits)**Department of Teacher Education, Whitworth University***Meets the Environmental Sustainability Education Specialty Endorsement requirements for the State of Washington*

Name:	ID#:	Today's Date:
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For all transfer courses, list the actual course taken (not the Whitworth equivalent).

All coursework must be grade of "C" or higher. Certification requirements are subject to change by the State of Washington.

Requirement/Course Number and Name		Credit	Term/Yr	Grade	College/University
BI 120	Introduction to Environmental Science	3			
PO 250	Environment and Society	3			
EDU 410	Implications of History, Sustainability, and Culture in the Classroom in K-12	3			

One of the following:

EDU 343	Science K-9 Methods and Assessment	2			
EDU 450W	Social Studies in the Secondary School	3			
EDU 452W	Science in the Secondary School	3			

Two of the following with advisor approval

EDU 210	Earth and Sky	3			
EL 110	Writing I: Section on Environmental Ethics, Sustainable Living	3			
BI 102	Introductory Biology	3			
BI 105	Plants and Culture	3			
BI 111	Marine Biology	3			
BI 140	General Biology I	4			
BI 240	General Biology III	4			
BI 303	Plant Taxonomy	4			
BI 304	Ecological Measures	4			
BI 305	Landscape Ecology	4			
BI 311	General Biochemistry	3			
BI 323	Animal Physiology	4			
BI 324	Animal Behavior	4			
BI 331	Plant Physiology	4			
BI 341	Central American Field Ecology	4			
BI 345	Ecology	4			
BI 347	Global Change Ecology	4			
BI 350	Comparative Vertebrate Anatomy	4			
BI 363	Genetics	4			
BI 369	Mycology	4			
BI 399	Molecular Genetics	3			
CH 111	Green Chemistry	3			
CH 112	Chemistry and Health	3			
CH 122	Chemistry in Modern Living	3			
CH 161	General Chemistry I	3			
CH 181	General Chemistry II	3			
CH 271	Organic Chemistry I	3			
CH 331	Environmental Chemistry	3			
GL 131	Understanding Earth	4			
GL 139	Environmental Geology	3			
PS 146	Physics in Current Events	3			
EC 350	Environmental Economics	3			

REMIX

EC 381	Sustainable Development Abroad	3			
EL 210	Composition for Writers	3			
EL 310	NW Writers	3			
ENS 255	Geographic Info Systems	3			
ENS 360	Sociology of the Environment	3			
HI 384	Pacific NW History	3			
PO 347	Globalization in SE Asia	3			
PO 353	International Political Economy	3			
SO 465	Population Analysis	3			
TH 302W	Environmental Ethics	3			

Signature Assessment	<i>Indicate date competency was met:</i>
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ATTACH THIS SHEET TO THE ELEMENTARY OR SECONDARY CERTIFICATION PLAN

P-12 MULTI-LINGUAL LANGUAGE LEARNERS MINOR and ELL ENDORSEMENT

Department of Teacher Education, Whitworth University

State of Washington Education Endorsement for students admitted after August 31, 2025

Name:	ID#:	Today's Date:
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For all transfer courses, list the actual course taken (not the Whitworth equivalent).
All coursework must be grade of "C" or higher.

REQUIREMENTS FOR ELL AS AN ENDORSEMENT (19-21 semester credits)

Requirement/Course Number and Name

		Credit	Term/Yr	Grade	College/University
EDU 266	Supporting Multi-Lingual Language Development	3			
EDU 267	The Role of Context and Culture in Learning	3			
EDU 361	Second-Language Acquisition	3			
EDU 362	MLL Methodology & Assessment	3			
EDU 363	MLL Methods in Language Arts and Reading	3			
EDU 364*	MLL Field Experience* (<i>Prerequisite: EDU 361/561 and 362/562 or 363/563</i>)	1-3			

*May be met in conjunction with other field experiences such as EDU 368 or EDU 369.

One of the following:

EDU 434	Early Speech, Language, and Literacy	3			
EL 355	Introduction to Linguistics (<i>Periodic Offering</i>)	3			
EL 388	The Sentence	3			
WL 442	Methods for Teaching Languages (<i>Periodic Offering</i>)	3			

<p>WEST-E Endorsement Content Exam www.west.nesinc.com Enter proposed date of exam:</p>	<p style="text-align: right;"><i>Indicate test taken and date passed exam:</i></p> <p>WEST-E:</p>
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ATTACH THIS SHEET TO YOUR EDUCATION CERTIFICATION PLAN

SPECIAL EDUCATION P-12 MAJOR AND ENDORSEMENT, AND ENDORSEMENT IN EARLY CHILDHOOD SPECIAL EDUCATION P-3

Department of Teacher Education, Whitworth University

*Whitworth's undergraduate major in Special Education must be completed in conjunction with another teaching major such as Elementary Education or a Secondary teaching certification. The major fulfills requirements for the endorsement in Special Education if the candidate also successfully passes the WEST-E in Special Education.

**Additional courses and practicum in Early Childhood Special Education fulfills requirements for the endorsement in Early Childhood Special Education if the candidate also successfully passes the NES in Early Childhood Special Education.

All certification requirements are subject to change by the State of Washington

Name:	ID#:	Today's Date:
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For all transfer courses, list the actual course taken (not the Whitworth equivalent). All coursework must be grade of "C" or higher.

(31 semester credits total)

REQUIREMENTS FOR SPECIAL EDUCATION MINOR (17 semester credits)

Requirement/Course Number and Name	Credit	Term/Yr	Grade	College/University
EDU 320 Exceptional Learners and Inclusion	3			
EDU 321 Intervention for Behavior and Motivation or 329	3			
EDU 322 Assessment and IEP Planning	3			
EDU 323 Intervention for Academic Learning Problems	3			
EDU 436 Intervention Through Positive Behavior Support	3			
EDU 481 Practicum Early Childhood or K-8 Grade Level	1			
EDU 482 Practicum at Middle/High School Grade Level	1			

REQUIREMENTS FOR SPECIAL EDUCATION MAJOR AND ENDORSEMENT (+14 semester credits)

EDU 424	Early Intervention for Special Education	3		
EDU 426	Intervention for Severe Communication, Sensory and Physical Problems	3		
EDU 483	Advanced Practicum at Early Childhood or K-8 Must be in early intervention or preschool special education program	4		
EDU 484	Advanced Practicum at Middle or High School Level <i>(can also be met during secondary student teaching with EDU 483 or EDU 484)</i>	4		

ADDITIONAL TO COMPLETE ENDORSEMENT IN EARLY CHILDHOOD SPECIAL EDUCATION (+6 semester credits, 37 semester credits total)

Requirement/Course Number and Name	Credit	Term/Yr	Grade	College/University
EDU 434	Early Speech, Language & Literacy	3		
EDU 438	Early Intervention Interdisciplinary Methods	3		

WEST-E Special Education (P-12) Endorsement Content Exam www.west.nesinc.com Enter proposed date of exam:	<i>Indicate test taken and date passed exam:</i> WEST-E _____
NES Early Childhood Special Education (P-3) Endorsement Content Exam www.west.nesinc.com Enter proposed date of exam:	<i>Indicate test taken and date passed exam:</i> NES _____

ATTACH THIS FORM TO YOUR EDUCATION CERTIFICATION PLAN

Appendix F: Concerns Checklist

Candidate Name _____
Date _____

<u>Distribution Checklist</u>
_____ Signed original to program assistant
_____ Copy to candidate
_____ Copy to advisor
_____ Copy to faculty member

Whitworth School of Education
Undergraduate Teacher Education Program
Concerns Checklist

To faculty: Faculty may complete this form any time a concern is noted regarding an education candidate. This form will be used during Benchmark II to document areas of concern. Each area checked indicates that a candidate’s behavior does not meet the level of proficiency required in the education program; a brief description of the specific concern should be noted in the space provided. A signed and dated copy of the checklist should be provided to the candidate (either by campus mail or e-mail), and given to the education program assistant for addition to the candidate’s cumulative file.

To the candidate: This form is an invitation to a conversation with the faculty member regarding concerns observed during a course or field experience. Please discuss the concern with the faculty member, and determine a plan to correct the concern. This plan should be noted in the space provided, and reviewed with the faculty member, department chair, or advisor.

Teacher as Scholar

- _____ Content area knowledge
- _____ Work quality
- _____ Timely completion of assignments
- _____ Respect for instructor
- _____ Ability to learn and apply new information
- _____ Problem solving ability
- _____ Organizational skills
- _____ Other, describe _____

Observation: _____

Teacher as Advocate

- _____ Ability to develop good rapport with K-12 students
- _____ Respect for student diversity
- _____ Recognition of individual needs
- _____ Presents an appropriate role model
- _____ Protects students personal rights and confidentiality
- _____ Other, describe _____

Observation: _____

Teacher as Community Member

- _____ Collaboration
- _____ Respect for others
- _____ Attendance and promptness
- _____ Taking personal responsibility
- _____ Reaction to constructive criticism and or suggestions
- _____ Appropriate response to supervision
- _____ Stress management
- _____ Social skills
- _____ Professional demeanor and attire
- _____ Awareness of how others perceive them
- _____ Other, describe _____

Observation: _____

Teacher as Effective Practitioner

- _____ Curriculum and assessment design
- _____ Reflection on actions and their consequences
- _____ Determination of developmentally appropriate curriculum
- _____ Accommodations for special needs
- _____ Responsibility and initiative
- _____ Practices professional, legal and ethical standards
- _____ Oral communication skills
- _____ Written communication skills
- _____ Enthusiasm and animation
- _____ Commitment
- _____ Other, describe _____

Observation: _____

Teacher as Visionary Leader

- _____ Articulation of personal philosophy of education
- _____ Openness to other points of view
- _____ Decision-making ability
- _____ Personal direction and goals
- _____ Awareness of other’s needs
- _____ Other, describe _____

Observation: _____

 Signature of faculty member completing concerns checklist Date

 Signature of candidate Date

Candidate Contract to Alleviate Concern

Candidate Name _____

Faculty member indicating concern _____

Candidate advisor(s) _____

Brief summary of concern:

Action steps to address concern, including timeline: (Describe below)

I agree to the action steps and timeline described above, and will implement in good faith the plan to address the concern indicated.

Candidate signature

Date

Date each action completed:

Appendix G: Field Experience Requirements

Field Experience			
Course Number and Title	Level	Description	Hours
EDU 203 Exploring Teaching Field Experience	E & S	Introductory field experience in the candidate's subject area and/or grade level of interest.	42
EDU 320 Exceptional Learners and Inclusion	E & S	Experience interacting with families who have a child with a significant disability.	5
EDU 321 (elementary and special education) Intervention for Behavior and Motivation or EDU 329 Adolescent Psychology for Middle/High School	E & S	Candidates work in a special education classroom with one or more students across the semester to develop and implement an intervention for impact on academic learning or behavior.	10
EDU 342 Curriculum Block Field Experience	E	A semester-long field experience focusing on lesson and unit development plus teaching and learning in social studies and math.	42
EDU 351 Secondary Methods Field Experience	S	A six-week field experience in a middle or high school working with small groups and developing a Classroom Resource.	42
EDU 368 Intercultural Field Immersion Experience	E & S	Candidates spend January term working with children and youth in a culturally diverse setting.	90
EDU 442 Literacy Block Field Experience	E	A semester-long field experience focusing on the teaching and learning of reading and language skills.	42
EDU 45_ Secondary Subject Area Methods	S	Focus is on observing methods specific to the candidates' teaching areas, and working individually with students.	0
EDU 480 Field Experience	S	Candidates seeking certification in Health and Fitness or Music are required to have a subject specific field experience with the opposite age group from the one with which they will student teach.	42-90
EDU 481 and 482, 1 sc (Taken concurrently with EDU 322/ED323 for SPED Majors and Minors) Special Education Practicum EDU 483 and 484, 4 sc Advanced Special Education Practicum	E & S	Candidates seeking endorsement in Special Education are required to complete 10 semester credits of practicum experiences, half at elementary and half at secondary level.	42 each 120 each
EDU 485, 1 sc Middle/High School Field Experiences	S	A six-week field experience in a middle or high school working with small groups and developing a Classroom Resource	42
EDU 496-498 Directed Teaching	E & S	Candidates observe and student teach for 14 weeks. (2 days/wk during 1 st 3 weeks)	450

*Note E= Elementary program requirement; S= Secondary program requirement

APPENDIX G2- Field Experience Rules & Policies

FIELD EXPERIENCE WORK

RULES AND POLICIES

Directions: Instructors should read to students at the beginning of each term before fieldwork and answer questions or forward questions to Chair as needed.

Script:

Students, you are considered volunteers in your field settings until such time as you are student teaching. That means you are not covered as a district/building employee in the case of injury to yourself or others, or in cases where litigation of some kind might occur. In order to ensure your own safety, as well as to be in compliance with rules and regulations of the state, the district/building agreements, and the Teacher Education Department programs, we expect you to both adhere to the following, and report any instances in which you are asked to fulfill a task outside of these parameters or are otherwise uncomfortable or uncertain about a situation in your fieldwork.

As a fieldwork student (203/342/442/351/485/480/481/482/483/484/366) – You may

- Work with individuals/small groups/whole class to support or deliver instruction
- Grade student work
- Complete daily tasks (attendance, lunch counts, etc.)
- Prepare materials/instructional resources for classroom use
- Engage in guided observation
- Participate in recess duty under the direct supervision of a school employee
- Participate in lunch duty under the direct supervision of a school employee
- Attend meetings held within the school if invited (staff meetings, IEP meetings, MDC meetings, parent conferences, etc.)
- Attend school events if public or invited (field trips, fund raisers, carnivals, plays, sporting events, etc.)
- Support/lead class if a substitute is in the room with you in the absence of your mentor

You may not:

- Place hands on a child (side hugs, high fives, etc. are okay if allowed in building)
- Restrain a child
- Be left alone in a closed space with a child
- Be alone in an outdoor space with a child
- Leave school grounds alone with a child
- Identify students on social media
- Communicate with students through email/social media/text/etc.
- Photograph and post photos of students
- Grab a child
- Physically separate two or more children engaged in a physical altercation
- Substitute for any length of time

- Supervise paras, adult volunteers, or other adults in the building

If you are asked/directed to do anything on the list of things you are barred from doing, you need to politely explain you are not allowed and direct the individual to the department chair, field placement coordinator, or your instructor if s/he has questions.

What to do in cases where a child is behaving aggressively or in a way that is unsafe:

- If your mentor is available, s/he needs to deal with the behavior
- If you are directly at risk of injury, you need to leave the area, even if you end up leaving the child alone, and immediately contact the office and/or mentor
- If you witness physical aggression between two or more children, start with the mentor, then the office. You may not separate the children yourself
- Ask if there is a safety or behavior intervention plan for the child that you can review to know how to respond in the moment
- Be aware that if an evacuation is called, you must leave with the class, do not stay behind with the child who is unsafe

If you have questions about any aspect of these policies/rules, start with your instructor. After that, you may contact the field placement coordinator and/or the department chair for further information/discussion.

I have read and understand these rules and policies:

Name

Date

Appendix H: Student Sign-off Page

I have read the Certification Handbook and understand I am responsible for knowing the information it contains. I also understand that this information may change, and that I am responsible for keeping up on changes.

Applicant signature

Date signed

Applicant: Please print this last page, sign and date it, and turn it in with your Application to the Teacher Education Program.

**Appendix I: Policies Regarding Extension of
Teacher Education Program**

In cases where a candidate is unable to complete his/her program according to the established timeline, TEPaRC and program directors use the following policies to resolve questions around program extensions.

NES	Educational Studies	Health/Other
<p>In cases where a candidate has passed one of the NES exams required for his/her endorsement areas and has successfully petitioned and been approved to student teach but has not passed the remainder of the required exams (EX: one of the two elementary education subtests), by the end of student teaching, the candidate will select, in conjunction with the program director, one of the following options:</p> <ol style="list-style-type: none"> a. Register for content classes in areas where the candidate failed the exam(s) b. Do a 1-credit independent study to ensure that the candidate is preparing to pass and that his/her training/content knowledge is recent c. Petition for extension due to extenuating circumstances <p>A written plan to clear requirements must be approved by</p>	<p>In cases where a candidate has pursued or obtained the Educational Studies degree in place of the full certification program and now wishes to complete certification, the following guidelines will apply:</p> <p>The candidate will develop a written statement that indicates plans that are in place to ensure success in student teaching including what changes were made since the candidate was last enrolled in the program.</p> <p>A 1-credit independent field experience will be required so that the candidate completes a minimum of 15 hours in the field (in the student teaching classroom if possible) setting prior to student teaching to ensure readiness.</p> <p>The request for consideration will be sent to the program director who will provide a written response approving or not approving the request within 2 weeks.</p>	<p>In rare circumstances, the student may be granted a hardship withdrawal, given when a debilitating medical or psychological condition makes it necessary for the student to withdraw from all of his or her non-graded courses and get the off-campus support/help necessary to his or her return as a student. To be considered, the student should apply to the dean of students or his/her designee within a week of the anticipated withdrawal, providing written documentation of the condition. Under hardship withdrawal status, the student will receive a "W" in all non-graded classes for the term, and financial officers will determine charges based on the number of weeks that university services were utilized. A hold will be placed on the withdrawing student's account until reinstatement criteria are met and reinstatement is approved by the dean of students or his/her designee. When ready to return, the student should contact the</p>

<p>the program director prior to the candidate continuing in the program. Failure to get written approval from the program director can result in the program not recommending the candidate for certification at the point of achieving a pass score on the content assessment(s).</p>	<p>Any request for returning to complete certification must be made in writing, within one calendar year of completion of the Educational Studies degree.</p>	<p>dean of students or his/her designee to request reinstatement and must provide documentation that demonstrates his/her readiness to return to academic work and, if applicable, a residential environment. The student will also create a reinstatement plan outlining strategies and/or support that will provide the best opportunity for success. The student will be restricted from enrolling in courses until these steps are taken and approval by the dean or his/her designee is granted.</p> <p>Hiatus Policy</p> <p>Students who have completed at least one semester at Whitworth are eligible to take a leave of absence for up to one academic year and to return without reapplying for admission. This leave, known as a hiatus, allows the student to keep his or her access to WhitNet and his or her Whitworth email account while sh/he is away.</p> <p>In cases where a candidate in good standing must step out of his/her program before completion based on either of the above two scenarios the candidate has one</p>
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		<p>calendar year to return without additional steps required. If more than one year has passed, the candidate must:</p> <ul style="list-style-type: none">a. Petition to TEPaRC via their program director for approval to return past the one year deadline <p>OR</p> <ul style="list-style-type: none">b. Re-apply and complete any identified coursework gaps. <p>A written request for re-enrollment will be made to the program director who will respond with a written decision within 2 weeks.</p>
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Appendix J

FIELD EXPERIENCE (CLINICAL PRACTICUM) DRESS CODE

School of Education Teacher Candidates represent Whitworth University during their field experience and as such, the expected attire differs from that of a college student. As guests, professional dress is required for Teacher Candidates whenever they are present in the host schools. Attire for all Teacher Candidates should be modest, neat, clean, and in good taste.

Casual business attire is appropriate for all experiences, regardless of the attire of the teachers who work at the school. The guidelines below are designed to help you present yourself in a professional, modest way that reflects your desire to become an educator. This list is not all-inclusive but gives you an idea of the expected attire.

YES	NO
ID Badge	Pants with Distressing or Holes
Dress Pants/ Slacks	Denim/Jeans*
Button-up Shirts	Shorts
Shirts without Writing or Messaging	Leggings or workout pants, unless under skirt
Shirts with Collars	See-thru shirts
Sweaters	Crop tops exposing stomach or Sports Bras
Polo Shirts	Spaghetti straps, tube tops, strapless tops
Ties (optional)	Skirts with slits exposing thighs
Modest Skirts or Dresses	Mini skirts
Non-Athletic Sneakers (example: Vans)	Excessively tight clothing
Professional (Closed-Toe) Shoes	Graphic tees
Minimal Facial Piercings (ears, nose)	Sweatpants or Sweatshirts
Religious Head Coverings	Clothing with Inappropriate Text
	Flip Flops, Slippers
	Hats (of any kind)
	Excessive Facial Piercings (lip, eyebrow, nose other than small stud) **
	Prom or Cocktail Dresses
	Costumes
	Visible Tattoos

*Jeans/Denim may NOT be worn without prior approval from the principal. Do not assume that is an acceptable policy at the school. Err on the side of caution and dress appropriately.

**Piercings/tattoos: in general, remove facial piercings during school visits and cover tattoos.

Please note: special attire for designated days, such as Pajama Day, etc., *is* acceptable with approval of mentor teacher AND building principal. Good judgement should be used and all building guidelines should be followed.

Your clothing should clearly distinguish you from the students in the school at a glance. When in doubt, wear something else!