

# Western Oregon University

## College of Education Initial Teaching Licensure Programs Policy and Procedures Manual



The College of Education (COE) is based upon democratic ideals, educational equity, cultural sensitivity, caring and committed professionalism, and an intellectually vital community. We are committed to facilitating the learning and development of our teacher candidates who, in turn, can successfully affect the learning and development of P-12 students in schools.

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# **1. Governance of the COE**

## **1.1 College of Education Conceptual Framework**

Governance within the College of Education (COE) is based upon the values defined within our Conceptual Framework including educational equity, cultural sensitivity, professionalism, and an intellectually vital community.

## **1.2 Governance Policies**

Western Oregon University (WOU) makes every attempt to involve its faculty and administrative staff in policy development that will guide the future as well as the day to day operation of the COE. Governance of the COE is described by its by-laws, the Faculty Senate Charter, the Collective Bargaining Agreement, and by the Oregon Administrative Rules.

COE: The Dean is responsible for ensuring that the faculty, staff, and students/teacher candidates are aware of the college's policies and that a current "Initial Teaching Licensure Programs Policy and Procedures Manual" is available to all parties on the COE website. Faculty and administrative staff are responsible for the interpretation and enactment of those policies.

Divisions: The Division Chairs are responsible for ensuring that (a) their faculty, staff and students/teacher candidates are aware of the College's policies and (b) that faculty and staff are aware of avenues available for proposing new or modifying existing policies.

## **1.3 Policy Development Procedures**

New policies or modifications of existing policies may be proposed in writing by any faculty, staff, or administrator within the COE.

### **Review Procedures**

- Prepare a statement of the proposed policy.
- Submit the proposed policy to the Division Chair.
- The Division Chair will present the proposed policy at the next Dean, Chairs and Directors' meeting.

- The Chairs will review the proposal with the faculty in their respective Divisions seeking comments as well as a decision whether to recommend approval of the proposal.
- The Chairs will relay the faculty recommendations regarding the proposed policy at the next Dean, Chairs and Directors' meeting. The Chairs will provide their comments and arrive at a decision as to whether to recommend approval, decline or suggest modifications.
- Proposed policies not approved may be re-submitted.
- Only the person who submitted the original proposal may withdraw it from the review process.

### **Dissemination**

Policies approved will be disseminated by the Dean to

- The Provost/President,
- All COE faculty, staff and students/teacher candidates by amending the "Initial Teaching Licensure Programs Policy and Procedures Manual" on the COE website,
- The COE consortium, and
- Any other groups affected by the policy.



## **2. Initial Licensure Programs Overview**

The COE is committed to facilitating the learning and development of our teacher candidates who, in turn, can successfully affect learning and development of P-12 students in schools. Below are brief descriptions of our initial licensure programs.

### **2.1 Undergraduate Initial Licensure Program (UG)**

The UG program is embedded in a BA or BS in Education degree. Education courses (offered at the 100-400 level) are taken as pre-requisites to the Professional Education Core (PEC). Students need to apply to the PEC two terms prior to the starting term and careful planning, test completion and documented experiences are required in preparation to meet the application deadline. Once accepted into the PEC, teacher candidates complete between 38-44 credits of education classes at the 400-level over three terms. There are two entry points for the UG program. Teacher candidates may start in the fall and complete the program in the following spring, or may start in the winter and complete in the following fall. The PEC involves both on campus classes and clinical experiences in public schools. We offer **UG** initial licensure with authorizations available in the following levels:

- Early Childhood - age 3 through grade 4
- Early Childhood/Elementary - age 3 through grade 8
- Elementary/Middle - grades 3 through 9
- Middle/High School - grades 5 through 12
- High School - grades 9 through 12

### **2.2 Post-baccalaureate Initial Licensure Program (PB)**

The PB program is for those who already hold a degree but want to earn their first (initial) teaching license. Post-baccalaureate students are required to submit transcripts for evaluation before beginning the application process to the Professional Education Core (PEC). The transcript evaluation will determine pre-requisite classes that need to be completed in addition to 400-level classes within the PEC. Students need to apply to the PEC two terms prior to the starting term and careful planning, test completion and documented experiences are required in preparation to meet the application deadline. Once accepted into the PEC, teacher candidates complete between 38-44 credits of education classes at the 400-level over three terms. There are two entry points for the PB program. Teacher candidates may start in the fall and complete the program in the following spring, or may start in the winter and complete in the following fall. The

PEC involves both on campus classes and clinical experiences in public schools. We offer **PB** initial licensure with authorizations available in the following levels:

- Early Childhood - age 3 through grade 4
- Early Childhood/Elementary - age 3 through grade 8
- Elementary/Middle - grades 3 through 9
- Middle/High School - grades 5 through 12
- High School - grades 9 through 12

### **2.3 Master of Arts in Teaching Initial Licensure Program (MAT)**

The Master of Arts in Teaching (MAT) program at WOU is designed to provide second career and non-traditional students an opportunity to earn initial teacher licensure, with authorization to teach Middle/ High School or High School, and a graduate degree. The MAT is 56-57 credit hours that are available as a full-time on-campus program or a part-time online program. Before students may apply to this program, they need first to be admitted to WOU's Graduate School. We offer **MAT** initial licensure with authorizations available in the following levels:

- Middle/High School - grades 5 through 12
- High School - grades 9 through 12

### **2.4 Special Education Programs (SE II & EI/SE II)**

The WOU Special Education Programs are designed to prepare teachers to work with students who have a wide range of disabilities including low incidence disabilities (moderate to severe and multiple disabilities) and high incidence disabilities (mild to moderate learning disabilities, behavior/emotional disabilities, autism spectrum disorders and cognitive disabilities). Candidates who successfully complete the Special Educator II (**SE II**) or Early Intervention II (**EI/SE II**) programs fulfill the requirements of the Oregon TSPC and are eligible for an initial teaching license in Oregon.

Teachers who currently hold an Oregon teaching license may add a Special Educator I (SE I) or Early Intervention I (EI/SE I) endorsement to their teaching license.

## **2.5 English for Speakers of Other Languages and Bilingual/ESOL Endorsements (ESOL)**

The COE offers endorsements in **ESOL** and **Bilingual/ESOL** that may be added to an Oregon teaching license and completed in conjunction with our UG, PB and MAT programs. Although a second language is required for the Bilingual/ESOL endorsement, for the ESOL endorsement there are no second language requirements. Licensed teachers should refer to Section 8.2 of this manual to learn how to add an endorsement or specialization to their Oregon license.

### **3. Advising and Admissions to Initial Licensure Programs**

#### **3.1 Admissions Process**

The admissions process begins once a **complete** application is turned in to the Education Office. Once complete applications are submitted, they are reviewed by the Admissions Committee. The Admissions Committee considers whether the applicants have met all the requirements for admittance. Additionally, the Admissions Committee considers applicants' criminal histories, confidential faculty recommendations, and letters of documentation of experience working with youth.

There are three possible decisions that might be reached by the Admissions Committee. These include full admission, conditional admission, and denied admission.

- **Full Admission:**  
Students who meet all of the requirements for admission and who have clean criminal histories, strong faculty recommendations, and acceptable letters of documentation will be admitted.
- **Conditional Admission:**  
Students who meet some of the criteria for admission, but who have not yet passed all of the required tests, not obtained required letters of recommendation/documentation, or whose GPAs are slightly lower than required but which could be raised to the required levels by the time the program begins, can be conditionally admitted to the program. Conditional admissions are conditional based on the meeting of all admissions criteria. All tests must be passed (and their scores submitted to Office of Clinical Practice and Licensure), satisfactory letters of recommendation/documentation must have been received by the appropriate Division, and GPAs must be at or above the required levels, before a conditional admission status can be changed to full admission. If a student fails to meet admission criteria by the time the program starts, their conditional admission can, if they so request and the Admissions Committee approves, be rolled over to the next program start date. No conditionally admitted student will begin the program until his or her status is changed to full admission.
- **Denied Admission:** Students who are not close to meeting the criteria for admission will receive a letter indicating that they have been denied admission. The letter also requests that students set up a counseling appointment with the Director of Clinical Practice and Licensure and the Program Coordinator/ or designee to discuss reasons for denial and their rights to and procedures in the appeals process.

### 3.2. Advising for Initial Licensure Programs

Each Initial Licensure Program has a variety of requirements and deadlines as set out in the tables below.

#### Undergraduate (UG) Initial Teaching Licensure Program:

<b>Options:</b> Early Childhood only                      Early Childhood/Elementary Elementary/Middle Level                  Middle Level/High School High School Only                              Physical Education Teacher Education (PETE)				
<b>Advising</b>	<b>Application Procedure and Deadlines</b>	<b>Required Tests</b>	<b>GPA</b>	<b>Documentation to be included</b>
Initiate File Review with the Undergraduate Education Program Advisor, who will assign an education faculty advisor.  Meet with education faculty advisor for guidance throughout the application process and to complete an official degree plan.	Download application packet from COE website a minimum of a year prior to anticipated entry to the Professional Education Core and consult with education faculty advisor for guidance.  <b>DEADLINES</b> <b>Fall</b> term entry: apply by 5 pm on the third Friday of the preceding <b>winter</b> term.  <b>Winter</b> term entry: apply by 5pm on the third Friday of the preceding <b>spring</b> term.	Please refer to COE website.	<b>GPA Requirements:</b>  Overall GPA 2.75 <b>Or</b> last 90 hours GPA 2.75  Education courses GPA 3.0 and all coursework B- or better  For M/H content area/s and PETE GPA 3.0	<b>Two letters of Documentation*</b> Two letters of documentation of experience working with youth from your direct supervisor, one of which must be in a sealed envelope marked 'confidential' from a PUBLIC SCHOOL setting working at the authorization level you are seeking. Letters must be on school or agency letterhead.  <b>Three academic recommendations.</b> Two from Education Faculty and one from LAS faculty.

\*Prior to admission to a program, students are required to volunteer in a public school setting and may also be required to complete coursework in a public school setting. In these instances, district screening requirements for volunteers apply. This will involve completing appropriate paperwork.

## Post-baccalaureate (PB) Initial Teaching Licensure Program:

<b>Options:</b> Early Childhood only                      Early Childhood/Elementary Elementary/Middle Level                  Middle Level/High School High School Only                              Physical Education Teacher Education (PETE)				
Advising	Application Procedure and Deadlines	Required Tests	GPA	Documentation to be included
Initiate contact with Post-baccalaureate and Graduate Education Programs Advisor to discuss program options. Should the PB Program appear to be the most suitable, a transcript evaluation** will be coordinated in order to develop a program plan.	Download application packet from COE website a minimum of a year prior to anticipated entry to the Professional Education Core and consult with education faculty advisor for guidance.  <b>DEADLINES</b> <b>Fall</b> term entry: apply by 5 pm on the third Friday of the preceding <b>winter</b> term.  <b>Winter</b> term entry: apply by 5pm on the third Friday of the preceding <b>spring</b> term.	Please refer to COE website.	<b>GPA Requirements:</b>  Overall GPA 2.75 <b>Or</b> last 90 hours GPA 2.75  Education courses GPA 3.0 and all coursework B- or better  For M/H content area/s and PETE GPA 3.0	<b>Two letters of Documentation*</b> Two letters of documentation of experience working with youth from your direct supervisor, one of which must be in a sealed envelope marked 'confidential' from a PUBLIC SCHOOL setting working at the authorization level you are seeking. Letters must be on school or agency letterhead.  <b>Three academic recommendations.</b> Two from Education Faculty and one from LAS faculty.

\*\*Transcript evaluations determine which courses in the applicants' previous educational history can be substituted for program pre-requisite courses. For a previously taken education course to be approved for a substitution, the applicant must have satisfactorily completed the course with a grade of "B-" or better. For a previously taken content course to be approved for a substitution, the applicant must have satisfactorily completed the course with a grade of "C" or better. Exceptions are at the discretion of the transcript evaluator. A transcript evaluation, once completed, is considered a pathway to the Professional Education Core (PEC); however the PB student also needs to complete an application to the PEC as indicated in the table above.

## Master of Arts in Teaching (MAT) Initial Teaching Licensure Program:

<b>Options:</b> Middle Level/High School High School only				
Advising	Application Procedure and Deadlines	Required Tests	GPA	Documentation to be included
Initiate contact with Post-baccalaureate and Graduate Education Programs Advisor to discuss program options (Full-time or Hybrid) and for guidance throughout the application process.  <b>Graduate School Advising:</b> Contact <a href="mailto:graduateoffice@wou.edu">graduateoffice@wou.edu</a> .	Download application packet for Graduate School from the Graduate Studies website.  Download an MAT application packet from Graduate Studies website.  Select from two options: Full-time (1 year ) Or Hybrid (1 ½ years)  <u><b>DEADLINES</b></u>  <b>Full-time Program</b> Has two points of entry: March and June. <i>Please refer to Graduate website for application deadlines.</i>  <b>Hybrid Program</b> <b>Has two points of entry:</b> January and June. <i>Please refer to Graduate website for application deadlines.</i>	Please refer to COE website.	<b>GPA Requirements:</b> Overall GPA 3.0  Content area/s GPA 3.0  <b>And</b> last 90 hours GPA 3.0 <b>Or</b> Passing Scores on the GRE or MAT	<b>Official Transcript recording Bachelors Degree</b>  <b>Two letters of Documentation*</b> Two letters of documentation of experience working with youth from your direct supervisor, one of which must be in a sealed envelope marked 'confidential' from a PUBLIC SCHOOL setting working at the authorization level you are seeking. Letters must be on school or agency letterhead.  <b>An academic recommendation:</b> From a faculty member in your UG program.

## Special Educator & Early Intervention/Special Education Teaching Licensure Program & M.S. in ED degree:

Options: <ul style="list-style-type: none"> <li>• Early Intervention/Special Educator II (birth – 8 years) – EI/=SE II</li> <li>• Early childhood/elementary Special Educator II (grades pre-K – 8) -SE II</li> <li>• Middle school/high school Special Educator II (grades 6 – 12) - SE II</li> <li>• Early childhood/elementary through High School Special Educator II (pre-K – 12)-SE II</li> </ul>				
Advising	Application Procedure and Deadlines	Required Tests	GPA	Documentation to be included
<p><b>SpEd Advising:</b> Initiate contact with program administrative assistant and refer to SpEd/EI webpage information.</p> <p><b>Graduate School Advising:</b> Contact <a href="mailto:graduateoffice@wou.edu">graduateoffice@wou.edu</a></p>	<p>Download application packet for Graduate School from the Graduate Studies website.</p> <p>Download a SPED application packet from SpEd/EI website.</p> <p><b><u>DEADLINES</u></b></p> <p>January 31<sup>st</sup> each year</p>	<p>Please refer to COE website.</p>	<p><b>GPA Requirements:</b> Overall GPA 3.0</p> <p><b>And</b> last 90 hours GPA 3.0 <b>Or</b> Passing Scores on the GRE or MAT</p>	<p><b>Official Transcript recording Bachelors Degree</b></p> <p><b>Three letters of Documentation*</b> Three letters of documentation of experience working with youth from your direct supervisor, one of which must be in a sealed envelope marked 'confidential' from a PUBLIC SCHOOL setting working at the authorization level you are seeking. Letters must be on school or agency letterhead.</p> <p><b>An academic recommendation:</b> From a faculty member in your UG program.</p>



### 3.3 Information Regarding Required Tests

TSPC requires teacher candidates to pass certain tests for Oregon licensure. For current testing requirements in Oregon refer to [www.orela.nesinc.com](http://www.orela.nesinc.com). For information about WOU's free online test preparation sessions through Moodle, face-to-face test preparation sessions offered through Oregon Education Association, and for access to study materials, also refer to WOU's test preparation webpage: [http://www.wou.edu/education/teacher\\_ed/tests-preparation.php](http://www.wou.edu/education/teacher_ed/tests-preparation.php).

In many cases, test results must be submitted as part of the application process to the College of Education, so it is important to plan ahead, to study, take the tests, and obtain results before program deadlines. Consult with your education faculty advisor for further information about meeting application requirements.

### 3.4 Appeals and Petitions relating to Admission

#### **For Students in Pre-PEC Classes Applying to the UG and PB Initial Licensure Programs**

Students enrolled in pre-PEC classes in the process applying to the UG or PB initial licensure programs may contest any decision concerning admission requirements with the exception of the requirement to have passed a basic skills test (EAS or PRAXIS I/PPST), using an appellate process. **A petition that is approved allows the student to continue the process of admission; it does not waive the admission requirements.** Using the following process, the student will be given an opportunity to have a decision regarding admission reviewed:

#### Stage 1

- Student completes a General Petition Form (available in the Education Office) and attaches appropriate supporting documents.
- For GPA Petitions Only: An academic Faculty signs, dates and either denies or approves petition.
- Student submits General Petition Form and supporting documents to the Division Chair.
- Division Chair signs, dates, and recommends approval or denial.
- Decision communicated to student in writing.

## Stage 2

If a petition is denied at Stage 1, it may be submitted to the COE's Student Petition Review Committee (SPRC) for further consideration. The decision will then be communicated to the student in writing. Students must follow instructions for the appeal procedure received in their response letter. They must attach a copy of original petition to their 2<sup>nd</sup> stage appeal.

## Stage 3

If the petition is denied at Stage 2, it may be submitted to the Dean of the COE for further review. The decision will then be communicated to the student in writing.

### **For Students Applying to the MAT and SE II & EI/SE II Initial Licensure Programs**

Admission to these programs is a two-step process. Students must first apply to Graduate School and once accepted may then apply to the initial licensure program.

Appeals and petitions regarding admission **to Graduate School** from students enrolled in our initial licensure programs with graduate status **must be directed to the University's Graduate Office using the forms available on WOU's Graduate Programs' website.**

Appeals and petitions regarding admission **to the MAT and SE II & EI/SE II Initial Licensure Programs** should follow the appellate process. **A petition that is approved allows the student to continue the process of admission; it does not waive the admission requirements.** Using the following process, the student will be given an opportunity to have a decision regarding admission reviewed:

## Stage 1

- Student completes a General Petition Form (available in the Education Office) and attaches appropriate supporting documents.
- For GPA Petitions Only: Academic Faculty signs, dates and either denies or approves petition.
- Student submits General Petition Form and supporting documents to the Division Chair.
- Division Chair signs, dates, and recommends approval or denial.
- Decision communicated to student in writing.

## Stage 2

If a petition is denied at Stage 1, it may be submitted to the COE's Student Petition Review Committee (SPRC) for further consideration. The decision will then be communicated to the student in writing. Students must follow instructions for the appeal procedure received in their response letter. They must attach a copy of original petition to their 2<sup>nd</sup> stage appeal.

## Stage 3

If the petition is denied at Stage 2, it may be submitted to the Dean of the COE for further review. The decision will then be communicated to the student in writing.

### **In Cases where Application to any Initial Licensure Program is Denied**

Applicants who have been denied admission to an initial licensure program will be informed in writing. They are encouraged to meet with an Admissions Committee member to discuss the reason for denial and their options.

### **3.5 Waivers and Substitutions**

The student population in colleges and universities includes many mature individuals who have valuable life experiences. Such individuals may believe that participation in certain instructional experiences will have little value for them, because they may have acquired those skills elsewhere.

The COE permits students/teacher candidates to request a waiver of any requirement or to request course substitutions. Program requirements are not waived unless the student/teacher candidate has successfully demonstrated his or her ability. Additionally, a student/teacher candidate may challenge any course or program requirement through the institutional policy of Credit by Examination. Refer to Course Catalog for further details about the process for Credit by Examination.

### **3.6 Incomplete or Unsatisfactory Coursework Prior to Entry**

Students are admitted to a program upon the condition of meeting the requirements as stated in the tables that refer to “Advising and Admissions to Initial Licensure Programs” (pages 10-13 in this document). Should a student receive an “incomplete” for required coursework or fail to maintain the requirements for GPA prior to entering any initial licensure program, he or she will not be permitted to enter the program. Students may choose to appeal these requirements. Refer to Section 5.12 of this manual for Appeals Procedure.

## **4. Entry and Clinical Placement Requirements for Initial Licensure Programs (UG, PB, MAT, SE II & EI/SE II)**

Students who are fully admitted to any initial licensure program are considered teacher candidates.

### **4.1 Orientation**

All teacher candidates admitted to our initial programs are required to attend mandatory orientation meetings to ensure a smooth transition into the program. Essential program information and procedures will be discussed at these meetings. Failure to attend orientation meetings will delay the clinical placement process and may mean that teacher candidates will not be able to start the program according to their plans.

### **4.2 Teacher Candidates Requesting Accommodations**

Teacher candidates needing accommodations should submit a request to the WOU Disability Services Office prior to placement.

### **4.3 Fingerprinting and Criminal Background Check**

Prior to confirming a clinical placement in a school setting, all teacher candidates need to have completed fingerprinting and a criminal background check through Teacher Standards and Practices (TSPC). Clearance may take up to 4 weeks. Some school districts and educational service districts (ESDs) may have additional requirements regarding criminal history screening and adherence to district policies. It is the teacher candidates' responsibility to meet any screening and policy requirements. Placements cannot be confirmed until this process has been completed. Teacher candidates with any criminal history must meet with the Director of Clinical Practice and Licensure for specific guidance regarding additional documentation that TSPC may require. Should TSPC clearance be denied, teacher candidates will be required to step out of the initial licensure program pending the results of a TSPC investigation. In unresolved cases, teacher candidates will need to withdraw from the initial licensure program permanently.

### **4.4 Liability Insurance**

WOU's contract with school districts guarantees that all teacher candidates have one million dollars in liability insurance coverage. All teacher candidates are required to procure such coverage and submit documentation following the procedure indicated in the orientation. Teacher candidates who join the National Education Association (NEA) are automatically provided with the required coverage as part of their membership, however, other coverage options are available from independent insurance companies.

#### **4.5 COE Email Policy**

Owing to problems relating to non-receipt of emails sent to personal addresses and to difficulties associated with professionalism, all initial licensure programs require teacher candidates to use their WOU email addresses when communicating with campus and clinical practice personnel. Information will only be communicated to teacher candidates using WOU email addresses. During the initial orientation meeting, teacher candidates will be instructed to use and regularly check their WOU email accounts for program updates and information.

#### **4.6 Clinical Placements**

##### Diverse Student Populations in Clinical Placements

Within an initial licensure program, teacher candidates will be placed in clinical settings with a specific effort to provide them with an opportunity to work with diverse student populations including male and female P–12 students from different socioeconomic groups and at least two ethnic/racial groups. Teacher candidates also work with English language learners and students with disabilities during some of their clinical practice to develop and practice their knowledge, skills, and professional dispositions for working with all students.

##### Qualifications for Clinical Placements

To qualify for a required clinical placement, the teacher candidate must be admitted to an initial licensure program within the COE. All clinical placements are made through the Office of Clinical Practice and Licensure with the assistance of program designees who help coordinate placements. Teacher candidates should not contact schools or teachers directly to arrange clinical placements.

##### Obligations for Teacher Candidates regarding Clinical Placements

WOU's contract with school districts is written with the intent that all parties benefit from the relationship. Teacher candidates cannot be moved to another district without a breach of contract. It is therefore essential that teacher candidates select a placement carefully and make a commitment to remain in the district throughout their clinical experience. Be aware that options for clinical placements may be limited or non-existent in some instances, for example where WOU has a partnership with a Professional Development School within a school district. Changes in placements will not be considered unless extenuating circumstances develop. Should a concern about a clinical placement arise, the teacher candidate should follow the petition process described in 5.12 of this document. As a state-funded institution, WOU is approved to prepare teachers for employment in Oregon public schools. However, in exceptional circumstances, teacher candidates may request an out-of-state placement. This requires submitting a petition to the Director of Clinical

Practice and Licensure or Program Coordinator, as appropriate, clarifying the request and the necessity for the placement. The teacher candidate must make any such request at the beginning of the placement process.

#### Procedures for Teacher Candidates in Clinical Placements

- Teacher candidates are responsible for providing their own transportation to and from clinical placements. Time spent commuting to and from the placement site cannot be applied to the time requirements of the contractual hours of the school district.
- Teacher candidates should contact their clinical/mentor teacher as soon as the placement has been confirmed to make specific arrangements for the placement to begin.
- Teacher candidates should report to the main office of the assigned school on the first day of the placement, and orient themselves regarding the school's security procedures. Teacher candidates are required to sign the visitors/volunteers log upon arrival and departure daily.
- All Teacher candidates must comply with all school rules, policies, and procedures including those concerning student safety and management/discipline, teacher attendance, and teacher performance and behavior.
- Teacher candidates are expected to complete the hours designated by the program for the specific level of clinical experience. Actual time in clinical setting varies according to the program and level of placement and may not always align with traditional class hours and credit formulas.
- TSPC requires that each teacher candidate completes two Teacher Work Samples. Teacher candidates seeking dual authorizations are required to complete a Teacher Work Sample at each level of authorization by the COE.
- Basic responsibilities for teacher candidates, clinical/mentor teachers and university supervisors are outlined in each program's respective Clinical Experience Workbook/Materials.
- The beginning and ending dates of clinical placements are established by the COE calendar. All teacher candidates are required by TSPC to complete a minimum of 15 weeks clinical practice with full time teaching responsibilities for a minimum of nine weeks of this period.
- Throughout the full-time clinical experience, the teacher candidate is required to:
  - a) Be at the placement every day that school is in session and/or teachers are in attendance and follow the vacation schedule of the school district to which they are assigned.
  - b) Work the same hours and schedule, and perform the same duties as the clinical/mentor teacher.
  - c) Attend school faculty meetings, parent meetings, extracurricular activities, and all other events where teacher participation is expected by the school district, unless the clinical/mentor teacher and/or school administrator determines otherwise.
- During the full-time clinical experience, in cases of absence or tardiness due to illness or other unavoidable emergency, the teacher candidate must:

- a) Call the clinical/mentor teacher and the school officials according to school district policy for reporting and documenting teacher tardiness and absence.
  - b) Arrange delivery to the clinical/mentor teacher of all materials that are necessary for instruction on the day of the absence.
  - c) Notify the university supervisor.
- During clinical practice where a Teacher Work Sample is required, employment, coursework external to the program, and other outside responsibilities are strongly discouraged. Teacher candidates are not permitted to arrive late or leave the school early to accommodate such activities as this frequently hinders performance.
- A teacher candidate is not legally in a position to be responsible for students in the absence of a clinical/mentor teacher. Should a clinical/mentor teacher be absent, it is the legal responsibility to hire a teacher, even during full-time clinical practice. Should the clinical/mentor teacher need to leave the building, even for a brief period of time, it is expected that arrangements will be made and communicated to the teacher candidate as to another teacher who will be available to assist. The university supervisor should be notified by the teacher candidate in situations of inappropriate supervision.
- Teacher candidate attire must:
  - a) meet the standard set by the COE;
  - b) be distinguishable from students; and
  - c) comply with school dress code(s) for teachers and students.

#### Use of Technology in Clinical Placements

The College has established the following policies to guide teacher candidate behavior in clinical placements related to use of email, cell phones, social networking, and personal electronic communication devices. Teacher candidates are not school district personnel and therefore may put themselves at risk when using personal technology or personal websites, etc, in the context of clinical placements.

#### Protocol for email, cell phones, social networking, and personal electronic communication devices

- Teacher candidates are required to check their WOU email accounts regularly for important announcements from the University.
- Teacher candidates are requested to use their WOU email addresses to ensure a more professional image.
- Teacher candidates who give a phone number or email addresses to the clinical/mentor, university supervisor or principal should be sure that any answering message or email address is professional.
- Teacher candidates should consult with the school and/or district policies concerning the use of personal electronic communication devices.



- Cell phones need to be silenced during the school day.
- Teacher candidates should not communicate with their students (verbal communication or texting) on their personal electronic communication devices. If it is necessary to call a student or parent as part of official school business the call should go through the school phone system and be documented according to school policies.
- Teacher candidates should screen their own profiles for inappropriate content. Review the profile through the eyes of a student or parent who may discover the profile. Delete any inappropriate content.
- Teacher candidates should consult their respective school district policies concerning communication with their students through social networking sites such as MySpace, Twitter or Facebook.
- Teacher candidates should not refer to their students, to the school personnel or post photos of students and school personnel on their personal social networking sites for **any** reason.

#### Protocol for computer use in the classroom

- Computers should not be used in the classroom for personal use such as emailing or surfing websites not directly related to classroom work, nor should they be used for completing coursework that is intended to be completed outside of the school day.
- If teacher candidates use their personal computers/personal electronic devices in the classroom they must ensure that all screen savers, “wallpaper” and backgrounds are appropriate for school-aged students.

#### Requirements for Adding an Endorsement

Teacher candidates may pursue a maximum of two endorsement areas in any of our initial licensure programs. In order to add an endorsement, teacher candidates need to:

- request a transcript review from the content specialist to ensure appropriate content coursework has been completed,
- pass the appropriate content test/s
- complete two content pedagogy classes in each endorsement area,
- complete a 90 hour (minimum) clinical practicum (as per TSPC requirements).

Teacher candidates are not required to complete a Teacher Work Sample in each endorsement area. In some endorsement areas (ESOL, Reading, Special Education) a full program of study is also required. It is essential that teacher candidates communicate with the Director of Clinical Practice and Licensure regarding any intention to add an endorsement. The clinical practicum needs to be requested at least one term prior to the beginning of the experience.

### Requirements for Adding an Authorization level

In order to add an authorization level, teacher candidates need to:

- pass the appropriate authorization/content test/s.
- complete a clinical practicum at the appropriate authorization level.
- complete a Teacher Work Sample at the appropriate authorization level.

It is essential that teacher candidates communicate with the Director of Clinical Practice and Licensure regarding any intention to add an authorization. The clinical practicum needs to be requested at least one term prior to the beginning of the experience.

### Avoiding Conflict of Interest in Clinical Placements

In order to minimize role confusion and conflict-of-interest issues that can undermine professional growth, performance, and evaluation, teacher candidates will not be placed in school settings in which they have worked; attended as students (in the previous ten years); or have family members attending or employed.

### Assignment of Clinical Placements

Given the number of placement requests and other TSPC requirements that the University must meet, no guarantees can be provided pertaining to clinical experiences relative to travel distance, specific site, or clinical/mentor teacher. The University cannot guarantee that a teacher candidate who refuses an assigned placement will be reassigned the same term, due to the large number of placement requests and school timelines.

### Extension of Clinical Placements

An extension of a clinical placement may be recommended to insure that the teacher candidate has met the required standard. In such circumstances, an Individualized Contract will be developed and additional fees may apply. Teacher candidates who decline the opportunity to extend their placement will not pass the clinical practice and will not be recommended for licensure.

## **4.7 Curriculum Schedules**

### For teacher candidates in the UG and PB Initial Licensure Programs

Work within these three-term initial licensure programs takes precedence over other commitments, including non-program courses and outside employment. Teacher candidates should plan on being available from 8 am to 4:00 pm Mondays through Fridays in Term I of the program. Term II and III responsibilities require even greater time commitments and

teacher candidates will need to schedule their time accordingly. Curriculum schedules for the program are available on the COE website and precise details will be discussed during the orientation.

For teacher candidates in the MAT Campus–Based Initial Licensure Program

Work within this four-term initial licensure program takes precedence over other commitments, including non-program courses and outside employment. This program is full-time with daily clinical experiences, afternoon and some evening coursework. Some teacher candidates will also have weekend coursework that is scheduled on three mandatory Saturdays per term. Curriculum schedules for the program are available on the COE website and precise details will be discussed during the orientation.

For teacher candidates in the MAT Web–Based Initial Licensure Program

This hybrid-delivery model has the same coursework as the campus-based program, but is offered over six terms, affording some light outside commitments until the final term where teacher candidates complete their full-time clinical experience. Teacher candidates complete online coursework that is supported by three mandatory Saturdays per term. From the third to the final term teacher candidates are placed in school settings where they complete their clinical experience. Curriculum schedules for the program are available on the COE website and precise details will be discussed during the orientation.

For teacher candidates in the SE II & EI/SE II Initial Teaching Licensure Program

The Special Education program has a common core of evening coursework that all teacher candidates take over five or six terms. Teacher candidates are permitted to work (e.g., as an instructional assistant) until the term in which they complete their full-time clinical experience. Teacher candidates complete campus-based coursework that may be supplemented with online activities. Curriculum schedules for the program are available on the Special Education program website and precise details will be discussed during the orientation.

#### **4.8 Registration and How to Add or Drop a Class**

Each term teacher candidates are provided registration advice. They may register online until classes begin. After this point, they will need to get instructor approval using an Add/Drop form. Teacher candidates who add or drop a class can do so without financial penalty if they submit the Add/Drop form to the Registrar's Office by 5pm on Friday of the first week of term.

#### **4.9 Withdrawal from Classes**

Teacher candidates may withdraw from any course by completing an Add/Drop form and submitting it to the Registrar's Office before the end of the seventh week of the term. A grade of 'W' will appear on their transcript for withdrawals between the fourth and seventh week of the term. After the seventh week of the term, teacher candidates may no longer withdraw from a class except in cases of documented medical emergencies or other catastrophic events. Refer to course catalog for additional information.

## **5. Policies for Continuance in Initial Licensure Programs (UG,PB, MAT, SE II & EI/SE II)**

### **5.1 Teacher Candidates' Rights**

Teacher candidates are encouraged to discuss matters relating to assignments and grading with individual faculty members. In cases where grading issues cannot be resolved, teacher candidates have the right to appeal using the process described in 5.11 of this document.

### **5.2 Teacher Candidates' Responsibilities**

All members of the university community have a responsibility to maintain a level of behavior that reflects favorably upon the person and the university. The university requires that all members of the campus community to be responsible for their own conduct and abide by local, state, and federal laws as well as university policies, procedures, and regulations included in the Code of Student Responsibility.

### **5.3 Knowledge, Skills, and Dispositions (aligned with InTASC Core Standards)**

In all initial teaching licensure programs, as part of the application process, applicants are required to review, sign, and abide by the Knowledge, Skills, and Dispositions form (aligned to InTASC Core Standards). Faculty use the Knowledge, Skills, and Dispositions form to assess professionalism each term during clinical practice and in classes, as warranted. Continuation or termination within any of the initial licensure programs is dependent upon successfully demonstrating these professional standards.

### **5.4 Teacher Candidates under Investigation**

Teacher candidates enrolled in a teacher preparation program who are under investigation by a school district or law enforcement official are required to immediately meet with the Director of Clinical Practice and Licensure. Such teacher candidates will be immediately suspended from participation in clinical experience and may also be suspended from the teacher education program pending an evaluation and determination regarding the seriousness of the alleged offence. In such circumstances, the teacher candidate's university supervisor, clinical/mentor teacher, school administrator and the Program Coordinator are kept informed by the Office of Clinical Practice and Licensure until the investigation is concluded.

### **5.5 InTASC Core Standards**

InTASC Core Standards are national standards that are used to evaluate all teachers and administrators in the state of Oregon. These standards will be used to assess teacher candidates in any of our initial licensure programs and beyond. We recognize that teaching is a developmental process. By the completion of the program, teacher candidates must demonstrate overall proficiency in each standard (with no more than one competency at the "developing" level). In the

first term of the clinical experience, there may be certain competencies within standards that are “not applicable.” It is acceptable in the first term, therefore, for a teacher candidate to receive a “not applicable” level in the Clinical Experience Workbook. “Does not meet standard” is used to indicate that the university supervisor or clinical/mentor teacher has a concern that will need to be addressed in the form of a written contract. Such contracts are described in 5.7.

### **5.6 Continuous Assessment of Coursework and Clinical Practice**

Initial teaching licensure programs are designed to enable teacher candidates to become successful teachers. Admission into a program does not guarantee the privilege of continuation. Academic performance, clinical performance, communication skills, as well as the ability to meet legal, ethical, moral, and professional standards are continuously assessed and determine a teacher candidate’s continuation or removal within a program.

#### Policy regarding GPA, Grades, Incompletes and Knowledge, Skills and Dispositions

- Teacher candidates in the **UG/PB** program will maintain GPA of 3.0 and grades of B- or better in all education coursework. Refer to Section 5.12 of this manual for Appeals Procedure.
- Teacher candidates in the **MAT/ SE II & EI/SE II** programs will maintain GPA of 3.0 with no more than eight credit hours of grades of C+/C/C- to be counted toward a Master’s Degree (if the course was taken at WOU). It should be noted that grades of C+/C/C- are considered below graduate standard.
- Incomplete grades can only be given to teacher candidates who have already demonstrated satisfactory progress but who are experiencing extenuating circumstances. In such cases, the university supervisor/instructor will write up an Incomplete Grade Contract which states the work to be completed and a time line for completion (not to exceed 12 months). The contract is to be signed by the university supervisor/instructor and the teacher candidate. Copies of the Incomplete Grade Contract must be submitted to the Program Coordinator and be placed in the teacher candidate’s Program File. Failure to complete the work within the 12 months will result in the grade being converted to an “F” grade. It should be noted that teacher candidates within the UG/PB Initial Licensure Program may not proceed to the next term of the program with an incomplete grade in coursework or clinical experience. Teacher candidates with an incomplete at the graduate level need to have an approved plan on file at the Graduate Office. Such a plan needs to go through the petition process following the guidelines on Graduate Website.

- All Teacher candidates across Initial Licensure Programs must successfully demonstrate teaching skills at an ever increasing level of sophistication and responsibility as prescribed by each program.
- Academic performance is not the sole criterion of admission to or continuation in courses and programs in the COE. A teacher candidate must demonstrate the work ethic as well as legal and moral conduct similar to that expected of teachers in Oregon public schools and by the Oregon Teacher Standards and Practices Commission [OAR 584-20-035]. The Knowledge, Skills and Dispositions Form aligned to InTASC core standards is used to evaluate professional qualities throughout the program.

### **5.7 Individualized Contracts/Remediation**

The COE has the right to develop an Individualized Contract for any teacher candidate who fails to demonstrate required knowledge, skills, or dispositions linked to the program expectations and who without specified changes in performance, will be unable to meet the program requirements. The process described below is used in order to support the teacher candidate to continue in the program despite serious concerns and when continued weaknesses would result in dismissal from the program. Examples include unsatisfactory performance reported on the Knowledge, Skills and Dispositions form, documented weaknesses in the content area or in education coursework, or removal from a clinical placement.

#### **Process**

- An Individualized Contract notifies the teacher candidate of the nature of the unacceptable performance, restates the required expectations, identifies supports and resources to be provided, and defines the time and process by which the teacher candidate will be reevaluated.
- The teacher candidate is invited to meet with the Director of Clinical Practice and Licensure, the university supervisor or course instructor and the Program Coordinator, Chair or designee to review and discuss an Individualized Contract so that all parties understand the nature and expectations outlined in the document. In some cases, the clinical /mentor teacher may also be involved.
- The signed Individualized Contract is then kept in the teacher candidate's Program File but removed upon successful completion of the stated expectations. The Director of Clinical Practice and Licensure or designee is responsible for monitoring the plan until the outcome/s have been achieved.

- If the teacher candidate fails to improve after an Individualized Contract has been implemented, the teacher candidate will be informed of other options available (if any), counseled regarding degree options, and may ultimately be dismissed from the program.

### **5.8 Withdrawal from a Program and Alternative Options**

In circumstances where teacher candidates decide that they need to withdraw from an Initial Licensure Program, a meeting is held with the Director of Clinical Practice and Licensure and the Program Coordinator to discuss the reasons for leaving and to complete a Withdrawal from Education Program form that is signed by the Chair of the Division. The purpose of the withdrawal form is to identify a plan for re-admittance after an absence as described in 5.10.

### **5.9 Removal from a Program**

Should teacher candidates fail to meet the required standards of knowledge, skills, and dispositions, the COE reserves the right to remove them from the Initial Licensure Program. In such cases, a meeting is held with the Director of Clinical Practice and Licensure and the Program Coordinator to discuss the reasons for removal, to describe the appeals process, and to complete a Removal from Education Program form that states reasons why the teacher candidate has been removed, which is signed by the Chair of the Division. The University is obliged by TSPC to disclose information concerning teacher candidates who have been removed from an Initial Licensure Program.

### **5.10 Re-admittance after an Absence (Pipeline)**

The probability of becoming a successful teacher is influenced, at least in part, by one's knowledge of the most recent research literature, curricular changes, and public school policies. As a consequence, teacher candidates, prior to being recommended for licensure by Western Oregon University, need to complete their program in a timely fashion. As per TSPC OARs, teacher candidates who withdraw from a program can be "pipelined" for a period of three years. To be considered a "pipeline" teacher candidate, the person must meet the criteria below:

- The teacher candidate must have a completed Withdrawal Form from the Education Program on file that states the requirements and timeline for re-admittance.
- Teacher candidates must have met all criteria in the Withdrawal from the Education Program form prior to their return.

Initial Teacher Licensure Programs are continually evolving; therefore, the University cannot guarantee that teacher candidates will be able to follow the original Program Plan. Additional or different coursework may be required.



### **5.11 Appeals Procedures for Coursework and Clinical Practice**

A teacher candidate may contest any decision concerning a grade received in a course, or a grade received in a clinical experience, using an appellate process. Using this process the teacher candidate will be given an opportunity to have such a decision reviewed as follows:

#### UG/PB Initial Licensure

- A teacher candidate should begin by approaching the appropriate instructor/ supervisor to discuss issues regarding a grade received in a course, or a grade received in a clinical experience.
- If the issue is still unresolved, the next step is for the teacher candidate to discuss the matter with the Program Coordinator.
- If the issue is still unresolved to the teacher candidate's satisfaction, he or she will be referred the Division Chair.
- If the issue is still unresolved, the teacher candidate can petition to the Grievance Committee. This is a university-wide committee that will gather information from all parties and review the concerns. The Grievance Committee will meet with the teacher candidate, and review all materials from the instructor/supervisor before notifying the teacher candidate of their decision in writing.

### **5.12 Appeals Procedures for Challenging an Academic Policy Requirement**

A teacher candidate may contest any decision concerning academic requirements including GPA, licensure test requirements, placement in a clinical setting, continuation in the program, using an appellate process. Using this process the teacher candidate will be given an opportunity to have such a decision reviewed as follows:

- A teacher candidate should begin by approaching the person informing them of the academic requirement/policy he or she is required to meet.
- If the teacher candidate feels he or she has an extenuating circumstance regarding the requirement, he or she has the right to petition by completing a General Petition Form (available in the Education Office) and submitting it to the Student Policy Review Committee (SPRC). This is a COE committee that will meet with the teacher candidate and take into consideration his or her extenuating circumstances. The SPRC has the ability to override the policy in some circumstances. The SPRC will communicate the decision to the teacher candidate in writing.

- If the SPRC does not approve the teacher candidate's request to override a policy, the teacher candidate can appeal to the COE Dean for an additional review. The COE Dean will meet with the teacher candidate, review all appropriate materials and communicate the decision to the teacher candidate in writing.

MAT, SE II & EI/SE II

Appeals related to graduate status are to be directed to the University's Graduate Committee.

## **6. Clinical Experience Requirements in Initial Licensure Programs (UG,PB, MAT, SE II & EI/SE II, ESOL)**

### **6.1 Different types of Clinical Placement and Requirements**

#### **Professional Development School Partnerships (PDS)**

The COE has partnerships with certain school districts. In these settings a co-teaching model has been adopted whereby the clinical teacher and teacher candidate have a shared responsibility, and where the balance of power shifts as the teacher candidate hones his or her skills and strategies. PDS settings require extra flexibility and additional commitments on the part of teacher candidates, for example, being available for professional development workshops, commencing the school year with the clinical teacher, and a willingness to plan alongside him or her. The Office of Clinical Practice and Licensure cannot guarantee the availability of PDS placements or their location. Teacher candidates may be given an opportunity to state their placement preference; however, a PDS placement may not always be available. Teacher candidates need also to be aware of the fact that in some programs or cohorts PDS settings may be the only placement option available.

#### **Traditional Placements**

In some school districts traditional placements are more common. In these settings there is a gradual release of responsibility from the mentor teacher to the teacher candidate that generally leads to a solo teaching experience. The Office of Clinical Practice and Licensure cannot guarantee the availability of traditional placements or their location. Teacher candidates may be given an opportunity to state their placement preference; however, a traditional placement may not always be available. Teacher candidates need also to be aware of the fact that in some programs or cohorts traditional placement settings may be the only placement option available.

### **6.2 TSPC Statement of Professionalism**

All teachers applying for licensure in Oregon are required to complete a Statement of Professionalism, which is included in TSPC's Application for Licensure form. Teacher candidates across all teaching licensure and endorsement programs are held to the same standards at WOU. In the Statement of Professionalism, teachers have to commit to the following moral and ethical principles:

- Attest to all that I have good moral character.
- Put the welfare of children first and will do no physical or emotional harm to a child.
- Conduct myself with integrity.

- Avoid **all** forms of discrimination against my students and all others.
- Commit to academic equity in learning for all of my students.
- Commit to educational excellence in all I do.
- Respect my colleagues.
- Commit to lifelong professional development to improve my skills and the opportunities for my students and the profession.
- Resolve disputes with students with compassion, empathy and patience.
- Be a role model for my students.
- Never violate the student-educator boundaries critical for student achievement and success.

### **6.3 Termination of a Clinical Placement**

A clinical placement may be terminated early, if determined by the university supervisor, or school partners, or the Office of Clinical Practice and Licensure, that continuation in a particular placement is damaging to the students or the teacher candidate, is against school/district or university policies/procedures, or compromises the quality and effectiveness of any of the WOU teacher education programs. In such cases, a meeting will be held with the teacher candidate, the university supervisor, the Director of Clinical Practice and Licensure to review and sign an Individualized Contract for remediation (refer to section 5.7 of this document). In egregious circumstances, in addition to losing a clinical placement the teacher candidate may also face being removed from a program in which case the teacher candidate would receive a grade of F.

### **6.4 Failure in a Clinical Placement**

The COE is not obligated to provide a subsequent clinical placement to a teacher candidate who has failed any clinical experience. Failing any clinical experience may result in immediate action to remove a teacher candidate from the teacher education program and not to recommend the teacher candidate for licensure. Alternatively, the COE may require a waiting period and/or other remediation activities and assignments to be completed prior to assigning a subsequent clinical placement. In situations where the COE permits a subsequent clinical experience, the teacher candidate will be required to repeat the entire experience. The COE will not provide a subsequent assignment to any teacher candidate who has failed two clinical experiences. Failing two clinical experiences will result in removing the teacher candidate from the program.

### **6.5 Resolution of Grading Differences in the Clinical Placement**

Where there is disagreement between the university supervisor and clinical/mentor teacher about a teacher candidate's demonstration of meeting the INTASC standards in the clinical experience, the following procedures apply:

- University supervisors and clinical/mentor teachers are encouraged to discuss any differences in evaluations of a teacher candidate and reach a consensus for completing the evaluation.
- Due to the high stakes nature of the Summary Report used during the final clinical experience, the COE may conduct an additional review by a committee composed of the Program Coordinator, Division Chair, and Director of Clinical Practice and Licensure, when there is a lack of agreement between the university supervisor and clinical/mentor teacher.
- The committee will make the decision to determining whether the teacher candidate has demonstrated the required standards.
- The Director of Clinical Practice and Licensure, or Program Coordinator, will notify the university supervisor, clinical/mentor teacher, and teacher candidate of the committee's decision.
- Teacher candidates may find it useful to refer to Section 5.12 of this manual for Appeals Procedure.

## **6.6 Clinical Placement Resolution**

Despite good intentions, problems sometimes arise between the teacher candidate and his or her clinical/mentor teacher, or the teacher candidate and his or her university supervisor. If the problem cannot be resolved through discussion, the following steps will be taken:

- In cases where difficulties have arisen between the teacher candidate and his or her clinical/mentor teacher, the teacher candidate should contact the university supervisor. He or she will discuss the matter with each party individually, and may organize and facilitate a meeting among the parties. If no satisfactory resolution is reached, the university supervisor will contact the Director of Clinical Practice and Licensure who will discuss the matter with each party, and determine the next steps to be taken either to resolve the issue or initiate other appropriate action.
- In cases where difficulties have arisen between the teacher candidate and his or her university supervisor, the teacher candidate should contact the Director of Clinical Practice and Licensure who will discuss the matter with each party, and determine the next steps to be taken either to resolve the issue or initiate other appropriate action.

## **6.7 Strike Plan**

If a teacher candidate is placed in a district that goes on strike, the following procedures should be followed:

- If a strike is anticipated or goes into effect, the teacher candidate should notify the university supervisor, course instructors and the Director of Clinical Practice and Licensure as soon as possible.

- ***Teacher candidates are not to take part in any strike activities in the district.*** Teacher candidates should not enter the school building during a strike without first obtaining the permission of the clinical/mentor teacher and the school administrator. If it is necessary for a teacher candidate to enter the building, the clinical/mentor teacher should assist the teacher candidate in obtaining the approval of all required parties.

### **6.8 Clinical/Mentor Teacher Requirements for Selection**

The Director of Clinical Practice and Licensure, or designee, in consultation with the appropriate school district representative, will determine the eligibility of each clinical/mentor teacher in accordance with TSPC Oregon Administrative Rules. The criteria include but are not limited to:

- evidence of at least two years of successful teaching;
- a current license in the curriculum area or grade level in which he or she will supervise;
- demonstrated ability to positively impact student learning;
- skills needed to effectively supervise and mentor a teacher candidate regardless of age; and
- expertise and willingness to serve WOU's teacher candidates.

Clinical teachers will have the additional requirement of completing preparation in the *Co-Teaching Model* (St. Cloud, 2009) and communication coaching strategies from the New Teacher Center.

### **6.9 Preparation of and Expectations for University Supervisors and Clinical/ Mentor Teachers**

- The Office of Clinical Practice and Licensure will ensure that preparation and clear guidelines will be provided to each new faculty member assigned to serve as a university supervisor. The preparation will focus on the COE's expectations regarding interactions with clinical/mentor teachers, expectations regarding the number and types of visits, InTASC Standards assessment tools to be completed, and the COE's Conceptual Framework. Ongoing preparation and review will be accomplished through periodic meetings as needed to ensure that questions are answered and requirements are met.
- To ensure that teacher candidates receive the best supervision possible, university supervisors are responsible for sharing the COE's expectations relative to clinical experiences with clinical/mentor teachers. Their discussions will include Roles and Responsibilities for all parties as defined in the Clinical Experience Workbook, expectations

regarding the number and types of visits by university supervisor, Teacher Work Sample (TWS) protocols, InTASC Standards assessment tools to be completed, and other aspects necessary to the program that teacher candidates may need to complete.

- The COE has expectations of all clinical/mentor teachers to provide close supervision for teacher candidates. Each new placement provides new challenges to the inexperienced teacher candidate especially during the early weeks of the term; thus, it is important that a teacher candidate has easy access to his or her clinical/mentor teacher. In cases where the clinical/mentor teacher is absent, the school is legally required to hire a substitute even if the absence occurs during a time when the teacher candidate has assumed responsibility for instruction. Should appropriate supervision not be provided, the teacher candidate should notify the university supervisor.
- Should the clinical/mentor teacher need to leave the building, even for a brief period of time, it is a legal requirement that arrangements be made and communicated to the teacher candidate as to another teacher who will be available to assist. Should appropriate supervision not be provided, the teacher candidate should notify the university supervisor.
- In Professional Development School Partnerships (See 6.1 for more information), the university supervisor, clinical teacher, and teacher candidate will be required to complete preparation in the *Co-Teaching Model* (St. Cloud, 2009) and communication coaching strategies from the New Teacher Center.

## **7. Program Completion and Continuing Professional Development**

### **7.1 Professional Obligations**

Upon completion of a clinical experience, the teacher candidate is responsible for returning all school property including identification tags to the appropriate school/ district office. In some districts, the loss of an identification tag or failure to return one to the district office may result in a fine. Teacher candidates are also responsible for returning any resources/materials borrowed or provided by the clinical/mentor teacher or university supervisor. Failure to fulfill these professional obligations could result in a delay to the grading process.

### **7.2 Requesting Letters of Recommendation**

When seeking employment as a teacher, it is vital to have strong letters of recommendation from professionals who have observed the teacher candidate during the clinical experience. It is the responsibility of the teacher candidate to request letters of recommendation from suitable parties (the clinical/mentor teacher, the university supervisor and principal –if he or she has observed the teacher candidate) in a timely manner. Prior to requesting a letter of recommendation from any WOU faculty member or supervisor, the teacher candidate must complete a “Referral and Recommendation” request form available on the WOU Portal under “My Programs.” In cases where an individual cannot write a strong letter of recommendation or more than a year has lapsed since the clinical experience, any party has the right to decline to write a letter of recommendation.

### **7.3 Recommendation for Licensure and Professional Development Responsibilities and Options**

Decisions regarding a teacher candidate's graduation from a teacher education program will be based upon academic performance, Teacher Work Samples that document the teacher candidate's ability to impact student learning, clinical experience demonstrating that InTASC Core Standards have been met, and demonstration of commitment to the profession as documented on the Knowledge Skills and Dispositions form in the Clinical Experience Workbook.

#### **Undergraduate Initial Licensure Program (UG)**

- It is the responsibility of undergraduate teacher candidates to track that they have met all the requirements of their Degree Plan and communicate with the Registrar's Office in cases of any discrepancies to ensure that they are on track to graduate in the anticipated term. A teacher candidate cannot be recommended for licensure in the absence of a Bachelor's Degree.
- Upon recording of the Bachelor's Degree by the Registrar, the Office of Clinical Practice and Licensure will recommend the teacher candidate for licensure.



- Having completed a Bachelor's Degree, the teacher candidate is responsible for submitting a C2 form to the Office of Clinical Practice and Licensure and a C1 form together with an official transcript showing completion of degree and recommendation for licensure to TSPC along with the appropriate licensure fee.
- An Oregon teaching license is valid for 3 years and is renewable on the teacher's birthday. The teacher may renew his or her license 2 times (but will need to complete an additional 3 semester or 4.5 quarter graduate credits per renewal). In order to renew the license for a third time (i.e., in the ninth year) the teacher must have completed a Master's Degree. In lieu of a Master's Degree, the teacher must have completed 45 graduate credits (with at least 15 quarter hours or 10 semester hours of graduate-level coursework in each of the following: subject matter coursework, education/pedagogy coursework, and elective coursework. All coursework must be germane to the teacher's license or public school employment).

#### Post-baccalaureate (PB) (with a Bachelor's Degree)

- It is the responsibility of Post-baccalaureate teacher candidates to track that they have met all the requirements of their Program Plan.
- Upon completion of the final term, the teacher candidate is responsible for submitting a C2 form to the Office of Clinical Practice and Licensure and a C1 form together with an official transcript showing recommendation for licensure to TSPC along with the appropriate licensure fee.
- Upon recording recommendation for licensure on the transcript by the Registrar, the Office of Clinical Practice and Licensure will recommend the teacher candidate for licensure.
- An Oregon teaching license is valid for 3 years and is renewable on the teacher's birthday. The teacher may renew his or her license 2 times (but will need to complete an additional 3 semester or 4.5 quarter graduate credits per renewal). In order to renew the license a third occasion (i.e., in the ninth year) the teacher must have completed a Master's degree. In lieu of a Master's Degree, the teacher must have completed 45 graduate credits (with at least 15 quarter hours or 10 semester hours of graduate-level coursework in each of the following: subject matter coursework, education/pedagogy coursework, and elective coursework. All coursework must be germane to the teacher's license or public school employment).

#### Post-baccalaureate (with a Master's Degree or higher) and Master's Initial Licensure Programs (PB, MAT, SE II & EI/SE II)

- It is the responsibility of Post-baccalaureate (with Master's degree or higher) and Master's teacher candidates to track that they have met all the requirements of their Program Plan.
- Upon completion of the final term, the teacher candidate is responsible for submitting a C2 form to the Office of Clinical Practice and Licensure and a C1 form together with an official transcript showing recommendation for licensure to TSPC along with the appropriate licensure fee.

- Upon recording recommendation for licensure on the transcript by the Registrar, the Office of Clinical Practice and Licensure will recommend the teacher candidate for licensure.
- An Oregon teaching license is valid for 3 years and is renewable on the teacher's birthday. In order to renew the license, the teacher must complete an additional 6 semester or 9 quarter graduate credits that are germane to the teacher's license or public school employment within in the period specified by TSPC.

## **8. Licensed Teachers**

### **8.1 International Teachers Seeking to an Oregon License**

Individuals who have a teaching license or a teaching degree from another country are required by TSPC to work through the Office of Clinical Practice and Licensure to become licensed in Oregon.

Prior to being recommended for licensure from Western Oregon University, international teachers, even if they hold a license in their own nation, must meet the same standards as all other applicants for an Oregon license. The Office of Clinical Practice and Licensure will assist international teachers to qualify for an Oregon license through a process that includes transcript evaluation through an external agency approved by TSPC, advisement, documentation of the required Oregon licensure tests, and a clinical experience under the supervision of a university supervisor.

### **8.2 Seeking to Add an Endorsement or Specialization to an Oregon License**

Licensed teachers wishing to add an endorsement area or specialization to their Oregon license need to:

- Submit a WOU Application for Graduate Admission to the Graduate Office,
- Request a transcript review from the content specialist to ensure appropriate content coursework has been completed,
- Complete any content coursework determined necessary by the content specialist, and
- Pass the appropriate content test.
- Endorsements areas and some specializations also require a 90 hour (minimum) clinical teaching practicum or work for one year on a Limited Conditional Assignment (LCA) through TSPC in collaboration with the school district.

Licensed teachers are not required to complete a Teacher Work Sample to add an endorsement, with the exception of endorsements that require a full program of study (e.g. ESOL, Reading, Special Education). Specializations (e.g. Math, Autism) may have additional requirements. Refer to respective programs for complete requirements.

It is essential that the licensed teacher communicate with the Director of Clinical Practice and Licensure regarding any intention to add an endorsement or specialization. The clinical teaching experience needs to be requested at least one term prior to the beginning of the experience. Upon completion of all the requirements, the Office of Clinical Practice and Licensure will complete a C2 form recommending the licensed teacher for the appropriate endorsement.

### **8.3 Seeking to Add an Authorization to an Oregon License**

Licensed teachers wishing to add an authorization level to an existing Oregon license need to:

- Submit a WOU Application for Graduate Admission to the Graduate Office,
- Request a transcript review from the authorization/content specialist to recommend an appropriate program of study (that will involve a minimum of 9 quarter credit hours) for the licensed teacher,
- Complete the authorization level program of study,
- Pass the appropriate authorization/content test/s,
- Complete a 90 hour (minimum) clinical teaching practicum at the appropriate authorization level, and
- Complete a Teacher Work Sample at the appropriate authorization level.

It is essential that the licensed teacher communicate with the Director of Clinical Practice and Licensure regarding any intention to add an authorization. Should a clinical teaching experience be required, it will need to be requested at least one term prior to the beginning of the experience. Upon completion of all the requirements, the Office of Clinical Practice and Licensure will complete a C2 form recommending the licensed teacher for the appropriate authorization.

## **9. Students Not Admitted to Initial Licensure Programs**

### **9.1 Students Seeking Education Coursework at the Undergraduate Level who are not Pursuing Licensure**

Students who are not seeking licensure are encouraged to take education classes, however, some education classes are not appropriate as options for these students as they may depend upon a foundation of knowledge built up in prior coursework, a clinical placement or work in classrooms, proof of passing educational tests or admittance to the UG/PB Professional Education Core classes. The following classes are considered suitable for students seeking education coursework at the undergraduate level but who are not seeking licensure:

<b>PRE-PROFESSIONAL EDUCATION CORE CLASSES</b>		<b>CREDITS</b>
ED 100	Introduction to Education	3
ED 220	Introduction to Early Childhood Education	3
ED 230	Children's Literature in the Classroom (Pre-reqs: ED 100 and 3 English credits)	3
ED 270	Teaching and Learning with Technology	3
ED 312	Students, Teaching, School and Society (Pre-req: ED 100)	3
ED 342	Applied Children's Learning and Development (pre-req PSY 218)	3
ED 370D	Special Education and Inclusive Communities	3

<b>FIELD SERVICE EDUCATIONAL EXPERIENCES</b>		<b>CREDITS</b>
FS 398	Winter Experience	3
FS 399	Field Experience	3

<b>ESOL/BILINGUAL EDUCATIONAL CLASSES</b>		<b>CREDITS</b>
ED 482D	Foundations of ESOL/Bilingual Education	3
ED 483D	Culture, Community and the ESOL/Bilingual Classroom	3
ED 484	First and Second Language Acquisition and Educational Linguistics	3

Students pursuing degrees in Interdisciplinary Studies who choose “Education” as a focus area may select the following approved electives toward their “Education” focus area – these, however, cannot be double-counted toward another discipline specific focus area:

<b>EDUCATION FOCUS CLASSES</b>		<b>CREDITS</b>
ARE 433,434,490		3
CSE 406-454		3
GS (311-314), 325		2-3
HE 351		4
LING 314		4
MTH (211-213), (393-398), (489-499)		3-4
MUE 318		3
PHL		3
PE (238-246), (430-434)		1-4

Students not pursuing Oregon licensure **are not permitted\*** to take the following classes as they require other foundational coursework, a clinical placement or work in classrooms, and/or proof of passing educational tests.

<b>PRE-PROFESSIONAL EDUCATION CORE CLASSES</b>		<b>CREDITS</b>
ED 373	Introduction to Curriculum and Assessment	3
ED 352	Elementary Social Studies Methods	3
ED 374	Teaching Writing in the Elementary Classroom	3
ED 325	Elementary Science Methods	3

<b>PROFESSIONAL EDUCATION CORE CLASSES</b>		<b>CREDITS</b>
ED 404	Student Teaching Seminar I	1
ED 405	Student Teaching Seminar II	1
ED 411	Student Teaching	3
ED 412	Student Teaching II	3
ED 418	Applied Curriculum and Assessment	3
ED 429	Professional Development Seminar III	2
ED 434/534	Content Pedagogy I	3
ED 436/537	Content Pedagogy II	3
ED 443	Developing Literacy	3

ED 444	Content Literacy	3
ED 446D	Environments for Diverse Learners	3
ED 450	Authorization Specialty and Classroom Management	3
ED 453	Elementary Math Methods	3
ED 477	Literacy at the Middle Level	3
ED 498	Student Teaching III	10

<b>ESOL/BILINGUAL EDUCATIONAL CLASSES</b>		<b>CREDITS</b>
ED 491D	Curriculum, Models, Instructional Approaches and Assessment Strategies for English Language Learners	3
ED 492D	Teaching Reading and Writing to ESOL and Bilingual Students	3
ED 409D	ESOL and Bilingual Practicum	3

*\*Students who were formerly Education Majors or previously admitted to the Undergraduate Professional Education Core who have transferred to an Interdisciplinary Studies degree plan may have already taken some of these classes. If this is the case, these classes can be counted toward an Education Focus Area within Interdisciplinary Studies Degrees.*

## **10. Glossary of Terms**

**Authorization:** *range of grades you are able to teach*

**C-1 form:** *TSPC's Application for Educator License or Registration form*

**C-2 form:** *TSPC's Program Completion form that verifies successful completion of a teacher education program*

**Clinical experience/practicum/placement:** *educational experiences in classroom settings supervised by a clinical/mentor teacher and university supervisor*

**Clinical Experience Workbook:** *workbook designed to assist teacher candidates, clinical/mentor teachers and university supervisors during each term of the clinical experience. The workbook articulates expectations for all parties and includes evaluation forms for each stage of the experience*

**Clinical teacher:** *a mentor teacher who has completed additional training in the Co-Teaching Model (St. Cloud, 2009) and communication coaching strategies from the New Teacher Center*

**COE:** *College of Education*

**Co-teaching model:** *co-teaching is based upon the collaboration between a clinical teacher and teacher candidate/s who share instructional responsibility for a single group of students in a single classroom for specific content or objectives*

**Conceptual framework:** *is the set of agreed upon principles, values, expectations, beliefs, and concepts that undergird all programs and practice in the College of Education*

**Conditional admission:** *is where some, but not all, criteria for admission to a program have been met. All criteria (as set out in letter from the Admissions Committee) must be met before conditional admission status can be changed to full admission*

**Director of Clinical Practice and Licensure:** *manages all clinical and field experiences in schools settings and oversees matters pertaining to licensure*



**Denied admission:** *is where an applicant to a program is not close to meeting admission criteria*

**Endorsement:** *is the subject matter (content area) or specialty field (such as art, music, special education, or physical education) in which an individual is licensed to teach*

**ESOL/Bilingual:** *endorsements in ESOL (English to Speakers of Other Languages) and Bilingual/ESOL that can be added to an Oregon teaching license*

**Full Admission:** *applicant to a program has met all the requirements for admission*

**GPA:** *Grade Point Average*

**InTASC Core Standards:** *Interstate Teacher Assessment and Support Consortium core teaching standards outline what all teachers across all content and grade levels should know and be able to do to be effective in today's learning contexts*

**Individualized Contract:** *explains the nature of a teacher candidate's unacceptable performance, restates required expectations, identifies supports and resources to be provided, and defines the time and process by which the teacher candidate will be reevaluated*

**Initial Teaching License:** *is awarded at the successful completion of an approved teacher preparation program. The license specifies both the specific grade authorization levels and subject-matter endorsements*

**Knowledge, Skills, and Dispositions form:** *is used to evaluate professionalism and cultural sensitivity during classes as well as clinical experiences*

**LAS:** *College of Liberal Arts and Sciences*

**MAT:** *Masters of Arts in Teaching where teacher candidates earn a graduate degree along with an initial teaching license*

**Mentor teacher:** *a teacher who meets TSPC Oregon Administrative Rules criteria and is deemed able to effectively supervise and mentor a teacher candidate*

**NES:** *National Evaluation Series tests are accepted by Oregon Department of Education to fulfill some of the testing requirements for Oregon teaching licenses*

**New Teacher Center (NTC):** *is a national non-profit dedicated to improving student learning by accelerating the effectiveness of new teachers and school leaders.*

**Oregon Administrative Rules:** *are an official compilation of rules and regulations that have the force of law in the state of Oregon*

**ORELA:** *are the Oregon Educator Licensure tests that are required to become a teacher in Oregon*

**PB:** *Post-baccalaureate*

**PEC:** *Professional Education Core includes 3 terms of coursework and clinical experiences for undergraduate and post-baccalaureate teacher candidates earning their initial teaching license*

**PRAXIS:** *is one of a series of teacher certification exams written and administered by the Educational Testing Service*

**Professional Development Schools (PDS):** *Professional Development Schools (PDS) are institutions formed through partnerships between colleges of education and P-12 schools with a mission to provide professional preparation of teacher candidates, faculty development, inquiry directed at the improvement of practice, and enhanced student learning*

**Registrar's Office:** *This office assists with registration, academic records including grades and GPA as well as providing services and documents for students, faculty and staff at Western Oregon University*

**SPRC:** *Student Policy and Review Committee reviews appeals pertaining to academic requirements, tests required for admission, clinical placements and continuation in a program*

**SE & EI/SE programs:** *Special Educator, Early Intervention/Special Education licensure where Special Education students earn either an initial teaching license or an endorsement in special education (SE and/or EI/SE) or a specialist credential with or without a Master of Science in Education (MSE).*

**Student Grievance Committee:** *Reviews and seeks to resolve formal complaints and grievances filed by students at WOU. Protects the rights of students, staff, and professors*

**Teacher Candidate:** *Student admitted to an initial teaching licensure program*

**TSPC:** *Oregon Teacher Standards and Practices Commission is an independent state agency that awards educator licenses, approves educator preparation programs, and issues discipline based on violations of professional standards of ethics*

**Teacher Work Sample (TWS):** *is a document written by a teacher candidate or teacher that connects teaching and learning. It is evidence of the author's ability to design and implement standards-based instruction; impact and assess student learning; and reflect upon the teaching and learning process*

**University Supervisor:** *is appointed by the Director of Clinical Practice and Licensure to supervise teacher candidates in clinical experiences*

**UG:** *Undergraduate*

## **11. Forms and Guides**

### **Add/Drop Form:**

[https://www.wou.edu/provost/registrar/forms/add\\_drop.pdf](https://www.wou.edu/provost/registrar/forms/add_drop.pdf)

### **Advising Guides for Initial licensure Programs:**

<http://www.wou.edu/education/index.php>

### **Application for Graduate Admission:**

[http://www.wou.edu/provost/graduate/documents/GraduateApplication2013\\_2014.pdf](http://www.wou.edu/provost/graduate/documents/GraduateApplication2013_2014.pdf)

### **Application for Early Intervention/Special Educator II (EI/SE II) initial licensure program:**

<http://www.wou.edu/provost/graduate/mssped/spedapplication.pdf>

### **Application for Masters of Arts in Teaching (MAT) initial licensure program:**

<http://www.wou.edu/provost/graduate/mat/matapplicationguide.pdf>

### **Application for Undergraduate/Post-baccalaureate (UG/PB) initial licensure program:**

[http://www.wou.edu/education/teacher\\_ed/UG%20Program%20-%20Winter%202014%20-%20Application%20for%20PEC-%20Revised%20%2011%202014%20%281%29.pdf](http://www.wou.edu/education/teacher_ed/UG%20Program%20-%20Winter%202014%20-%20Application%20for%20PEC-%20Revised%20%2011%202014%20%281%29.pdf)

### **Clinical Experience Forms:**

<http://www.wou.edu/education/licensure.php>

### **Code of Student Responsibility:**

<http://www.wou.edu/student/judicial/links/documents/CodeofStudentResponsibility2012-2013.pdf>

### **Course Substitution/Waiver:** [https://www.wou.edu/provost/registrar/forms/course\\_substitution\\_form.pdf](https://www.wou.edu/provost/registrar/forms/course_substitution_form.pdf)

### **Credit by examination:**

[https://www.wou.edu/provost/registrar/forms/credit\\_by\\_exam.pdf](https://www.wou.edu/provost/registrar/forms/credit_by_exam.pdf)

### **Family Educational Rights and Privacy Act (FERPA):**

[https://www.wou.edu/provost/registrar/privacy\\_students.php#FERPA](https://www.wou.edu/provost/registrar/privacy_students.php#FERPA)

**Incomplete Contract Form:**

[http://www.wou.edu/education/incomplete\\_grade\\_contract.pdf](http://www.wou.edu/education/incomplete_grade_contract.pdf)

**Graduate General Petition Form:**

[http://www.wou.edu/provost/graduate/forms/general\\_petition.pdf](http://www.wou.edu/provost/graduate/forms/general_petition.pdf)

**Grievance Petition Form:**

[http://www.wou.edu/student/documents/student\\_grievance\\_petition.pdf](http://www.wou.edu/student/documents/student_grievance_petition.pdf).

**TSPC Application for Educator Licensure or Registration— Form C-1:**

[http://www.oregon.gov/tspc/Documents/App\\_Form\\_C-1.pdf](http://www.oregon.gov/tspc/Documents/App_Form_C-1.pdf)

**TSPC Program Completion Report— Form C-2:**

<http://www.tspc.oregon.gov/forms/0002.pdf>

**TSPC Statement of Professionalism (is included in the Application for Educator License):**

[http://www.oregon.gov/tspc/Documents/App\\_Form\\_C-1.pdf](http://www.oregon.gov/tspc/Documents/App_Form_C-1.pdf)