

# WHITTIER COLLEGE TEACHER EDUCATION PROGRAM HANDBOOK



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## *Important Notice*

*The Whittier College Teacher Education Program Handbook is updated each summer.  
In alignment with college and CTC policies, amendments may be added at any time.  
Additional college-wide policies and procedures are located on the [Whittier College website](#).*

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## Directory

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Education Department	(562) 907-4248

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Dr. Cean Colcord	Associate Professor/Education Specialist Program Coordinator	Ext. 4427
Dr. Nora Obregon	Associate Professor	Ext. 5310
Dr. Kathy Villalon	Lecturer	Ext. 4429
Rosa Delia Rosas	Credential Analyst	Ext. 4443
Dr. Christine Ybarra	Director of Clinical Practice/Intern Program Coordinator/CAITPA Coordinator	Ext. 4333
Nicole Baitx Kennedy	Executive Director Broadoaks School	Ext. 8608
The Broadoaks Children's School	Campus Demonstration School	Ext. 4250

### Other Campus Services

Bookstore	.....	Ext. 4251
Business Office	.....	Ext. 4207
Campus Safety	.....	Ext. 4211
Career Services	.....	Ext. 4230
Computing Services	.....	Ext. 4287
Counseling Center	.....	Ext. 4239
Health Center	.....	Ext. 4339
Library	.....	Ext. 4247
Mail & Copy Center	.....	Ext. 4265
Office of the Registrar	.....	Ext. 4241
Student Services	.....	Ext. 4233
Financial Aid	.....	Ext. 4285

## I. OVERVIEW OF PROGRAM

### A. Mission Statement

Whittier College's Teacher Education Program's mission is to foster the development of future teacher leaders who are grounded in both educational theory and praxis, with a deep commitment

to the transformative power of experiential learning. We strive to prepare educators who are equipped to engage with and support a diverse body of children, recognizing the unique cultural, social, and developmental needs of each student. By blending rigorous academic study with hands-on, reflective practice, our department empowers future educators to cultivate inclusive, equitable, and innovative learning environments. Through collaboration, critical thinking, and a dedication to lifelong learning, we aim to shape educators who inspire positive change in the classroom and beyond, fostering the intellectual and social growth of all children.

## B. Department Standards

Throughout their course work in education, including practicum, field experiences, and student teaching, candidates are expected to adhere to each of the seven standards introduced below. The *Department Standards* align with the mission of the Whittier College Teacher Education Program to create a community of teachers and learners that embodies these qualities: intellectually rich, caring, student-centered, equitable, just, collaborative, creative, culturally responsive, moral, ethical, and inspiring.

*Standard 1. Respect for Diverse Beliefs, Opinions and Values.* This standard requires candidates to distinguish between their rights as individuals and citizens and their responsibilities as classroom educators. As an individual citizen, the teacher has the right to hold, express, and act upon his or her personal convictions. Nevertheless, there are many reasons why the individual, during professional interactions in the role of teacher, should maintain a stance of open-mindedness and of respect for diverse beliefs, opinions, and values.

*Standard 2. Equitable Behavior Towards all Members of the School Community.* Tolerance, respect, and equity toward members of all groups are positively valued in American society. In displaying these positive social values, teachers model them for and encourage them in students. Further, treating all students equitably and positively enhances students' self-esteem, builds positive attitudes toward school, increases motivation, and enhances the quality of candidates' classroom participation, and so improves students' opportunities for learning.

*Standard 3. Consistently Challenging and Encouraging all Students to Learn.* It has been well established in the research that when teachers hold and act on high expectations for students, students learn more. Thus, attitudes and actions which acknowledge that all students are capable of learning are critical for teaching successfully.

*Standard 4. Maintenance of a Reflective, Analytic Attitude; Attention and Responsiveness to Suggestions for Professional Improvement.* Research and writing on teacher education emphasize that teacher development is a continuing process. Studies have shown that teachers who continue to grow in professional competence are those who actively seek new knowledge, who routinely analyze and reflect upon their practice, and who remain open to the support, advice, and suggestions of colleagues.

*Standard 5. Clear Oral and Written Communication in the English Language.* Since classroom teaching is accomplished primarily through verbal interaction, challenges in speaking or hearing can inhibit teachers' job performance. Department of Education and Child Development faculty will counsel candidates with such challenges on their potential effectiveness and employability as teachers.

*Standard 6. Personal Organization and Preparation; Capacity for Meeting Responsibilities Fully and in a Timely Manner.* Working in an organization that serves the public and responds to the educational and related needs of students requires that the teacher be organized, prepared, and responsible.

*Standard 7. Moral Behavior in Keeping with the Standards of Whittier College, with Local, State, and Federal Laws, and (During School Visits and Student Teaching) with Professional Standards for Educators in the Schools.* Teachers are responsible for modeling behavior in keeping with societal and academic norms. The Department of Education and Child Development cannot knowingly recommend for student teaching or for state teacher certification individuals who have either (a) a record of behavior which indicates a propensity for actions which will put students in physical or psychological jeopardy or (b) a history of behavior which indicates repeated violations of local professional standards.

Each of these Department Standards is expanded upon in Section VIII.

### C. Programs Offered

#### *Credential Program Pathways*

The Whittier College Teacher Education Program offers pathways toward several preliminary teaching credentials. Credential candidates work towards a preliminary SB2042 credential with English learner authorization; they can earn a Multiple Subject, an Education Specialist (Mild to Moderate Support Needs & Extensive Support Needs), and/or a Single Subject (in the areas of English, Social Science, Science, Mathematics, Physical Education) preliminary teaching credential. **Please note that as of Spring 2025, the Single Subject World Languages preliminary teaching credential program is inactive and not accepting new students.**

[https://www.whittier.edu/academics/graduate\\_education/credential](https://www.whittier.edu/academics/graduate_education/credential)

#### *Bilingual Authorization (BILA) Program*

The BILA Program allows individuals to earn additional authorization to teach in various bilingual settings in elementary and secondary schools. The BILA Program is intended for credentialed teachers seeking additional authorization, or prospective teachers concurrently working towards a preliminary credential. The BILA Program allows authorizations to be added to multiple subject and single subject preliminary and clear credentials. The college does not offer a path for the

bilingual authorization to be added to an education specialist credential. **Please note that as of Spring 2025, the Bilingual Authorization Program is inactive and not accepting new students.** Information regarding the Bilingual Program has been removed from this year's version of the handbook due to its inactive status. All program information is included in prior handbooks.

### *Undergraduate PICES Pathway*

The PICES (Pathway Integrating Child Development and Education Specialist) Program allows undergraduate students to earn a Bachelor of Arts in Child Development and an Education Specialist credential within a 4-year undergraduate term. Prospective candidates for the PICES program should refer to the program website for more information.

<https://www.whittier.edu/academics/education/pices>

### *Intern Pathway for Preliminary Credential*

The Whittier College Teacher Education Program currently offers intern pathways for multiple subject, single subject, and education specialist: mild to moderate support needs credential candidates. The college does not offer an intern pathway for education specialist: extensive support needs at this time.

### *Advanced Degree Options*

Candidates in the graduate program may work towards a Master of Arts in Teaching Program. Whittier College's Teacher Education Program provides two pathways:

#### *Master of Arts in Teaching + Credential Pathway*

A Master of Arts in Teaching may be earned alongside a preliminary credential from one of our programs. Candidates pursuing both a preliminary credential and a Master of Arts in Teaching are designated as MACE students and must complete all requirements for both the MAT and credential program before the MAT degree is conferred.

#### *Master of Arts in Teaching – Only Option*

Candidates who already hold a teaching credential may pursue the Master of Arts in Teaching as a standalone advanced degree. These candidates may elect to complete all 30 graduate units within the program or apply up to 12 units earned through one of the college's Academy for the Professional Development of Educators, which includes our Induction partnerships.

Whittier College Education Program offers multiple entry points. As graduate students, candidates can begin coursework in the fall, spring, or summer. As undergraduates, Whittier College students can begin coursework towards any credentials offered in the program. **Coursework completed during undergraduate years can be applied towards the credential; however, these courses**

would not count towards a Master of Arts in Teaching Degree as they were not completed at the graduate level.

#### D. Academy for the Professional Development of Educators (APDE)

Housed at Whittier College, a recognized leader in the preparation of effective and successful educators, the Academy for the Professional Development of Educators (APDE) offers a range of courses and trainings catered to veteran who wish to expand their skillset. To learn more about APDE offerings, please visit: <https://www.whittier.edu/apde>

## II. PROGRAM ADMISSION

### A. Admission Policies and Procedures

The graduate program application procedures described below are intended for individuals who wish to be formally admitted to the Whittier College Teacher Education Program for a preliminary credential, Bilingual Authorization, a Master of Arts in Teaching, and/or the PICES Program.

Alternate pathways into the program (e.g., Graduate Teaching Fellowships, Internships) may involve different procedures and include additional requirements. For example, graduate students may be employed by Whittier College as a Graduate Teaching Fellowship (GTF), or by a local K-12 school as an Intern.

Candidates may learn of Intern positions through local districts. Information regarding a GTF position can be provided by the program (e.g., Broadoaks School, Whittier College Athletics) within which the position is housed.

Candidates who are employed as GTFs or Interns must abide by all specific requirements set forth by those positions. For example, GTFs may be asked to sign a Family Educational Rights and Privacy Act (FERPA) release that allows their Faculty Advisor to share academic progress with the Department Chair, Human Resources, and/or their GTF Program Coordinator. Information regarding intern eligibility can be provided by the Credential Analyst.

There are application deadlines for the fall, spring and summer. Please see the college admissions website for most up to date information regarding deadlines.

<https://www.whittier.edu/admission/graduate/applying>

Applicants denied admission to any program have the right to an appeal. The appeal, and accompanying rationale for doing so, must be communicated in writing to the department within two weeks of receipt of admission denial. At this time the applicant should include any supplementary materials if they can be used as evidence to support the appeal.



While undergraduate students may elect to complete some credential coursework, they cannot formally apply to a multiple or single subject credential program until they have earned a B.S. or B.A. from a regionally accredited institution. Currently, only the PICES program allows undergraduate students at Whittier College to complete a B.A. in Child Development and coursework leading towards a preliminary education specialist credential.

Graduate students interested in one of Whittier College's credential pathways may elect to complete coursework and requirements associated with one (or more) credentials or combine the coursework with additional requirements associated with the Master of Arts in Teaching program. Only graduate students who already possess a teaching credential may enroll in the Master of Arts in Teaching Program as a stand-alone program.

All candidates who are formally accepted into PICES or a graduate-level program receive a copy of this handbook during orientation. As part of orientation candidates also receive, review and sign an electronic acknowledgement form regarding key policies and procedures for their program.

New PICES Student Acknowledgement Form:

[https://whittier.formstack.com/forms/new\\_pices\\_student\\_acknowledgement\\_form](https://whittier.formstack.com/forms/new_pices_student_acknowledgement_form)

New Graduate Student Acknowledgement Form:

[https://whittier.formstack.com/forms/new\\_graduate\\_student\\_acknowledgement\\_form](https://whittier.formstack.com/forms/new_graduate_student_acknowledgement_form)

## B. Requirements for Credential Programs

Applicants must have earned a B.S. or B.A. from a regionally accredited institution. Successful applicants will have earned at minimum a 2.8 G.P.A.; official transcripts of all college coursework must be submitted to verify degree awarded and G.P.A.

Applicants will also provide the following for review:

- Completed online application
- Completed FAFSA application
- Complete program pre-requisites including coursework in child development as well as the US Constitution Requirement described by the Commission on Teacher Credentialing.
- A statement of purpose addressing the candidate's goals and commitments to teaching, qualifications, and why they are seeking admission to the program.
- Evidence of satisfying the Basic Skills Requirement (by passing the California Basic Educational Skills Test [CBEST] or another approved pathway).
- Evidence of completing at least one portion of the Subject Matter Requirement. This may entail: (a) a letter verifying completion of a state-approved subject matter program, (b) evidence of passing at least one subtest of the California Subject Examinations for

Teachers (CSET) in the content area they are pursuing, (c) successfully completion of an accepted undergraduate major and/or coursework in the content area they are pursuing.

- Two to four letters of recommendation (one must be from an academic professor or recent professional reference). Letters of recommendation are valid for one year (for example, a letter submitted during Fall 2025 can be used through the Fall 2026 application deadline). Please note that applicants cannot request letters of recommendation from the college for alternate purposes once they have received them.

Credential and Master's programs follow college-wide admissions policies regarding submitting international transcripts. For international students, the Commission on Teacher Credentialing (CTC) does not require official international transcripts to be submitted while filing for a credential. Only an official evaluation of the international transcript is submitted. For more information regarding this CTC policy, <https://www.ctc.ca.gov/docs/default-source/leaflets/cl635.pdf>

Acceptance letters are valid for one year. An applicant may request a deferment and enroll one or two semesters later than the term to which they were originally admitted. To request a deferment, candidates complete the official Request to Defer electronic form that can be found on the Whittier College Admissions website.

Applicants who do not meet the G.P.A. requirement and wish to reapply may do so after taking college-course work at another institution. Candidates must complete this additional coursework with grades sufficient to raise the G.P.A. to the program's admission standard. Applicants should take three classes in core-content areas taught in K-12 public schools (e.g., math, science, history/social science, English, World language, etc.). If applicants have questions about the appropriateness of specific college-level classes, they are encouraged to ask the department for approval prior to enrolling.

### C. Requirements for Candidates Pursuing a MA in Teaching (Master's Only and/or in conjunction with Induction Units)

Applicants must have earned a B.S. or B.A. from a regionally accredited institution as well as a teaching certification. Successful applicants will have earned at minimum a 3.0 G.P.A. in their graduate teaching program. Official transcripts of all college coursework must be submitted to verify award of undergraduate and credential degrees and G.P.A. Applicants will also provide the following for review:

- Completed online application
- Official undergraduate transcripts noting degree conferment
- Documentation of successful completion of teaching credential program
- Two to four letters of recommendation addressing candidate's success or potential success in working with children/students in culturally diverse communities. Letters of recommendation are valid for one year. Please note that applicants cannot request letters of recommendation from the college for alternate purposes once they have been received.

- Statement of purpose addressing candidates' goals and commitments to teaching, qualification, and why they are seeking admission to the program

Candidates participating in a program-approved Induction Program may earn up to 12 graduate-level units. More information regarding approved Induction Program partnerships is available through the Academy for the Professional Development of Educators.

Acceptance letters are valid for one year. An applicant may request a deferment and enroll one or two semesters later than the term to which they were originally admitted. To request a deferment, candidates must formally notify the admissions office.

#### D. Requirements for Undergraduate Students Pursuing the Pathway Integrating Child Development and Education Specialist (PICES)

Undergraduate students in their first year at Whittier College and transfer students may apply to the PICES program. Eligibility and application requirements for students are listed below. Please note that requirements differ for first year and transfer students.

##### Requirements & Application Package for First-Year Students:

- Minimum cumulative G.P.A. of a 3.0
- Proof of taking and passing CHDV 105 - Introduction to Child Development
- Evidence of satisfying the Basic Skills Requirement (by passage of the California Basic Educational Skills test [CBEST] or other approved pathway). If a student has not taken this exam during the application process, he/she will take it once enrolled in the pathway.
- Endorsement from Whittier College's Academic Advisor.
- Two letters of recommendation (employer, mentor, professor or mentor in a department other than Child Development, or a previous teacher). Please note that applicants cannot request letters of recommendation from the college for alternate purposes once they have been received.
- A statement of purpose addressing the following question: *Why is the PICES Program a good fit for your academic endeavor at Whittier College?*

##### Requirements & Application Package for Transfer Students:

- Minimum G.P.A of 3.0 at the point of admission into Whittier College.
- Official College transcripts documenting community college courses trajectory
- Proof of taking and passing CHDV 105 - Introduction to Child Development equivalent
- Complete IGETC (37 units), *which must include*:
  - 1 Math Course: Statistics (3 units)
  - 3 Arts and Humanities courses (9 units)
  - 3 Social/Behavioral Science (9 units)
  - 2 Physical and Biological Sciences courses (6 units)

- 2 years of a foreign language in high school or 1 year at a community college with a minimum grade of C or higher
- At least 2 Child Development elective courses: (6 units) these electives will not substitute core PICES requirements in the major.
- Evidence of satisfying the Basic Skills Requirement (by passing the California Basic Educational Skills test [CBEST] or other approved pathway). If a student has not taken this exam during the application process, he/she will take it once enrolled in the pathway.
- Two letters of recommendation (employer, mentor, professor or mentor in a department other than Child Development, or an old teacher). Please note that applicants cannot request letters of recommendation from the college for alternate purposes once they have been received.
- A statement of purpose addressing the following question: *Why is the PICES Program a good fit for your academic endeavor at Whittier College?*
- Interview with department faculty will be scheduled upon receiving application

Once a First-Year or Transfer Student is Enrolled in PICES, additional requirements for credential coursework include a (1) Certificate of Clearance completion, which includes the live scan fingerprinting process and Department of Justice (DOJ) and the Federal Bureau of Investigation (FBI) background check; and (2) providing documentation of TB Clearance. In addition to the above requirements, successful completion of the PICES program and recommendation for a preliminary Education Specialist credential include all components outlined in section VII.C *Requirements for a Preliminary Education Specialist Credential*.

### E. Requirements for Bilingual Authorization (BILA) Candidates

Section removed due to BILA's inactive status. Please review prior year's handbooks for information if needed.

## III. TUITION

Graduate tuition is reviewed annually. As cost per unit may change during a candidate's time in the program, information regarding affordability can be found on the Whittier College website. Questions regarding tuition or any student accounts to be made to the Business Office, whose contact information can be found <https://www.whittier.edu/businessoffice>. Some coursework in the program contains an associated fee. Fees associated with any coursework (e.g., EDUC 520 Student Teaching) are listed on the course schedule.

## IV. FINANCIAL AID

### A. Eligibility and Process

Degree seeking candidates are students enrolled in a pathway that leads towards the advanced degree of Master of Arts in Teaching. Candidates who are only pursuing a credential are considered

classified as non-degree seeking. **Only degree seeking candidates are eligible for federal aid.** General information from the Office of Financial Aid can be found here <https://www.whittier.edu/financialaid>

## B. Frequently Asked Questions for Graduate Students ([FAQs](#))

*I receive tuition remission, does this affect my financial aid?*

Yes, you must notify us of the units that will be paid via tuition remission because it can affect the amount and type of Federal Direct Loans you are eligible for.

*When will my funds be applied to my account?*

Federal Direct Loans: the student must complete and submit all the necessary requirements and be enrolled at least half time.

*What happens if I drop below the units I originally reported to the Office of Financial Aid?*

Your financial aid awards can be affected (possibly decreased or canceled). If the student falls below 4 units a semester, they will not be eligible for any Federal Direct loan funds.

*Will I qualify for financial aid during student teaching?*

Student teaching is treated like any other semester.

*Are grants available for graduate students?*

Grants are not available through Whittier College for graduate students.

## V. WHITTIER COLLEGE STUDENT SERVICES

Services may differ depending on status as undergraduate or graduate student; thus, when students have questions regarding eligibility, they should reach out to appropriate office personnel.

### A. Academic Advising

All graduate students receive a faculty advisor from the Department of Education and Child Development. Undergraduate students completing credential coursework maintain their Whittier College undergraduate advisor but are encouraged to consult with Department of Education and Child Development faculty or Credential Analyst when specific questions regarding credential coursework and program requirements arise. Undergraduate candidates enrolled in the PICES program will be advised by the Department of Education and Child Development faculty.

### B. Bookstore

The Whittier College Bookstore is located on campus and is open Monday through Saturday. Course materials may be purchased through the bookstore. Candidates participating in Commencement will also contact the Bookstore for appropriate regalia.

### C. Wardman Library

The Wardman Library is open during the academic year as well as summer terms. Spaces including a quiet floor and individual study rooms are available. Services include printing, copying and

computing, tablet and laptop lending, LINK+ and Interlibrary Loan, as well as workshops. Materials can be checked out using a Whittier College student identification. Contact information for the library as well as individual librarians and staff members can be found on the library's website. <https://www.whittier.edu/library>

#### D. Whittier College Student Health Services and Wellness Center

The Whittier College Student Health and Wellness Center is available for undergraduate and graduate students. <https://www.whittier.edu/studenthealth>

#### E. Student Accessibility Services

Student Accessibility Services is committed to ensuring equal treatment, educational opportunity, academic freedom, and human dignity for students with learning, physical/medical, and psychological/psychiatric disabilities at Whittier College. Graduate students who believe they are eligible for services are encouraged to contact the office.

<https://www.whittier.edu/accessibility>

#### F. Center for Advising and Academic Success (CAAS)

The Center for Advising and Academic Success is located on the lower level of the Wardman Library (<https://www.whittier.edu/caas>). The mission of CAAS is to empower all Whittier College students to become successful, self-directed, and collaborative lifelong learners. CAAS supports students academically through several programs and services including academic guidance, peer tutoring, workshops, and academic coaching. CAAS also provides a welcoming study space and computer lab during day and evening hours.

#### G. Counseling Services

In person counseling appointments are available to currently enrolled undergraduate students at Whittier College (<https://www.whittier.edu/counseling>). Both currently enrolled undergraduate and graduate students now have access to a new telehealth platform for unlimited tele-medical, tele-counseling, life coaching and crisis support services at no cost. Sign up at: <https://thevirtualcaregroup.com/whittier> using the 90602 zip code. For immediate crisis support, or if you have difficulty accessing the platform, call 1-855-522-1226 directly to speak to a counselor. For crises on campus, phone Campus Safety at 562-907-4211 or call 911. For suicidal crises, call 988. Additional community resources and links are available on the Counseling Center's website at <https://www.whittier.edu/counseling/resources>.

#### H. Information Technology Services Office

The Information Technology (IT) Services Office is located on the lower floor of the Wardman Library. <https://www.whittier.edu/it>

## I. Department of Campus Safety

The Department of Campus Safety works to ensure the safety and well-being of students and employees on the Whittier College campus. Campus Safety is responsible for a variety of safety and security programs, including the campus emergency alert system. Faculty and students are encouraged to maintain updated contact information through their MyWhittier portal. Additionally, any vehicle using campus parking lots must be registered with Campus Safety.

<https://www.whittier.edu/campusafety>

## J. Career Center

The Career Center team is committed to providing all Whittier College students and alumni exemplary career counseling resources and career development services.

<https://www.whittier.edu/careers>

## K. Donald E. Graham Athletic Center

Students are available to take advantage of Whittier College's athletic facilities, including those in the George Allen Fitness Center.

## L. Additional Services Provided by Student Life

Graduate and undergraduate students currently enrolled at Whittier College may request funds for an emergency under compelling circumstances that jeopardize their ability to successfully continue in school. <https://www.whittier.edu/campuslife/studentssupport/emergency>

The Veteran Resource Center (VRC) Our goal is to assist veterans, service members and dependents efficiently and effectively as they transition into and through college, by providing students the tools they need to be successful. The VRC provides support services and serves as a liaison to external support services for student veterans and military-connected students.

<https://www.whittier.edu/campuslife/studentssupport/veterans>

## VI. Statewide Guidance

### A. Commission on Teacher Credentialing – Teacher Performance Expectations

The faculty of Whittier College and its Department of Education and Child Development assumes responsibility for assuring that all candidates in the Teacher Education Program make substantial progress toward developing the knowledge, skills, dispositions, and professional judgment required of all classroom teachers. Our program is aligned with the Teacher Performance Expectations provided by the Commission on Teacher Credentialing.

The Commission on Teacher Credentialing (<https://www.ctc.ca.gov/>) provides guidance as to how to best train future educators, most notably by the inclusion of seven Teaching Performance Expectations (TPEs). The TPEs included below shape the Whittier College Teacher Education



Program, both in the content it includes in required coursework and in the development of the *Department Standards*. The TPEs are:

- TPE 1: Engaging and Supporting All Students in Learning
- TPE 2: Creating and Maintaining Effective Environments for Student Learning
- TPE 3: Understanding and Organizing Subject Matter for Student Learning
- TPE 4: Planning Instruction and Designing Learning Experiences for All Students
- TPE 5: Assessing Student Learning
- TPE 6: Developing as a Professional Educator
- TPE 7: Effective Literacy Instructions for All Students

## B. State Mandated Areas of Proficiency

Applicants pursuing a teaching credential program must verify proficiency in different areas, the Basic Skills requirement (BSR), the Subject Matter Competency Requirement, the US Constitution Requirement, as well as Literacy and Reading Instruction.

### *Basic Skills Requirement:*

The Basic Skills Requirement covers areas in reading, writing and mathematics. For a comprehensive list of ways to meet the Basic Skills Requirement, visit [https://www.ctc.ca.gov/credentials/leaflets/basic-skills-requirement-\(cl-667\)](https://www.ctc.ca.gov/credentials/leaflets/basic-skills-requirement-(cl-667))

On July 9, 2021, Assembly Bill 130 was signed which added a coursework option to how educator preparation candidates may meet the Basic Skills Requirement. This new provision allows Commission on Teacher Credentialing-approved educator preparation programs (Whittier College) to, under certain conditions, verify that a candidate has demonstrated basic skills proficiency by accepting qualifying college level coursework from a regionally accredited institution of higher education. For more information about this bill, please visit <https://www.whittier.edu/admission/graduate/ab130>

On June 29, 2024, Senate Bill 153 was signed which further expanded candidate's options for meeting the Basic Skills Requirement. These new provisions in state law allow for the candidate's bachelor's degree or higher from a regionally accredited institution of higher education to serve as demonstration of basic skills in reading, writing, and mathematics.

The California Basic Education Skills Test (CBEST) remains an option to meet the Basic Skills Requirement. The CBEST consists of three sections: reading, mathematics, and writing. For more information visit: <http://www.ctcexams.nesinc.com/Home.aspx>.

### *Subject Matter Competency Requirement:*

Pursuant to Education Code 44259(5)(A), as amended by Assembly Bill 130 (Chap. 44, Stats. 2021), candidates for Preliminary Multiple Subject, Single Subject, and Education Specialist



programs have five options for demonstrating subject matter competence, a requirement that must be met for a candidate to earn one of these preliminary credentials.

The five options are

- (i) completion of a subject matter program approved by the Commission;
- (ii) passage of a subject matter examination approved by the Commission;
- (iii) completion of coursework at one or more regionally accredited institutions of higher education that addresses each of the domains of the subject matter requirements adopted by the Commission in the content area of the credential being sought;
- (iv) completion of a baccalaureate or higher degree from a regionally accredited institution of higher education, as specified; or,
- (v) a combination of the methods described in (i), (ii), and (iii) that meets or exceeds the domains of the subject matter requirements adopted by the Commission.

For more information visit: <https://www.ctc.ca.gov/educator-prep/subject-matter-requirements>

### *Literacy and Reading Instruction*

California Senate bill 488 was passed in California in 2024. Effective July 1, 2024, the California Commission on Teacher Credentialing adopted new Literacy Standards and Teacher Performance Expectations (TPE) for Multiple Subject, Single Subject, and Education Specialist Credentials.

[https://leginfo.ca.gov/faces/billTextClient.xhtml?bill\\_id=202120220SB488](https://leginfo.ca.gov/faces/billTextClient.xhtml?bill_id=202120220SB488)

This legislation emphasizes that candidates must employ evidence-based means of teaching foundational reading skills in print concepts, phonological awareness, phonics and word recognition, and fluency to all pupils, including tiered support for pupils with reading difficulties, English learners, and pupils with exceptional needs.

In addition, as required by SB488 and the Literacy Standards, during Clinical Practice the program will guarantee that all candidates are provided with opportunities to learn about, practice, and be assessed on their teaching of literacy skills including foundational literacy skills.

Master Teachers and College Supervisors will coordinate with candidates to ensure opportunities for successful literacy instruction and opportunities to plan, implement, and record instruction for the Literacy CalTPA. Further, clinical practice settings must provide candidates with opportunities to:

- Engage students in literal and inferential comprehension of literary and informational texts using higher-order cognitive skills through reading, speaking, listening, and writing (TPE 7.6)
- Promote students' oral and written language development and use of discipline-specific academic language by leveraging students' existing linguistic repertoires (TPE 7.7)

- Develop students' effective expression as they write, discuss, present, and use language conventions (7.8)
- Practice screening and diagnostic techniques that inform teaching and assessment and early intervention techniques
- Observe and practice the concepts and strategies included in the [\*California Dyslexia Guidelines\*](#) with the understanding that not all candidates will teach a student with dyslexia.

As of July 1<sup>st</sup>, 2025, all Multiple Subject and Education Specialist candidates will be assessed on the TPE including the newly adopted TPE 7 through the Literacy CalTPA. The Literacy CalTPA will require Multiple Subject and Education Specialist candidates to plan, teach, and assess foundational skills in their clinical practice setting (student teaching). The Literacy CalTPA will take the place of the RICA. **The RICA will no longer be available as of June 30, 2025, though passing RICA scores (all three sections) obtained prior to that date can still be applied to a preliminary credential recommendation. RICA scores that only indicate one or two sections passed will not be eligible to apply for a preliminary credential recommendation.**

Candidates who by June 30, 2025, complete all other credential requirements except for the RICA have the following options:

- Take a Commission-approved performance assessment that includes literacy instruction
- Take [\*Foundations of Reading\*](#) (see also [\*PSA 24-10\*](#)) after June 30, 2025

The options are available for:

- Teachers who hold a Preliminary credential with a RICA renewal code.
- Multiple Subject, Education Specialist, and PK–3 ECE Specialist candidates who by June 30, 2025, complete all other credential requirements except for the RICA.
- Single Subject credential holders who want to add a Multiple Subject credential.
- Private school teachers seeking a Multiple Subject credential.
- Teachers who are prepared in another country.
- Teachers who are prepared via Peace Corps Volunteer Experience.

### *US Constitution:*

All teacher credential candidates must complete a course in the provision and principles of U.S. Constitution, pass a regionally accredited college or university exam, or receive a degree from a California State University. Verification of meeting this requirement will be required prior to being eligible to begin a student teaching assignment. Candidates can contact the Credential Analyst or their Faculty Advisor for additional information regarding these options.

## **C. Applying for a Preliminary Credential**

Below are the lists of requirements for each type of preliminary credential offered by the Whittier College Teacher Education Program. **All admitted candidates have five years from the time**

**their first term begins to complete all requirements associated with any of the credential and authorizations offered through Whittier College.**

**If a candidate does not complete all requirements within that five-year period, they must withdraw and reapply to the program under the new catalogue year and recomplete requirements based on most current policies and procedures.**

#### *Requirements for Preliminary Single Subject Credential*

- Complete a baccalaureate or higher education from a regionally accredited college or university.
- Satisfy Basic Skills Requirement through a CTC-approved pathway
- Satisfy Subject Matter Competency Requirement through a CTC-approved pathway
- Satisfy US Constitution Requirement through a CTC-approved pathway
- Complete a Commission-approved Single Subject Credential Teacher Preparation Program
- Earn a passing score on all required CalTPA Instructional Cycles during Student Teaching
- Hold a valid CPR (Adult Child and Infant) Certification
- Receive a formal recommendation from credential program

#### *Requirements for Preliminary Multiple Subject Credential*

- Complete a baccalaureate or higher education from a regionally accredited college or university.
- Satisfy Basic Skills Requirement through a CTC-approved pathway
- Satisfy Subject Matter Competency Requirement through a CTC-approved pathway
- Satisfy US Constitution Requirement through a CTC-approved pathway
- Meet Literacy and Reading Instruction Requirement by passing the RICA, Foundations of Literacy, or the CalTPA Instructional Cycles. Please see section VI. Statewide Guidance for more information about pathways available.
- Earn a passing score on all required CalTPA Instructional Cycles during Student Teaching
- Complete a Commission-approved Multiple Subject Credential Teacher Preparation Program
- Hold a valid CPR (Adult Child and Infant) Certification
- Receive a formal recommendation from credential program

#### *Requirements for Preliminary Education Specialist Credential*

- Complete a baccalaureate or higher education from a regionally accredited college or university.
- Satisfy Basic Skills Requirement through a CTC-approved pathway
- Satisfy Subject Matter Competency Requirement through a CTC-approved pathway
- Satisfy US Constitution Requirement through a CTC-approved pathway
- Meet Literacy and Reading Instruction Requirement by passing the RICA, Foundations of Literacy, or the CalTPA Instructional Cycles. Please see section VI. Statewide Guidance for more information about pathways available.
- Earn a passing score on all required CalTPA Instructional Cycles during Student Teaching

- Complete a Commission-approved Education Specialist Credential Teacher Preparation Program
- Hold a valid CPR (Adult Child and Infant) Certification
- Receive a formal recommendation from credential program

*Requirements for Bilingual Authorization (Added Concurrently with or Post-Credential)*

Section removed due to BILA's inactive status. Please review prior year's handbooks for information if needed.

#### D. California Teacher Performance Assessment (CalTPA) Instructional Cycles

In addition to successful completion of program coursework, the Commission on Teacher Credentialing requires all candidates to pass two CalTPA Instructional Cycles during student teaching. All multiple subject, single subject, and education specialist credential candidates must complete CalTPA Instructional Cycles during their student teaching.

Each instructional cycle reflects four iterative steps commonly used in teaching: (1) plan, (2) teach and assess, (3) reflect, and (4) apply. This pedagogical cycle provides an overarching conceptual framework of progressively interrelated cognitive steps to help guide and refine the candidate's thinking and encourage active decision-making throughout each cycle of planning, teaching, and assessing student learning.

The CalTPA policies require the appropriate use of assessment material. Candidates will receive information about materials and use in EDUC 421/521. All testing information and policies can be found on the Pearson website.

[https://www.ctcexams.nesinc.com/TestView.aspx?f=CACBT\\_TestingPolicies\\_CalTPA.html](https://www.ctcexams.nesinc.com/TestView.aspx?f=CACBT_TestingPolicies_CalTPA.html)  
[https://www.ctcexams.nesinc.com/TestView.aspx?f=HTML\\_FRAG/CalTPA\\_TestPage.html](https://www.ctcexams.nesinc.com/TestView.aspx?f=HTML_FRAG/CalTPA_TestPage.html)

Fees for these Instructional Cycles are embedded as lab fees for EDUC 421/521 (a one-unit seminar completed during student teaching). During EDUC 421/521, candidates receive guidance on what each instructional cycle entails and how to properly gather required classroom artifacts including video consent forms. While candidates may discuss what is expected of them for each Instructional Cycle, candidates must prepare their submissions individually.

Instructional Cycles are uploaded to and scored by Pearson. Pearson uses its own processes to screen for originality; if plagiarism is detected, an administrative review may occur. Undergoing an administrative review may result in scoring delays or voiding a submission.

[http://www.ctcexams.nesinc.com/TestView.aspx?f=CACBT\\_ScoreReportingPolicies\\_CalTPA.html](http://www.ctcexams.nesinc.com/TestView.aspx?f=CACBT_ScoreReportingPolicies_CalTPA.html)

The Whittier College Teacher Education Program periodically updates its procedures and guidelines to comply with Commission on Teacher Credentialing guidelines. **Candidates**

**returning to the Whittier College Teacher Education Program after a leave of absence must complete the most current guidelines provided by the state.**

### *CalTPA Cycles Requirements for Single Subject Credential Candidates*

#### **Instructional Cycle 1: Learning About Students and Planning Instruction**

Cycle 1 focuses on developing an engaging content-specific lesson for one class and 3 focus-students based on what candidates learn about their diverse assets and learning needs, including their prior knowledge, interests, and developmental considerations. In this cycle, candidates will demonstrate how they select an appropriate learning goal(s), determine what they expect their students to know and be able to do, and show how they assess that learning. Candidates will develop content-specific student activities and instructional strategies to develop their students' thorough understanding of the content they are teaching. This cycle also focuses on how candidates monitor student learning during the lesson and make appropriate adaptations to support individual student learning needs. As candidates teach and video-record the lesson, they will demonstrate how they establish a positive and safe learning environment, provide social and emotional supports through positive interactions with students, and use resources and materials to promote higher-order thinking (i.e., analysis, synthesis, evaluation, interpretation, and transfer), develop student academic language, and enhance content-specific learning.

#### **Instructional Cycle 2: Assessment-Driven Instruction**

Cycle 2 represents a complete teaching cycle (*plan, teach and assess, reflect, and apply*). This cycle emphasizes the interaction between standards, assessment, and instructional decision making. While *standards* describe what students are expected to know, understand, and be able to do, *assessment* is the ongoing process of gathering evidence from multiple sources to determine what each student actually knows, understands, and can demonstrate. Assessment results are then used to improve instruction. Effective assessment will evaluate a student's academic progress but may also include measures that examine other aspects of educational development. Assessments should provide valid, reliable, and fair data to support high-quality teaching and learning activities for teachers, students, and families. Assessments help teachers make informed decisions about which curricular goals or strategies need to be strengthened, how instructional strategies can be modified or expanded depending on what students are understanding or misunderstanding during instruction, and whether a particular sequence of instruction has been successful.

### *CalTPA Cycle Requirements for Multiple Subject Credential Candidates*

#### **Math Performance Assessment:**

Description forthcoming, August 2025. Updated information will be provided in EDUC 521 (Student Teaching Seminar) as it is released by CTC.

### Literacy Performance Assessment:

Description forthcoming, August 2025. Updated information will be provided in EDUC 521 (Student Teaching Seminar) as it is released by CTC.

*Beginning July 1, 2025, all candidates must pass a Commission-approved Literacy Performance Assessment. The Literacy TPA will replace both the Instructional Cycle 2 and RICA assessments.*

### *CalTPA Cycle Requirements for Education Specialist Candidates*

#### Instructional Cycle 1: Learning About Students with IEPs and Planning Instruction

Cycle 1 focuses on developing an engaging content-specific lesson for students based on what you learn about their diverse assets and learning needs, including their prior knowledge, interests, age, and developmental considerations. In this cycle, you will demonstrate how you select an appropriate grade-level content-specific learning goal(s), determine what you expect your students to know and be able to do, and show how you assess that learning. You will develop content-specific student activities and instructional strategies to develop your students' thorough understanding of the content you are teaching. This cycle also focuses on how you monitor student learning during the lesson and make appropriate adaptations (accommodations and/or modifications) to support individual student learning needs and promote equitable learning environments for students with IEPs. As you teach and video record the lesson, you will demonstrate how you establish a positive and safe learning environment; provide social and emotional supports through positive interactions with students; use resources and materials to promote content-specific, age and/or developmentally appropriate higher-order thinking skills (i.e., analysis, synthesis, evaluation, interpretation, and transfer/generalization); develop student academic language; and enhance deeper learning of content for students with IEPs.

#### Instructional Cycle 2: Assessment-Driven Instruction for Students with IEPs

Cycle 2 emphasizes the interaction among the student's(s') IEP(s), grade-level standards, assessment, and instructional decision making. An Individual Education Plan (IEP) establishes the learning goals for a student. While standards describe what students are expected to know, understand, and be able to do, assessment is the ongoing process of gathering evidence from multiple sources to determine what each student knows, understands, and can demonstrate. Assessment results are then used to improve instruction and provide meaningful feedback to families and/or guardians. Effective assessment will evaluate a student's academic progress but may also include measures that examine other aspects of educational development. Assessments should provide valid, reliable, and fair data to support high-quality teaching and lessons for teachers and instructional support personnel, students, and families and/or guardians. Assessments help teachers and instructional support personnel make informed decisions about which curricular goals or strategies need to be strengthened, how instructional strategies can be adapted or expanded depending on what students are understanding or misunderstanding during instruction, and whether a particular sequence of instruction has been successful. (For additional information on assessment, refer to the California Department of Education Special Education Division website.) In this cycle, you will provide feedback to your student(s) and their families and/or guardians about

their content-specific academic performance(s) based on classroom informal assessment(s), student self-assessment, and formal assessment results.

*Beginning July 1, 2025, all candidates must pass a Commission-approved Literacy Performance Assessment. The Literacy TPA will replace both the Instructional Cycle 2 and RICA assessments.*

## E. Certificate of Clearance

In compliance with the Whittier College Teacher Education Program's memorandums of understanding (MOUs) with local districts, most credential courses require candidates to complete a Certificate of Clearance which includes a background check and fingerprinting. A Certificate of Clearance is a document issued by the Commission to an individual who has completed the Commission's fingerprint and character and identification process, whose moral and professional fitness has been shown to meet the standards as established by law. Courses that require the Certificate of Clearance include this as a prerequisite in online course descriptions. **Individuals interested in the course but do not want to become a teacher are not eligible to waive the Certificate of Clearance or mandatory fieldwork and student teaching requirements.**

## VII. College Policies

### A. Nondiscrimination Policy

The College encourages intellectual exploration in the context of a supportive and respectful community in which students, faculty, staff and administrators can pursue their education and work free from discrimination, harassment, coercion, intimidation and exploitation. To accomplish this goal, the College seeks to create and maintain an environment free of this conduct.

Whittier College prohibits discrimination and harassment on the basis of race, color, creed or religion, national/ethnic origin, marital, pregnancy or parenting status, age, sex, sexual orientation, gender identity/gender expression, military status, disability in the school environment, or on the basis of any other characteristic protected under local, state or federal law, including all academic, educational and extracurricular activities and programs administered, operated or sponsored by, or related to the College.

For more information, please see the college's nondiscrimination statement:

<https://www.whittier.edu/policies/nondiscrimination>

### B. Adding & Dropping Courses

Candidates enrolled in the program will have access to add courses when graduate registration opens. Candidates may add a course online or with an Add/Drop Form. Candidates enrolled in the program may drop a course online or with an Add/Drop Form, without record of enrollment within the approved time period at the start of a given term. Candidates may drop a course and receive a grade of "W" online or with a Withdrawal Form, between the end of the third and sixth weeks of classes. All forms are electronic and can be found online on the Office of the Registrar's website.

<https://www.whittier.edu/registrar>



### C. Withdrawing and Reapplying to Credential & MAT Programs

Candidates considering taking any time off from the credential and/or MAT program for any reason must follow all Whittier College procedures, including filling out necessary paperwork to withdraw from the college. Candidates who plan to withdraw or take a leave of absence from Whittier College must contact the Dean of Students office immediately. A candidate is not considered on leave or to have officially withdrawn from the College until the student submits a completed and signed Withdraw or Leave of Absence Form to the Dean of Students office. As part of this process, candidates should meet with both the Business and Financial Aid Offices as refund and loan repayment policies may apply. Forms are electronic and can be found online on the Office of the Registrar's website, <https://www.whittier.edu/registrar/studentresources>.

**When a candidate does not maintain continuous enrollment for any reason, they must reapply to all programs and return under the associated requirements in place at the time of re-enrollment.** Readmitted students may begin classes at the beginning of the fall, spring, or summer terms. Please review Program Policies for additional guidance regarding acceptance of coursework after a gap in enrollment.

### D. Academic Petitions and Policy Appeals

#### *The Petitions Committee.*

The Registrar reviews and makes decisions on student petitions regarding admissions requirements, specific graduate requirements, and other academic requirements for graduate students. The Registrar normally grants exceptions only in the presence of strong and sufficient evidence supplied by the student. The Registrar considers petitions on an individual basis and does not grant blanket exceptions to graduation or other requirements. Ignorance of college requirements and financial hardship are not sufficient reasons for the granting of a petition.

The procedure for filing a petition is as follows:

- The Candidate discusses a petition request with their Faculty Advisor.
- The Candidate fills out the petition form found on the Registrar's web page as fully as possible, paying attention to Petition Request and Rationale for Request.
- The Candidate reviews the petition with their Faculty Advisor.
- The Candidate submits the petition and any supporting materials that may assist the committee in the evaluation of the request to the Office of the Registrar.
- The Registrar reviews the request and provides a written response to the petition.
- Candidates may appeal the Registrar's decision. The procedure for appeal is as follows:
  - The Candidate reviews with the Faculty Advisor the decision of the Registrar.Before an appointment to appeal the decision is made, the Candidate should be sure



to discuss any new and relevant arguments or materials that might persuade the Registrar to re-evaluate the original request.

- The Candidate makes an appointment with the Chair of the Department of Education and Child Development. Candidates are entitled to bring an advisor to the meeting. Most candidates bring their Faculty Advisor, but any member of the faculty may accompany a Candidate to the appeal meeting.

### *CalTPA Instructional Cycle Appeals.*

Since Pearson scores all Instructional Cycles for candidates in the Whittier College Teacher Education Program, appeals are not governed by Whittier College policies and procedures. Instead, candidates will be directed to Pearson's procedures for requesting a score verification:

[https://www.ctcexams.nesinc.com/PageView.aspx?f=GEN\\_Tests.html](https://www.ctcexams.nesinc.com/PageView.aspx?f=GEN_Tests.html)

### *Grade Appeal Policy and Process.*

The Grade Appeal Committee of the faculty will consider appeals of grade sanctions. The faculty of Whittier College believes that grading is the responsibility and prerogative of individual faculty members according to their professional judgments of students' performance, and that this responsibility and prerogative should be safeguarded. Nevertheless, the faculty also recognizes the need to safeguard students at Whittier College against possible bias or lack of uniformity in the evaluation process and thus has provided a mechanism to address this concern. The maximum time allowed for filing a grade appeal with the Associate Dean of Academic Affairs, whether the student is enrolled or not, is one year from the date the grade was awarded. This mechanism will be used only in cases where strong and demonstrable evidence of bias or lack of uniformity in assigning grades to members of a class exists, and only after all other avenues of appeal have failed to resolve this question.

### *Grade Appeal Process*

1. The candidate will discuss a disputed course grade with the faculty member in person to resolve the differences over the grade. If no agreement is reached, then
2. The candidate will consult the chair of the department where this faculty member teaches. If the question is still unresolved, or if the teacher giving the disputed grade is also the department chair, then
3. The candidate will refer the question to the Associate Dean of Academic Affairs. The Associate Dean will inquire into the matter and attempt to bring about an amicable solution. If no agreement can be reached, and the Associate Dean decides that the matter requires further attention, then
4. The Associate Dean of Academic Affairs will direct the candidate to complete a Grade Appeal Petition, which will be forwarded to the Grade Appeals Committee, composed of the Dean of Faculty, the Chair of the Academic Standing Committee, and one faculty member, appointed by the Faculty Executive Council.

### *Grade Appeals Committee.*

The Committee will investigate the underlying facts of an appeal, which may include interviewing the candidate, faculty member, and any other person whom the committee feels might be able to help clarify the matter. If, in this process, an amicable resolution of the difference can be affected, the Committee's consideration of the matter will end. If, after making a full inquiry into the matter, no resolution is reached, the Committee will decide the outcome of the grade appeal. Possible decisions may include leaving the grade as it is, changing the grade to correct demonstrated evidence of bias or lack of uniformity in grading, or working out other possible solutions as the Committee sees fit. No grade may be changed unless the Committee reaches consensus on the proposed change

### *E. Violations to Academic Policies*

Since academic honesty is paramount for future educators and inherently intertwined with the Department Standard 7 as well as California Standards for the Teaching Profession. The Department of Education and Child Development takes all violations of the college's academic policies and code of conduct seriously. Academic honesty respects the intellectual and creative work of others, flows from dedication to and pride in performing one's own best work, and is essential if true learning is to take place.

Examples of academic dishonesty include, but are not limited to, the following: all acts of cheating on assignments or examinations, or facilitating other students' cheating; plagiarism; fabrication of data, forgery, the use of false citations; improper use of non-print media; unauthorized access to computer accounts or files or other privileged information; improper use of internet sites and resources.

### Definitions

The following are examples of academic dishonesty which may be interpreted as intentional or unintentional. These definitions do not represent a complete list of possible infractions; rather, they are intended to generally reveal the range of conduct which violates academic honesty. It is the candidate's responsibility to make sure that his/her work meets the standards of academic honesty. If the candidate is unclear about how these definitions and standards apply to his/her work, it is the candidate's responsibility to contact the instructor to clarify the ambiguity.

*Plagiarism.* Submitted work should be one's own work and it should properly acknowledge ideas and words from others: ideas from another source should be cited in both the body and the works cited section of the paper, and exact words from another source should be placed within quotes. Plagiarism is submitting work done by others as one's own, and it is the failure to properly and appropriately reference and acknowledge the ideas and words of others. This can include submitting an entire paper downloaded from a website or another source, copying and pasting parts of different papers to form your own paper, failure to put quotes around exact wording used from

another source, and failure to appropriately reference ideas from another person. Citation guidelines can be found in any writing handbook. While incorrect citation format may not necessarily be defined as plagiarism, individual instructors may penalize candidates for using an incorrect citation format. Please be aware that different disciplines use different forms for citing work. While each department should make these citation styles available, one is ultimately responsible for finding out this information.

***Cheating.*** Honesty involves presenting one's own level of knowledge as accurately as possible. Misrepresentation of one's knowledge is considered cheating; examples include copying or sharing exam answers, presenting work done by others as one's own, changing in any way work which may be reviewed in response to a grade consideration request, having a falsely identified person take an exam, or using notes, books and the like in closed-book examination.

***Misrepresentation of experience, ability, or effort.*** One is expected to accurately and fairly present one's experience, ability, or effort for any purpose. Providing false information concerning academic achievement or background in an area of study is academically dishonest. Examples include falsely reporting the substance of an internship, fieldwork experience, falsely representing the content of prior coursework, or falsely representing effort on a group project.

***Unauthorized collaboration.*** In many course activities, other than examinations, collaboration is permitted and encouraged. Course syllabi and in-class instructions will usually identify situations where collaboration is permitted, but the candidate shares responsibility for ascertaining whether collaboration is permitted. Collaboration on homework, take-home exams, or other assignments which the instructor has designated as "independent work" will be considered academically dishonest.

***Submission of the same work in two courses without explicit permission to do so.*** Presenting all or part of work done for one course in another course requires permission of the instructors of the courses involved; this includes continuing work on a project or paper as part of the MA Course Sequence. Failure to gain permission from the instructors in submitting the same work will be considered academically dishonest.

***Falsification of records.*** Records document a person's past accomplishments and give one measure of assessing those accomplishments. Any attempt to change grades or written records pertaining to assessment of a candidate's academic achievement will be considered academically dishonest.

***Sabotage.*** Valuing community means that one should respect another person's work and efforts. Destruction of or deliberate inhibition of progress of another person's work related to a course is considered academically dishonest. This includes the destruction or hiding of shared resources such as library materials and computer software and hardware to tampering with another person's laboratory experiments.

*Use of Artificial Intelligence.* Submitting work that has been generated, even if only in part, by Artificial Intelligence tools constitutes academic dishonesty and is expressly forbidden without prior and explicit permission from an instructor.

*Complicity concerning any of the above.* Valuing community also means that one is honest with another person's work and with one's own. Any act which facilitates or encourages academic dishonesty by another person is itself an act of academic dishonesty.

## Sanctions

Various sanctions exist which may be applied in response to an act of academic dishonesty. The severity of sanctions will correlate to the severity of the offense. Judgment of the severity of an academic dishonesty offense is the responsibility of the faculty member. The faculty member is encouraged to seek counsel from faculty colleagues, the Associate Dean for Academic Affairs and/or the Dean of Students in gaining perspective about the offense's severity.

All grade related sanctions shall be levied by the faculty member teaching the course within which the offense occurred. The Associate Dean of Academic Affairs and the Dean of Students can give guidance on appropriate sanctions.

## Whittier College Teacher Education Program Process

If the instructor determines that a violation has occurred, they will next determine the severity of the violation and determine sanctions which may include:

- Warn Candidate
- Require assignment or exam to be resubmitted
- Reduce the grade on the assignment, project, exam, **or the course**
- Fail the candidate **or reduce the grade** in the course
- Require the candidate to engage in Restorative Justice.<sup>1</sup>
- Fill out a Professional Dispositions and Competencies Evaluation Form
- Suspension or removal from the Teacher Education Program (in consultation with the Office of the Registrar and in accordance with college policies and procedures).

Additionally, depending on the nature of the violation, the Teacher Education Program may:

- Send notification to appropriate supervisors, including the candidate's cooperating and/or master teachers.

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<sup>1</sup> "Restorative practices allow individuals who may have committed harm to take full responsibility for their behavior by addressing the individual(s) affected by the behavior. Taking responsibility requires understanding how the behavior affected others, acknowledging that the behavior was harmful to others, taking action to repair the harm, and making changes necessary to avoid such behavior in the future" (Retrieved from <http://www.otlcampaign.org/sites/default/files/restorative-practices-guide.pdf> p. 2)

- Send notification to the appropriate supervisors, including the Whittier College Human Resources Department, should the candidate be working as a Graduate Teaching Fellow during the violation.
- Require the candidate to repeat program requirements or impose additional requirements (e.g., additional hours of Clinical Practice) for successful program completion.

Instructors will notify the candidate in writing of the suspected act of academic dishonesty. The candidate will be given the opportunity to admit, deny, or explain the situation. If the suspected violation of Whittier College's policies of academic honesty occurs with respect to an assignment that the instructor has not reviewed until after the class has stopped meeting, the instructor will send a letter to the permanent address of the candidate and keep a copy of the letter. Failure to notify will result in a reasonable extension of the candidate's time to appeal but is not in and of itself a defense to the violation of the college's academic honesty policies. The candidate will also be notified of his/her right to appeal.

Instructors must also report cases of academic dishonesty to the Office of the Dean of Students, including a brief written account of the offense and the sanction levied through an on-line form, and evidence of the violation (e.g., a copy of the plagiarized paper). The Dean of Students must take a student to the Hearing Board if they have at least two flagrant or three total violations. The Dean of Students can take students to the Hearing Board for fewer violations if there are other outstanding circumstances. Also, the Dean of Students must communicate with involved faculty members if a student is scheduled to appear before the Hearing Board.

The Hearing Board considers whether any further action should be taken, which may include suspension or expulsion from the college. The Hearing Board does not reconsider the grade sanction given by the faculty member earlier in the process, but rather considers whether additional sanctions are merited. The Board will consider the entire student record of misconduct when making its decision and it will not limit itself just to acts of academic dishonesty.

## F. Commencement

Candidates who are interested in participating in Commencement each Spring must complete the college's Commencement Participation Form. <https://www.whittier.edu/commencement/>

## VIII. Department Standards

In this section, all *Department Standards* are explained, including how they are used in evaluating candidates. Candidates should understand that these standards are intended to articulate with, and to complement, the TPEs. Candidates should know and strive to meet both the *Department Standards* published below and the TPEs throughout their work in their teacher education program.

Department of Education and Child Development faculty and staff members regularly explain the *Department Standards* herein and the TPEs, as well as procedures and the California Teaching

Performance Assessment tasks related to them, in orientation meetings and in classes. They advise and counsel candidates on whether they are meeting the standards and on ways of addressing any deficiencies. Nevertheless, ***it is the responsibility of each candidate and prospective candidate in the Teacher Education Program to know and understand these standards and the procedures related to them.*** Candidates who have questions or concerns about the *Department Standards*, about whether they are meeting them, or about procedures related to them should raise such questions and concerns immediately with a member of the department.

## Standard 1. Respect for Diverse Beliefs, Opinions, and Values

***Meeting the Standard.*** Candidates meet this standard by ...

- Listening respectfully to others' points of view, avoiding statements or behaviors which denigrate others' points of view, and eschewing words or actions which demean persons expressing points of view. Candidates in the Whittier Teacher Education Program are encouraged to express their disagreement with, and their criticisms of, the ideas and viewpoints of college classmates, professional colleagues, parents, and other adults as they see fit. However, they are expected to articulate disagreement and criticism in a manner that focuses on the merits of the idea or viewpoint presented, rather than upon the intelligence, motivation, or character of the person who presents it.
- Creating and maintaining a K-12 classroom environment in which all students feel comfortable expressing their personal ideas, questions, and perspectives or opinions on issues. To create and maintain such an environment, candidates must affirm and demonstrate that all ideas, opinions, and values can be freely expressed in their classrooms. They must avoid actions that discourage their students' expression of diverse ideas, opinions, or values. They must also do their utmost to prevent their students from engaging in actions that discourage their students from open expression of their ideas, opinions and values. For example, Whittier candidates should not, and they should ensure that their students do not use mockery or sarcasm, labeling or name-calling, in responding to an individual's ideas or beliefs. As teachers, Whittier candidates must never discriminate against students who express beliefs or ideas, e.g., by assigning those students extra work, giving them lower grades, or limiting their participation in the classroom.
- Making curricular and instructional decisions about controversial issues and activities in an informed, thoughtful, and deliberate manner, considering local beliefs and standards. Candidates who meet this standard make a concerted effort to explore and understand both local community values and school and district policies as they pertain to consideration of issues that an informed citizen has reason to believe are potentially controversial. (At present, abortion, evolution, animal experimentation, and laboratory dissection, exemplify such issues.) This does not mean that community views or institutional policies should dictate the decision, but it does mean that the decision should be made only in an informed and reflective manner, with awareness of community attitudes and with consideration of possible school and district responses.



- Taking care to ensure that different viewpoints on issues are equitably presented in the classroom. It is never appropriate to use the teacher's authority to indoctrinate, proselytize, or insist upon the acceptance of a particular ideology, perspective, belief, or value. In planning and teaching, candidates in the Whittier Teacher Education Program should equitably allocate time for alternative viewpoints and be sure that viewpoints are presented, insofar as possible, by advocates of comparable authority. Further, in dealing with controversial issues, Whittier candidates should be especially careful to avoid discouraging or suppressing the expression of alternative student views in the ways discussed above.

***Rationale for the Standard.*** This standard requires candidates to distinguish between their rights as individuals and citizens and their responsibilities as classroom educators. As an individual citizen, the teacher has the right to hold, express, and act upon his or her personal convictions. Nevertheless, there are many reasons why the individual, during professional interactions in the role of teacher, should maintain a stance of open-mindedness and of respect for diverse beliefs, opinions, and values. Teachers are professionals who serve the public. Classrooms and schools are by tradition settings for the consideration and examination of diverse ideas, beliefs, and values. Contemporary educational thought places considerable emphasis on the importance of developing candidates' critical thinking and analytic skills. This requires that candidates practice critical thinking and analysis in a forum of open inquiry. While helping learners develop more considered and carefully supported ideas and opinions can be an important role of schooling, psychology demonstrates that learners' ideas and opinions seldom change because of being told what to think or believe. Rather, psychology suggests that ideas and opinions are more likely to develop and change through inquiry, discussion, and reasoning. Court decisions have established the obligation of teachers to assure that diverse points of view are equitably represented when controversial issues are presented in classrooms.

## Standard 2. Equitable Behavior Toward all Members of the School Community.

***Meeting the Standard.*** Candidates meet this standard by ...

- Treating all members of the school community fairly and justly, with equal courtesy and respect, regardless of their race, ethnicity, gender, age, social class, religion, or physical or academic abilities.
- Doing so includes allocating classroom privileges and resources, conducting discussions and other class activities, and evaluating candidates' work in an equitable and even-handed manner, without regard to candidates' race, ethnicity, gender, age, social class, religion, or physical ability.
- It also entails interacting with parents, colleagues, and others in a manner that does not consistently or systematically discriminate against persons of particular races, ethnicities, genders, ages, social classes, or physical abilities.
- It further includes refraining from use of pejorative terms, labels, and characterizations of racial, ethnic, gender, age, social class, religious, or physical ability groups in public setting, including Whittier College classrooms and the environs of schools. Similarly, it

includes avoiding descriptions and explanations which stereotype or demean the integrity, capabilities, or character of such groups or their members.

- Selecting teaching materials and designing class activities and assignments which are (a) free from bias toward particular racial, ethnic, gender, age, social-class or religious groups or toward persons with particular physical abilities, and (b) implementing instructional methods which respond to all student learning needs and provide all students with equal access to concepts, skills, or other material being taught

***Rationale for the Standard:*** Tolerance, respect, and equity toward members of all groups are positively valued in American society. In displaying these positive social values, teachers model them for and encourage them in students. Further, treating all students equitably and positively enhances students' self-esteem, builds positive attitudes toward school, increases motivation, and enhances the quality of candidates' classroom participation, and so improves students' opportunities for learning. Dealing respectfully and equitably with family and community members encourages their support of the school and their involvement in children's education. Family and community members' support and involvement in their children's education are essential ingredients of effective schools. Another characteristic of school effectiveness is rapport among staff members, which can only occur when professional colleagues and other staff treat one another equitably and, in a manner, free from bias.

### Standard 3. Consistently Challenging and Encouraging all Students to Learn.

***Meeting the Standard.*** Candidates meet this standard by ...

- Setting appropriately challenging and cognitively respectful expectations, goals, and tasks for all students in class planning assignments, field experiences, and student teaching.
- Persistently trying alternative and personalized strategies for helping students succeed at such tasks and meet such expectations and goals.
- Routinely evaluate the results of their efforts to make future teaching strategies more effective.
- Offering constructive criticism to candidates in an informative manner that focuses on qualities in the students' work and behavior rather than students' personality or character; consistently encouraging students; refraining for words and actions that demean students and their abilities.
- Focusing analyses of students' performance and achievement upon factors which are amenable to the teacher's influence, rather than those presumed to lie in candidates' character or background. Such factors include teaching strategies and materials, assigned activities, classroom atmosphere or climate, candidates' existing knowledge and experiences, school organization, or potential dissonance between classroom participation structures and those in the community or candidates' homes. While such factors as cultural values, home environment, "intelligence," or "cultural/linguistic" ability may in certain cases have a role in an individual student's case, routine ascription of students' performance and achievement to such factors, especially as a first or sole explanation,



should be avoided.

***Rationale for the Standard.*** Although some students can appear uninterested in or incapable of learning, there is considerable evidence that all students can learn when properly taught. Numerous educational studies demonstrate that students who are unmotivated and unsuccessful in one instructional situation become motivated and successful in others. It has been well established that when teachers hold and act on high expectations for students, students learn more. Thus, attitudes and actions which acknowledge that all students are capable of learning are critical for teaching successfully.

#### Standard 4. Maintenance of a Reflective Analytic Attitude; Attention and Responsiveness to Suggestions for Professional Improvement.

***Meeting the Standard.*** Candidates meet this standard by ...

- Questioning their own observations, analyses, and decisions; considering alternative explanations for phenomena that they have experienced and observed; frequently attempting to generate their own, alternative solutions to persistent problems.
- Trying culturally and linguistically responsive teaching strategies and methods during planning assignments, field experiences, and (especially) student teaching.
- Actively listening and attending to advice and suggestions they receive, reacting to suggestions and criticisms with an open mind, and regularly making efforts to act upon the advice they are offered.
- Candidates who meet this standard can question and explore the reasoning behind the recommendations they receive from others. They present reasoned arguments on behalf of their own decisions and actions. However, they refrain from continually rejecting suggestions out of hand. They also avoid dogmatic teaching or addressing problems in one, unvarying manner.

***Rationale for the Standard.*** Research and writing on teacher education emphasize that teacher development is a continuing process. Teachers do not emerge from their pre-professional preparation with pedagogical knowledge and skills fully developed, nor do they inevitably augment these skills with time in the classroom. Moreover, theories of teaching and learning are constantly evolving, as is knowledge in all academic disciplines. Thus, educators whose knowledge of teaching, learning, and subject matter remain static cannot and do not maintain acceptable levels of classroom effectiveness. Studies have shown that teachers who continue to grow in professional competence are those who actively seek new knowledge, who routinely analyze and reflect upon their practice, and who remain open to the support, advice, and suggestions of colleagues.

#### Standard 5. Clear Oral and Written Communication in the English Language.

***Meeting the Standard.*** Candidates meet this standard by ...

- Demonstrating acceptable proficiency in written and spoken English to the satisfaction of the Department of Education and Child Development faculty. Candidates' speech and writing in and beyond the college classroom are considered.
- Proficiency in written English includes the ability to organize and present one's thoughts clearly and coherently, using the English language with minimal spelling, punctuation, and syntactic errors. This includes communication sent via emails; all internet correspondence should use the English language correctly with no slang terms or "texting" language. Proficiency in spoken English includes the ability to speak the English language in a manner that is routinely comprehensible to most listeners and to do so with minimal errors in usage.
- Meeting the Basic Skills Requirement does not mean a candidate has met this standard. Candidates must also consistently demonstrate clear, effective communication in both written and spoken English throughout their work in the education program.
- International candidates should understand that this standard cannot be waived for those who express the intention of teaching in non-English-speaking countries. Whittier College's pre-professional teacher education courses lead directly to recommendation for California teacher certification, and all candidates who qualify for California certification must be proficient enough in spoken and written English to communicate clearly and comprehensibly in California schools.

***Rationale for the Standard.*** Teachers in all subject areas are responsible for modeling and teaching effective communication in written and spoken English. Native speakers of languages other than English have much to contribute to schools and students in our culturally and linguistically diverse society. Nevertheless, clear, understandable use of spoken and written English is a prerequisite for all teachers. Even in bilingual or multilingual settings, including those classrooms in which the subject taught is a language other than English, teachers must be able to communicate clearly, intelligibly in both written and spoken English with candidates, as well as with professional colleagues and with other members of the school community. This standard is especially important when sending correspondence via email as it reflects an individual's professionalism. Since classroom teaching is accomplished primarily through verbal interaction, challenges in speaking or hearing can inhibit teachers' job performance. Department of Education and Child Development faculty will counsel candidates with such challenges on their potential effectiveness and employability as teachers.

## **Standard 6. Personal Organization and Preparation; Capacity for Meeting Responsibilities in a Timely Manner.**

***Meeting the Standard.*** Candidates meet this standard by ...

- Attending classes regularly and on time; completing assignments thoroughly, carefully, by due dates; and participating actively in class discussion and tasks. This includes refraining from using technology (cell phones, laptops, etc.) for personal use during class time.
- Making appointments for school visits and observations well ahead of time, punctually

keeping those appointments and all other commitments, and consistently interacting courteously with school personnel and students.

- Placing their student teaching responsibilities first. During their student teaching, they set aside extracurricular activities, minimize other work hours, and (except with the explicit permission of Department of Education and Child Development faculty) do not enroll in additional courses.
- Fulfilling their student teaching commitment completely. This entails meeting classes consistently and punctually throughout the entire student-teaching assignment and planning thoroughly for all classes in advance. It also includes regularly attending all school meetings and functions required of regular faculty and meeting any other responsibilities assigned by school supervisors and approved by college faculty. Returning candidates work promptly and keeping all school records (grade, attendance, etc.) up to date.
- Taking initiative for contacting individual students, their parents, and other teachers as necessary to serve students.
- Undertaking reading and study as necessary for improving subject-matter knowledge and/or teaching performance.

***Rationale for the Standard.*** Working in an organization that serves the public and responding to the educational and related needs of students requires that the teacher be organized, prepared, and responsible. If an individual lacks these qualities in certain other careers, it is primarily the individual himself or herself who bears the consequences. In education, however, lack of organization, preparation, and responsibility produce serious consequences for others. Research on teaching has shown that good use of classroom time is an important factor in students' learning: students learn more the more time they are engaged in purposeful learning. Creating and guiding purposeful learning activities requires that the teacher be organized, prepared, and punctual.

Keeping complete, well-organized, and timely records (of attendance and grades, for example) has legal and financial implications for schools. Students and the school have a whole suffer when grades are late, missing, or inaccurate. Student learning suffers when teachers are late, excessively absent, or do not leave careful plans for substitutes.

**Standard 7. Moral Behavior in Keeping with the Standards of Whittier College, with Local, State, and Federal Laws, and (During School Visits and Candidate Teaching) with Professional Standards for Educators in the Schools.**

***Meeting the Standard.*** This standard is specifically directed toward conduct which (a) can be harmful to others or (b) is especially relevant to conduct in academic environments. Examples of (a) include child abuse, sexual harassment, physical assault, persistent and untreated substance abuse, or involvement in "hate crimes" directed against particular racial, religious or cultural groups. Examples of (b) include plagiarism, cheating, and the alternation of official records. This

standard is not to penalize candidates for legal problems such as minor traffic violations or civil complaints. It is not intended to limit candidates' freedom of speech or political expression.

Within these general bounds, candidates meet this standard by...

- Acting consistently within the guidelines for individual behavior set forth in this document, all Whittier College policies and procedures, and by relevant legal statutes, especially regarding conduct which is harmful to others.
- Taking responsibility for informing themselves of and acting in accord with the local standards of schools and school districts as they pertain to professional employees' conduct.

***Rationale for the Standard.*** Teachers are responsible for modeling behavior in keeping with societal and academic norms. Legal statutes and court decisions hold schools and school personnel responsible for the well-being of students. School district contracts and agreements with employees' bargaining units (unions) specify standards of conduct in the workplace. ***The Department of Education and Child Development cannot knowingly recommend for student teaching or for state teacher certification individuals who have either (a) a record of behavior which indicates a propensity for actions which will put in students in physical or psychological jeopardy or (b) a history of behavior which indicates repeated violations of local professional standards.***

## IX. Program Policies

### A. Transfer Policies for Credential and MAT Programs

#### *Prerequisites.*

Candidates enrolled in the credential and/or MAT programs who have met requirements outside of Whittier College must complete a degree audit form to formally request the evaluation of these courses. Requests must include a course description and be submitted along with the form. All coursework is subject to Whittier College transfer policy. The degree audit form can be found on the Whittier College Registrar Office web page under student resources.

<https://www.whittier.edu/registrar>

#### *Using Non-Whittier Coursework to Meet Credential Program Requirements.*

Candidates enrolled in the credential program that have completed credential requirements at other Commission-approved institutions must complete a degree audit form to formally request the evaluation of these courses to meet credential requirements. The request should include the form, course description, and syllabus.

A maximum of three credential courses (9 semester units) completed at the graduate or undergraduate level may be used from a Commission-approved teaching credential program, to

meet Whittier College credential program requirements. Any additional credential courses beyond those accepted would need to be repeated.

### *Transferring Graduate-Level Courses for the MA in Teaching Program*

A maximum of 9 graduate-level units may be transferred from other institutions and applied to the MAT; however, approval of these units must be granted by the Department Chair. Candidates must complete a degree audit form to formally request the evaluation of these courses to meet graduate program requirements. The request should include the form, course description, and syllabus. Candidates who apply units from Whittier College's Academy for Professional Development for Educators (e.g., Induction Units) towards the MAT are ineligible to transfer in additional graduate-level coursework towards that advanced degree.

### *Independent Study and/or Directed Study.*

Up to a combined total of 4 units of Independent Study and/or Directed Studies may be applied to the MA in Teaching (MAT); however, neither courses taken as "Independent Studies" or "Directed Studies" may be substituted for the MAT Course Sequence (EDUC 605 & EDUC 606).

## **B. Changing Credential and/or MAT Programs**

Candidates that decide to change credential programs must complete a Declaration of Credential Program Form to formally request the change from one credential program to the other. Approval from the advisor is required. The Declaration of Credential Program Form can be found on the Whittier College Registrar Office web page under student resources:

<https://www.whittier.edu/registrar>

### *Adding a Credential Program.*

Candidates interested in adding a new credential program to their existing program must complete a Declaration of Credential Program Form to formally request the change to add the new credential program. Approval from the advisor is required. The Declaration of Credential Program Form can be found on the Whittier College Registrar Office web page under student resources:

<https://www.whittier.edu/registrar>

## **C. Credential Coursework**

All credential candidates, regardless of the credential type(s) they pursue, complete a common set of six courses in addition to student teaching (EDUC 420/520 & 421/521); they then complete additional coursework in their area(s) of interest (See table below).

### Overview of Coursework

<b>Core Program</b>	<b>Single Subject</b>	<b>Multiple Subject</b>	<b>Education Specialist</b>
EDUC 300/500 (3 credits)	EDUC 403/503 (3 credits)	EDUC 402/502 (3 credits)	EDUC 402/502 (3 credits)
EDUC 401/501 (3 credits)	EDUC 409/509 (3 credits)	EDUC 405/505 (3 credits)	EDUC 430/530 (3 credits)
EDUC 404/504 (3 credits)		EDUC 407/507 (3 credits)	EDUC 431/531 (3 credits)
EDUC 406/506 (3 credits)		EDUC 409/509 (3 credits)	EDUC 433/533 (3 credits)
EDUC 429/529 (2 credits)			

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EDUC 412/512 (1 credit)  
EDUC 420/520 (12 credits)  
EDUC 421/521 (1 credit)

EDUC 434/534 (3 credits)  
or  
EDUC 436/536 (3 credits)

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*Note: Course listings at the 300 and 400 level designate undergraduate coursework.*

### BILA Course Listings.

Section removed due to BILA's inactive status. Please review prior year's handbooks for information if needed

While Whittier College's Teacher Education Program does not adhere to a cohort model, candidates are encouraged to seek guidance for course selection and enrollment. Failure to follow department guidelines may impede a candidate's ability to complete all coursework in a timely manner. The number of credits that candidates can take in any given semester is capped at 17.

Course offerings are subject to change based on enrollment and staffing needs; changes, when made, are made in accordance with Whittier College and department policies. For more information regarding all coursework and credential requirements, see Appendices for complete checklist.

### D. MAT Coursework

The MA in Teaching requires 30 graduate-level (i.e. designated as 500 or above) units. Candidates complete a two-course capstone sequence. The remaining graduate-level units can be completed through the credential coursework, or elective units. Candidates have five years from the start of their first term of courses to complete all requirements related to the MA in Teaching. **If a candidate does not complete all requirements within that five-year period, they must withdraw and reapply to the program under the new catalogue year and recomplete requirements based on most current policies and procedures.**

Up to 12 units can be applied from any of the programs offered through the Academy for the Professional Development of Educators. Please review transfer policies above for more information regarding applying graduate level units towards the MA in Teaching. While they are considered graduate-level courses, units earned from successful completion of student teaching (EDUC 520) do not count towards the MA in Teaching.

### *Advancing to Candidacy*

Once students advance to candidacy, they are eligible to enroll in the MA in Teaching (MAT) Course Sequence (i.e. EDUC 605 & 606). EDUC 605 and EDUC 606 are designed to be capstone experiences. These courses build upon the theories and research-based practices discussed in coursework preparing candidates to student teach. **Therefore, it is the Department of Education & Child Development's policy that candidates completing the "MACE Pathway" may not enroll in the MAT Course Sequence until they have completed the coursework leading towards the credential, they are pursuing apart from student teaching.** Candidates in the

“MAT – Only” Pathway may not enroll in the MAT Course Sequence until they have completed all other coursework aside from units offered through the department’s Academy for the Professional Development of Educators.

The goals of the MAT Course Sequence are to develop in candidates the knowledge and modes of thought that they need to: (1) Understand contemporary educational issues and problems and the alternatives offered in the field for their solution; (2) Critically analyze research and its role in educational decision making; (3) Carry out the professional responsibilities by employing and advocating best practices for serving culturally, cognitively, and linguistically diverse students; and (4) Undertake critical reflection on their own teaching policies and practices and those in the field of education generally.

The MAT Course Sequence is taught by the same instructor and requires instructor permission. Further, it is the department’s policy to prohibit candidates taking either EDUC 605 or EDUC 606 concurrently with student teaching without going through the waiver process outlined in the appendices below. Extenuating circumstances notwithstanding, candidates are expected to complete both courses (EDUC 605 & EDUC 606) with the same instructor and following the typical course pacing. Candidates can begin EDUC 605 in either the fall or spring semesters. If, for any reason, a candidate must postpone their enrollment in EDUC 606, the student must fill out a Petition for Exception to College Policy electronic form which can be found on the Registrar’s web page.

### E. Maintaining Good Standing

For general college-wide Academic Policies including grade definitions, grading policies, as well as terms and conditions for candidates applying for a grade of “in progress” or “incomplete” for any course, refer to the Whittier College Academic Policies & Procedures. It is the candidate’s responsibility to understand all policies, both college-wide and specifically related to the Whittier College Teacher Education Program.

#### *Department Standards.*

Candidates who, in the judgment of Department of Education and Child Development faculty, fail to meet any of the *Department Standards* in their pre-profession education course may be denied program admission to the Teacher Education Program or advancement to student teaching or advancement to candidacy even though they may meet other program requirements indicated in the Whittier College Catalog of Courses and in Department of Education and Child Development literature.

Student teachers who fail to meet the *Department Standards* to the satisfaction of Department of Education and Child Development faculty and/or their school supervisors may be removed from student teaching, required to do additional student teaching, or given a grade of “No Credit” for student teaching.



### *G.P.A. Requirement.*

In all credential courses, including student teaching, course grades are determined by the individual instructor. Individuals with whom candidates may work in the schools (i.e. master teachers, cooperating teachers, college supervisors, on-site support providers, administrators, etc.) never determine grades, including grades for student teaching.

**To successfully matriculate through any credential program as well as the MAT program, candidates must earn an overall G.P.A of 3.0 (B) for all coursework. Any required course in which the candidate earns lower than a B- must be repeated, regardless of whether the course was taken at the graduate or undergraduate level.** Further, courses taken in which the candidate has modified the grading option (from “for a letter grade” to “for credit”) cannot be counted towards the graduate or undergraduate coursework requirement for any credential program. Courses that are typically offered as “for credit” (e.g., EDUC 412, EDUC 512) are applied to appropriate credential programs.

Courses that are considered pre-requisites (e.g., Child Development Course) or count as a waiver to program requirement (e.g., American Government & Politics) must be passed with a B- or better or they will not count. For example, a candidate who took an American Government Course (e.g., PLSC 110) but did not earn at least a B- would still need to meet the US Constitution Requirement through a CTC-approved pathway.

### *Undergraduate-Level Coursework.*

Any coursework completed as an undergraduate for which the individual earned lower than a B- must be repeated to count towards a preliminary credential; yet, unlike graduate students, undergraduate candidates follow college-wide guidelines for repeating courses.

For undergraduates enrolled in the PICES program, if their G.P.A. falls below a 3.0, they may be asked to leave the program by their advisor. Undergraduates asked to leave the PICES program will not be able to earn both a B.A. in Child Development and an Education Specialist Mild to Moderate Support Needs and/or Extensive Support Needs Preliminary Credential concurrently during their undergraduate years; however, such a decision does not preclude these individuals from continuing to take credential classes as an undergraduate and using any of that coursework that meets program’s requirements (i.e. B- or higher) towards a credential as a graduate student.

### *Graduate-Level Coursework.*

Candidates enrolled in the MAT course sequence must earn at least a B- in EDUC 605 to advance to EDUC 606. Further, all graduate-level coursework, including EDUC 606, must be completed with at least a B- or better to be applied to the MAT advanced degree; further, the candidate’s cumulative G.P.A. must remain at 3.0 or above.

**Graduate-level candidates can only repeat two courses due to insufficient grades.** Candidates who earn a B- in more than two courses, including credential coursework, graduate level elective, and courses associated with the MAT, or whose G.P.A falls below a 3.0 will be academically suspended from the Whittier College Teacher Education Program. In these cases, the Office of the Registrar will put a hold on the candidate's account to prevent that individual from enrolling in additional courses and notify the candidate that they are no longer eligible to continue with the program.

Should the candidate wish to appeal this decision, they may do so by convening a meeting with the candidate's Faculty Advisor and the Department Chair. At that time, the candidate may present, in writing, any justification for why they should remain in the graduate program. The Department Chair and Faculty Advisor will take this information back to the department for consideration and will communicate the department's response no more than 30 days after the date of the candidate's original meeting. At this time, the Department Chair will communicate the department's final decision to the Office of the Registrar.

#### *Fieldwork.*

Several courses in each credential program, as well as the MA in Teaching Program, require fieldwork experience in some capacity. Fieldwork experiences for each course will be documented through department-provided contracts and logs; these documents will be uploaded via an electronic form at the end of each course. Failure to complete and upload the necessary fieldwork may hinder a candidate's progress through the program; further it is the candidate's responsibility to maintain a copy of all fieldwork records until they are recommended for a credential. Please refer to Clinical Practice, Section X.A, for more detailed information.

#### *CalTPA Instructional Cycles.*

Candidates receive a final grade of "credit" or "no credit" for EDUC 421/521 based on their participation in the seminar and submitting the CalTPA Instructional Cycles (as scored by Pearson). If, for any reason, a candidate's student teaching placement extends beyond the grading period and therefore does not allow the candidate to submit a CalTPA Instructional Cycle within the grading period, a grade of "In Progress" can be assigned until the missing assessment can be submitted or the student teaching placement has concluded, whichever applies. If a candidate does not submit both Instructional Cycles, they will receive a final grade of "no credit" for EDUC 421/521; this candidate will need to re-enroll in EDUC 421/521 and prepare submissions for the Instructional Cycle(s) that were not previously submitted.

#### *Not Receiving a Passing Score on the CalTPA Instructional Cycles*

If a candidate fails to receive a passing score on one or more of the CalTPA Instructional Cycles, they may request a score verification from Pearson. Candidates who failed to earn a passing score on an Instructional Cycle must enroll in an additional section of EDUC 412/512 for a fee as opposed to full tuition. The additional section of EDUC 412/512 will provide the candidate with remediation and assistance in resubmitting the CalTPA Instructional Cycle(s). Candidates may

enroll in the extra section of EDUC 412/512 three times (sections B, C, and D). After four attempts, if a candidate fails to earn a passing score on an instructional cycle the candidate will be counseled out of the program. Candidates may petition the department to retake student teaching during which a final attempt of the CalTPA Instructional Cycles must be completed.

#### F. Professional Dispositions & Competencies Evaluation Form.

The Whittier College Teacher Education Program departmental faculty use Professional Dispositions and Competencies Evaluation forms to monitor and evaluate a candidates' compliance with the *Department Standards*. These forms are used with the Whittier College policies and procedures at the departmental faculty member's discretion. These forms can be used to highlight instances in which candidate behavior meets or exceeds expectations set forth by *Department Standards* as well as instances during which time the departmental faculty seeks to document a concern about the candidate's ability to comply with one or more of the *Department Standards*.

When a form is used, both the student and departmental faculty member sign the form after a brief discussion of the form's contents. A copy of the form is provided to the student for their records. A copy of the form is also provided to the Credential Analyst to place in the candidate's record. There is no limit to the number of instances a candidate can receive a Professional Dispositions and Competencies Evaluation form to document instances of meeting or exceeding *Department Standards*.

When departmental faculty teaching any course associated with the Whittier College Teacher Education Program observe performance by a candidate which casts doubt on the candidate's compliance with one or more of the *Department Standards*, that faculty member will formally notify candidates with a copy of the Professional Dispositions and Competencies Evaluation form. This notice will (a) specify the standard(s) with which the candidate's performance does not, in the faculty member's judgment, appear to comply and (b) site factors in the candidate's performance which raises the faculty member's concern about the candidate's willingness or ability to comply with the standard(s) specified. The faculty member will also notify the Credential Analyst that a Professional Dispositions and Competencies Evaluation form has been filled out so that a copy of the form can be placed in the candidate's department file.

Soon after the notice is presented to the candidate, the faculty member authoring the letter and the candidate receiving it will meet to discuss the faculty member's concern(s) and the candidate's responses to the concern(s). As appropriate, the faculty member will during this meeting offer guidance regarding changes in the candidate's performance that will help the candidate meet the standard(s) of concern. The faculty member will also recommend appropriate sources of assistance that will help the candidate meet these standard(s).

During the meeting, the candidate will be informed of their right to respond in writing to the expression of concern and encouraged to produce a written response. For example, the candidate

could explain their understanding of and respond to the faculty member's concern(s) and summarize any conclusions or agreements reached during the conference regarding performance expectations or status in the program. If necessary, the Department Chair, or another faculty member who can assist the candidate without bias, will be designated to offer guidance to the candidate on the contents of the letter of response.

Following the meeting, the faculty member will write a memo documenting the meeting, including its date and time and a summary of the conversation, including the candidate's response to the expression of concern and any decisions reached regarding expectations for subsequent candidate performance. A copy of this memo will be placed in the candidate's department file.

If the candidate fails to appear for this meeting after reasonable attempts by the faculty member to arrange a mutually agreeable time for it, the faculty member will document the candidate's failure to attend with a memorandum placed in the candidate's file. This memorandum will recount events leading to the candidate's non-appearance.

As appropriate, the candidate may be required at the end of the course in question, or at a subsequent time specifically designated by the department, to submit a statement or self-evaluation regarding their performance in areas addressed in Professional Dispositions and Competencies Evaluation and meetings about them. A copy of this statement or self-evaluation will be placed in the candidate's department file.

These forms and associated documents will be reviewed by the Credential Analyst and Director of Clinical Practice when the candidate applies for Advancement to Student Teaching. The nature of these documents will be discussed by the Director of Clinical Practice and members of the department to assess whether the individual is able to advance to student teaching.

Again, the Professional Dispositions & Competencies Evaluation form can be used to highlight positive attributes and recognize areas of needed growth. If a candidate receives **two** Professional Dispositions and Competencies Evaluation Forms that document concerns, the candidate will meet with the Department Chair to discuss their viability in the Whittier College Teacher Education Program.

### G. Student Grievances.

Any violations to the Whittier College Sexual Misconduct Policy will be processed using existing college procedures: <https://www.whittier.edu/policies/sexualmisconduct> To report Bias Incidents, candidates will use an electronic form available on the Whittier College website: <https://www.whittier.edu/policies/biasincident> For more information on these college-wide policies, students are encouraged to contact the Dean of Students Office.

The following procedures may be used when a candidate has a grievance related to the Whittier College Teacher Education Program that he or she does not think can be resolved by speaking directly to the parties involved.

### Procedural Steps

At each of the steps described below, the candidate may have a witness or support person accompany him or her to each meeting. In each phase of the process, the candidate must clearly indicate the topic of his or her grievance and to the extent possible articulate what he or she believes a fair remedy would be. This process will be conducted in a reasonably prompt timeframe with a goal for resolution being 60 days from initial reporting of a grievance.

#### *Step 1. Contact Person in Supervisory Role*

If a satisfactory resolution is not reached with Step 1, the candidate may contact, in writing, one of the following individuals in a supervisory role within the program:

- For grievances related to student teaching, this individual would be the Director of Clinical Practice.
- For grievances related to experiences within a particular program (e.g., Education Specialist Preliminary Credential Program), this individual would be the Program Coordinator.
- For grievances related to course instructors, the candidate may contact the Department Chair.
- For grievances related to the Department Chair, the candidate may contract the Dean of Students.

After notification, the individual in the supervisory role will meet with both parties to discuss all related issues. If a resolution agreeable by all involved parties can be reached, it shall be committed to writing. All parties will be provided with a copy of the resolution for their records, and one shall be kept on file in the candidate's records.

#### *Step 2. Contact Department Chair*

In the event a satisfactory resolution is not reached, and the Department Chair was not contacted during Step 1, the candidate will now contact, in writing, the Department Chair. After notification, the Department Chair will meet with all parties to discuss all related issues. If a resolution agreeable by all involved parties can be reached, it shall be committed to writing. All parties will be provided with a copy of the resolution for their records, and one shall be kept on file in the candidate's records. In the event the Department Chair is contacted during Step 1, the candidate can proceed to Step 3.

#### *Step 3. Contact Dean of Students*

If a satisfactory resolution is not reached with Step 2, the candidate may contact, in writing, the Dean of Students. At this time, the Dean of Students will provide additional counsel to the student

as to how to resolve the grievance.

#### H. Accepting Coursework after a Gap in Enrollment Status.

The Whittier College Teacher Education Program will accept coursework completed to fulfill requirements for a preliminary credential and/or MA in Teaching **for up to five years of the date of course completion**; after the five-year mark, candidates will need to complete the course work again. Further, as The Whittier College Teacher Education Program must adhere to college and state policies and requirements, courses that have substantially changed during an extended absence may need to be retaken even if the date they were originally passed falls within the five-year timeframe. Finally, this policy does not apply to any additional credential requirements (e.g., state-mandated assessments) as they are governed by other policies.

Candidates who wish to have coursework accepted after a gap in enrollment must complete a Petition for Exception to College Policy, an electronic form found on the Whittier College Office of the Registrar's website.

In the petition, the candidate must articulate their rationale for why the coursework should apply towards a current credential and/or the MAT.

#### I. Additional Comments.

All Department of Education and Child Development policies extend to all coursework, regardless of format (e.g., on-line, hybrid) or location (e.g., off-campus, study abroad).

#### Study Abroad Expectations.

Examples of conduct that will likely result in sanctions by the host country and/or expulsion from the program:

- Violation of laws of host country;
- Abuse of alcohol, or use or abuse of illegal drugs;
- Disturbing the peace or disrupting the community;
- Harassment;
- Repeated failure to control noise levels in student housing facilities;
- Disruption of the academic environment of the program, including repeated
- Failure to participate in class assignments or to attend mandatory excursions;
- Academic misconduct, including plagiarism and cheating;
- Vandalism perpetrated against public or private property;
- Assault (sexual or other), threat of assault.

Additional information regarding policies and procedures related to study abroad opportunities can be found on the Office of International Programs website.

<https://www.whittier.edu/academics/oip>

Additional policies not included in the Department of Education and Child Development Handbook are in the Whittier College Academic Policies and Procedures.

## **X. Clinical Practice**

The Commission on Teacher Credentialing requires all candidates to complete at least 600 hours of Clinical Practice in diverse TK-12 classrooms as part of their preparation program. The Commission on Teacher Credentialing also requires at least 200 hours of early field experience before student teaching. *Clinical Practice* is described as,

a developmental and sequential set of activities integrated with theoretical and pedagogical coursework ... experiences provided by the program includes supervised early field experiences, initial student teaching (co-planning and co-teaching with both general educators and Education specialists, as appropriate, or guided teaching), and final student teaching. (Commission on Teacher Credentialing, Program Sponsor Alert #15-07, December 18, 2015, p. 4-5)

During orientation, new students receive a copy of the observation contract, fieldwork log, dress code, and Observing Classroom Context Agreement. These documents are also provided as Appendices.

### **A. Fieldwork-Embedded Credential Courses**

All fieldwork must be completed in the area in which a candidate is pursuing a credential (e.g., observing math classes if pursuing a single subject mathematics or foundational-level mathematics credential); additional requirements (e.g., classrooms that include diverse student groups) may be requested by the course instructor. Candidates who pursue multiple credentials (e.g., Multiple Subject and Education Specialist) may need to complete additional hours of Clinical Practice.

To assist candidates in meeting this state credentialing requirement, the Whittier College program has embedded fieldwork experience and assignments in several credential courses; our program then culminates in a fifteen-week student teaching experience.

### ***Clinical Practice Placements***

Beginning Fall 2023, all credential programs will have two types of fieldwork courses: those requiring a designated placement provided by the Director of Clinical Practice and those that do not. Early field experiences that do not require a placement from the Director of Clinical Practice include watching and reflecting upon high-quality teaching videos, engaging with materials (e.g., released test items from CAASPP) available online, going on site-based tours and/or field trips, attending community events, etc. Course instructors will provide additional information for how field experiences (both those requiring a designated placement provided by the Director of Clinical Practice and those that do not) are embedded into the class.

The Director of Clinical Practice will provide a placement for any fieldwork requiring a designated placement. The program will consider candidate preference, but in some cases, it may not be



possible to grant the request. If a candidate declines their assigned clinical practice placement due to personal preference or convenience, the program cannot guarantee that an alternative placement matching the candidate's exact preferences will be provided. Candidates must still complete all required fieldwork within the department/college timeline, regardless of any placement changes.

To ensure professional standards and avoid conflict of interest, Candidates cannot be placed where personal relationships, family connections, or employment ties exist. Candidates must disclose all potential conflicts during the student teaching and application period. Non-disclosure may result in reassignment and/or professional evaluation. Candidates requesting a clinical practice site outside of a 10-mile radius from the college may be required to pay additional fees if the requested placement is available. Please see appendix for additional information related to placements at designated sites (e.g., dress code).

According to the CCTE, Clinical sites (schools) should be selected that demonstrate commitment to collaborative evidence-based practices and continuous program improvement, have partnerships with appropriate other educational, social, and community entities that support teaching and learning, place students with disabilities in the Least Restrictive Environment (LRE), provide robust programs and support for English learners, [and] reflect to the extent possible socioeconomic and cultural diversity. (p. 5)

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Clinical sites (schools) should be selected that demonstrate commitment to collaborative evidence-based practices and continuous program improvement, have partnerships with appropriate other educational, social, and community entities that support teaching and learning, place students with disabilities in the Least Restrictive Environment (LRE), provide robust programs and support for English learners, [and] reflect to the extent possible socioeconomic and cultural diversity. (p. 5)

As of Fall 2025 our program will only consider private school placement requests for early fieldwork for private schools that collect and maintain demographic data that demonstrates the school is a setting that represents the diversity of a California public school.

### *Background Clearance*

In compliance with the Whittier College Teacher Education Program's memorandums of understanding (MOUs) with local districts, most credential courses require candidates to complete a Certificate of Clearance which includes a background check and fingerprinting. Courses that require the Certificate of Clearance include this prerequisite in online course descriptions. In some instances, local districts may also require a candidate/individual to complete a district background check. Individuals who are interested in the course but do not want to become a teacher are not eligible to waive the Certificate of Clearance or mandatory fieldwork requirements.

### *Documenting Fieldwork Placements*

Fieldwork experiences will be documented through department-provided contracts and logs; these documents will be uploaded via an electronic form at the end of each course. Failure to complete and upload the necessary fieldwork may hinder a candidate's progress through the program; further it is the candidate's responsibility to maintain a copy of all fieldwork records until they are recommended for a credential.

Furthermore, all candidates will be responsible for completing specific assignments related to their fieldwork placement. These assignments vary by course, but candidates should carefully explain the requirements of these assignments with their Master Teacher so that all assignments can be completed in a timely manner.

### *Student Teaching as a Component of Clinical Practice*

Student teaching (EDUC 520) accounts for 525 hours (seven hours per day; 35 hours each week for fifteen weeks). Students pursuing multiple credentials (e.g., Multiple Subject and Education Specialist) may need to complete additional Clinical Practice hours. **As of Summer 2020, our program no longer allows summer student teaching placements.** Student teaching assignments may only be completed during Fall and Spring semesters.

Candidates who are employed as Graduate Teaching Fellows (GTF) or who complete clinical practice at a private school will complete all their student teaching clinical practice and all CalTPA assessments in a diverse public-school setting. To facilitate this, all GTF or candidates completing clinical practice will be placed in a diverse public school for their 15-week student teaching placement.

### *Requesting An Alternate Placement*

Candidates may request specific fieldwork and/or student teaching placements; however, these requests may not be granted. If a candidate wishes to transfer from their fieldwork placement, they must complete the appropriate request forms available on the EDUC Fieldwork Documentation Moodle Page. For student teaching, candidates requesting a particular student teaching placement may incur additional costs if it falls outside a ten-mile radius of the college.

### *Using School-Based Employment for Fieldwork Assignments*

Candidates who wish to use school-based employment (e.g., subbing) as part of their fieldwork assignment for a given course, must contact the course instructor directly and in advance of starting any observations. At the course instructor's discretion, some school-based employment hours may be used if the classroom content meets the course's fieldwork requirements. Any school-based employment hours that count towards fieldwork must be original (i.e. no double dipping and using the same hours for multiple credential courses).

## **B. Advancement to Student Teaching.**

To student teach, candidates must have met the Subject Matter Competency Requirement (through

passing CSETs or approved alternative). Additionally, candidates will have completed all but one credential coursework, and met the G.P.A. requirement. If a course must be taken concurrently with student teaching, the candidate must receive explicit permission to do so from the department.

Candidates must complete all requirements and present all necessary materials at least one month (30 days) prior to beginning student teaching; this includes proof of passage of all necessary examinations (e.g., CSET), or an approved alternative. Thus, if the candidate wishes to begin student teaching in the fall, they must provide all materials by July 1<sup>st</sup>. If the candidate wishes to begin student teaching in the spring, they must provide all materials by December 1<sup>st</sup>.

In addition to the above requirements, candidates will complete a student teaching interview with the Director of Clinical Practice, attend a Student Teaching Boot Camp and Orientation, and Sign the Acknowledgement of Risk and Statement of Ability to Participate. Candidates are responsible for submitting the application by the deadline advertised each semester.

If a candidate is completing an alternate pathway to a credential, he or she must contact the Director of Clinical Practice Services and Department Chair as deadlines and requirements may differ.

### C. Working as an Intern

Whittier College offers candidates the possibility to seek intern programs within our Multiple Subject, Single Subject, and Education Specialist: Mild to Moderate Support Needs programs. The interested candidate is responsible for finding the job placement that meets credential requirements. Whittier College does not find jobs for prospective intern candidates. Instead, the prospective intern candidate must provide Whittier College with an official job offer from the employing district to begin filing for a University Intern credential. Filing for a University Intern credential requires an Intern Agreement between Whittier College and the employing district. Additionally, the prospective intern candidate must complete an application with the Commission on Teacher Credentialing.

Each intern certificate will be valid for two years. However, a certificate may be valid for three years if the intern is participating in a program leading to the attainment of a specialist credential to teach students, or for four years if the intern is participating in a district intern program leading to the attainment of both a multiple subject or a single subject teaching credential and a specialist credential to teach students with mild/moderate disabilities. If recommended for a University Intern credential, the intern candidate is responsible for meeting all responsibilities outlined in the intern agreement between Whittier College and the employing district. For more information regarding intern eligibility, please see Appendices.

### Early Completion Intern Option (ECO).

The Early Completion Intern Option (ECO) is intended to provide individuals who have requisite skills and knowledge an opportunity to challenge the course work portion of a Multiple or Single

Subject Intern Program and demonstrate pedagogical skills through a performance assessment while in a Commission-approved intern program. To access the Early Completion Intern Option at Whittier College, please use the Formstack located on the Resources and Links page of the department website: <https://www.whittier.edu/academics/education/resources>

For additional information regarding the Early Completion Intern Option, please see CTC guidance: [https://www.ctc.ca.gov/credentials/leaflets/early-completion-intern-option-\(cl-840\)](https://www.ctc.ca.gov/credentials/leaflets/early-completion-intern-option-(cl-840))

## D. Student Teaching Guidelines

*The goals of the student teaching program for each credential candidate include:*

- Demonstrate knowledge of theoretical foundations of instructional practices;
- Exhibit understanding of the curricula in the various subjects taught in California public schools and of national curriculum projects;
- Demonstrate understanding of teaching techniques and technology for achieving objectives;
- Exhibit knowledge of educational assessment and evaluation;
- Show understanding of methods of organizing space, time, and materials for realization of goals.

*The objectives for all teacher candidates include:*

- The candidate demonstrates knowledge of the purposes of education in a democracy and knowledge of his/her professional and legal responsibilities as an instructor in the following ways: identifying goals of instruction and relating the goals to cultural differences among pupils and parents and to students with special needs; identifying community needs and resources; and developing professional competencies required to meet contemporary educational purposes. This knowledge is indicated by participation in class discussions, written projects and/or oral presentations, instructor-made assessments, experiences, and observations during student teaching.
- The candidate shows knowledge of theories of learning and theories of human growth and development and the implications of theories for instructional practices. This knowledge is indicated by participation in class discussion, written projects and/or oral presentations, instructor-made assessments, observations during field experiences, and observations and experiences during student teaching.
- The candidate exhibits understanding of the curriculum in various subjects taught in public schools in the following ways: identifying subject matter goals according to state-adopted content standards, local guides, student texts, and national projects, and by relating curriculum guides to each other and to curricula design. This understanding is indicated by participation in class discussions, written projects and/or oral presentations, instructor-made assessments, and observations during student teaching.
- The candidate demonstrates understanding of teaching techniques and technology appropriate for achieving objectives in the following ways: identifying and implementing

various instructional strategies; employing various communication patterns; and utilizing appropriate strategies for developing critical thinking and student understanding of sensitive issues. Written projects and/or oral presentations, and observations during student teaching indicate this knowledge.

- The candidate demonstrates the ability to plan instruction for individuals or groups, specifically to include English Learners, Special Needs and Underserved students and to utilize these plans by organizing a sequence of instructional topics. This ability is indicated by class discussion, written projects and/or oral presentations, samples of lesson plans, and observations and experiences during student teaching.
- The candidate exhibits knowledge of educational evaluation procedures and instruments for placement and diagnostic assessment, formal and informal evaluations and student self-assessment. This knowledge is indicated by class discussion, written projects and/or oral presentations, instructor-made assessments, along with observations and experiences during fieldwork.
- The candidate shows an understanding of methods of organizing space, time, and materials for realization of goals. This understanding is indicated by class discussion, written projects and/or oral presentations, and observations and experiences during student teaching.
- The candidate should show complete knowledge of the 7 Teacher Performance Expectations and have them written into their lesson plans throughout the semester as they are addressed.
- The candidate should move from the Teacher Performance Expectations to the California Standards for the Teaching Profession at the end of their student teaching/intern assignment to show readiness to move onto their first tier as a regular classroom teacher in an induction program.
- The candidate should show preparation for resume writing and interviewing skills as they move forward to complete student teaching and begin job applications.

*When a Student Teacher is Working with a Master Teacher (A “Traditional” Student Teaching Placement).* A student teacher in this scenario is in the advantageous position of delivering lessons in a classroom with the daily support of a Master Teacher. The School Principal, the Whittier College Supervisor, and Director of Clinical Practice also guide the student teacher. The following are expectations of the Whittier College student teacher:

#### Preparation:

- Student teachers should limit their college class load during their student teaching experience. Student teachers seeking a credential should seriously consider taking no other courses during the semester(s) of student teaching. Also, please take careful note of all other program policies regarding enrolling in coursework alongside student teaching.
- Keep off-campus responsibilities to a minimum. The responsibilities student teachers will undertake during student teaching compared to those of a paid, full-time teacher. We find student teachers, who do not have other obligations, do much better than those with other commitments. Therefore, it is recommended that student teachers do not schedule

themselves into any other activities more than 20 hours per week outside of the student teaching classroom.

- Student teachers should contact their Master Teachers before the assignment begins to facilitate introductions. At this time, student teachers should provide their Master Teachers with contact information including email addresses and phone numbers so that the Master Teacher can contact candidates to inform them of important information, emergencies, or changes to the schedule that may occur after school hours.
- Student Teachers should familiarize themselves with the location of the school site. Student teachers should know alternate routes to the school so that they can arrive on time in the event of traffic, adverse weather, or any other factor that may contribute to the delay of arrival.

#### Professionalism:

- Learn the school schedule. Student teachers are required to keep the same schedule as their Master Teacher. Follow school district guidelines regarding morning arrival and after school dismissal for teachers. Student teachers are expected to attend staff meetings and department or grade level meetings as appropriate.
- Student teachers are to be punctual and regular in their attendance. They must complete a Student Teaching Absence Form to inform their Master Teachers and College Supervisors of emergencies that will prevent student teachers from being present in the classroom and/or prevent them from fulfilling their teaching duties. **Elective absences will not be approved during student teaching and time missed will need to be made-up.** This will be arranged with the Master Teacher and College Supervisor.
- Student teachers' dress and demeanor should reflect Whittier College's high professional standards and expectations. Student teachers are expected to wear attire appropriate to the assignment or department in which the student teacher works. Dress, grooming and personal cleanliness standards contribute to the professional image teachers present to the community.
- Student teachers are expected to use common sense and good judgment when determining what to wear. Interviews, special meetings, parent conferences, events or department needs may require stricter dress guidelines.
- In consideration of students and fellow educators with health problems, minimum use of fragrance perfume, hair spray, after-shave lotion, etc. is necessary in the workplace.
- Student teachers should conduct themselves as if they are employees of the school/district where they are assigned. Student teachers are professional, and each interaction is taken into consideration for future employment.
- Student teachers must take responsibility for ensuring that all forms and documentation are completed and submitted to their Master Teachers and College Supervisors at the appropriate times.

#### School Environment:

- Student teachers must familiarize themselves with the diverse populations served by the school and learn student names as soon as possible.



- Student teachers must get to know the school personnel, including the principal, secretary, custodians, and grade level department teachers and representatives.
- Student teachers must learn the school's regulations and rules.
- Student teachers must become acquainted with the learning materials available within the classroom and school, including textbook adoptions used by the district they are assigned to. Student teachers must keep in mind different districts may be using different curriculum.
- Student teachers must attend faculty meetings, PTA, and other school-related functions as appropriate. Student teachers must also attend parent conferences, student study team meetings, and in-services, again as appropriate. Student teachers are expected to attend Back-to-School Night and Open House along with their Master Teachers. To support the school community, Student teachers are also expected to volunteer to attend other night events at the school as appropriate.
- Student teachers must fill out all reports legibly and promptly. Student teachers must recognize that the Master Teacher and the school are legally responsible for their activities and those of students.

#### Teaching:

- At the beginning of their assignments, student teachers should create a timeline with their Master Teacher so that student teachers' responsibilities gradually increase, and they are able to take over the classroom entirely at the appropriate time.
- Student teachers should share the CalTPA Instructional Cycle requirements with their Master Teachers and inform them of the requirement of all student teachers to videotape themselves delivering instruction. Student teachers must ensure there are permissions on file with the school for the students they will be working with and possibly having in videos in conjunction with the CalTPA Instructional Cycles.
- Student teachers must spend the beginning days of the assignment observing the Master Teacher's teaching style and familiarize themselves with the classroom routines.
- Student teachers must prepare thoroughly and carefully for each day of teaching.
- Student teachers must arrange time with the Master Teacher to discuss lesson planning, curriculum standards, and student assessment and how student teachers can incorporate this into their CalTPA Instructional Cycle submissions. Student teachers should create both long range and short-range plans.
- Student teachers must conference frequently with their Master Teachers about their progress during their student teaching placement. Student teachers are encouraged to be open to suggestions and recommendations.
- Student teachers must check unit plans, lesson plans, assignments, materials, etc. with the Master Teacher before they are implemented. Lesson plans should be planned according to district or school standards.
- Student teachers must initiate planning for ways in which Teacher Performance Expectations are to be met; assume responsibility for seeing that these are demonstrated, and that completion is recorded and filed using appropriate forms provided.
- Student teachers must continually engage in self-reflection of their teaching performance.



- Student teachers must become acquainted with the cumulative records and any other files pertinent to the students with whom they work, keeping in mind that much of this information is confidential. Student teachers must get permission before examining any confidential student records.
- Student teachers must identify English Learners and their English language proficiency level, Special Education students and their disability, underserved students, including those who have experienced trauma, homelessness, foster care, incarceration and/or are medically fragile. This is important because student teachers will be selecting focus students from these groups to include in their submissions of their CalTPA Instructional Cycles.
- Student teaching is 15 weeks in length; however, student teachers may be required to complete additional weeks if the department determines, through observation and documentation of practice, that the student teacher requires additional time practicing their teaching to meet the standards of the program. Additional hours may also be required if the student teacher is not on track to complete the 600 hours of required clinical practice by the end of the student teaching placement.

A candidate working as a traditional student teacher may work in that classroom as a substitute teacher for up to five (5) days, if the student teacher holds a valid 30-day substitute permit, and the school/district approves of the substitute teaching placement. It is the district's responsibility to verify a candidate's 30-day substitute permit; therefore, it is the candidate's responsibility to provide any required information to the district.

#### Observations:

- Whittier College Supervisors will discuss the schedule to complete the required observations with student teachers. Observations (virtual and in-person) typically occur bi-weekly, for at least eight observations and will occur for 45 minutes. Each observation will be arranged with the student teacher, supervisor, and master teacher. ***All lessons recorded for observations must be uploaded to the [GoReact](#) platform.*** In compliance with FERPA and HIPAA regulations, no other methods of sharing recorded lessons are acceptable.
- For each observation, student teachers must provide their College Supervisor with a typed lesson plan at least one day before. Student teachers will receive written feedback and recommendations regarding their lessons from their College Supervisors.
- College Supervisors will make every effort to give student teachers feedback after the lesson. However, if this is not possible due to the student teacher's schedule demands, the Supervisor will arrange to talk with them and review the observation. If a conference cannot take place in person, a telephone or video conference is acceptable. Student teachers are responsible for contacting the College Supervisor within 48 hours of the observed lesson (and definitely prior to the next scheduled observation) to discuss the instruction observation and outcome of the lesson.

#### Student Teaching Seminars:

- Attendance at student teaching seminars is required. Student teachers must plan to be active participants in discussions and a resource for other student teachers.
- Student teachers must turn in all seminar assignments in a timely manner.
- Student teachers must complete all assignments thoroughly and carefully. This work reflects the student teachers' professionalism and therefore high-quality work is expected. Assignments that do not include the necessary elements or that are of a lesser quality are unacceptable and will remain "incomplete" until brought up to satisfactory condition.
- At the end of student teaching, student teachers are expected to submit an electronic portfolio that includes their classroom management plan, resume, letter of interest, two letters of recommendation for employment, and an Individual Development Plan (IDP) moving from the Teacher Performance Expectations (TPE) to the California Standards for the Teaching Profession (CSTP).

Suggested Timeline (to be discussed with Master Teacher "MT" and College Supervisor)

<b>Week</b>	<b><u>Traditional Multiple Subject Student Teacher</u></b>	<b><u>Traditional Single Subject Student Teacher</u></b>	<b><u>Traditional Education Specialist Student Teacher</u></b>
<b>Week 1</b>	Introduce self to principal, meet master teacher, go over roles and responsibilities with Master Teacher and Supervisor. Student Teacher in classroom, observe & learn schedules, routines; assist MT as directed. Attend any/all teacher meetings as appropriate and permitted.	Introduce self to principal, meet master teacher, go over roles and responsibilities with Master Teacher and Supervisor. Student Teacher in classroom, observe & learn schedules, routines; assist MT as directed. Attend any/all teacher meetings as appropriate and permitted.	Introduce self to principal, meet master teacher, go over roles and responsibilities with Master Teacher and Supervisor. Student Teacher in classroom, observe & learn schedules, routines; assist MT as directed. Attend any/all teacher meetings as appropriate and permitted.
<b>Week 2-3</b>	Lesson planning with MT. Present small group instruction and/or co-teach with MT. Teach or co-teach at least one multiple-day lesson of one content area. Attend meetings as appropriate and permitted. Begin planning of CalTPA IC1 with Master Teacher.	Lesson planning w/ MT, present small group & whole class instruction, as appropriate/ or co-teach with master teacher, assist with tutorial. Teach at least one period of daily lessons. Attend meetings as appropriate and permitted. Begin planning of CalTPA IC 1 with Master Teacher.	Lesson planning w/ MT, present small group & whole class instruction, as appropriate/ or co-teach with master teacher, assist with tutorial. Teach or co-teach at least one multiple-day lesson of one content area. Attend meetings as appropriate and permitted. Begin planning of CalTPA IC 1 with Master Teacher.
<b>Week 4-8</b>	Lesson planning with MT. Take over 2 content areas of	Lesson planning with MT. Teach at least 2 periods of	Lesson planning with MT. Teach small

	instruction. Attend meetings as appropriate and permitted. Continue working on CalTPA IC 1.	instruction. Attend meetings as appropriate and permitted. Continue working on CalTPA IC 1.	group/whole class lessons. Teach at least one period of daily lessons. Attend meetings as appropriate and permitted. Continue working on CalTPA IC 1.
<b>Week 9-10</b>	Take over 3 content areas of instruction. MT approves lesson plans. Attend meetings as appropriate and permitted. Complete and submit CalTPA IC 1.	Teach at least 3 periods of instruction. MT approves lesson plans. Attend meetings as appropriate and permitted. Complete and submit CalTPA IC 1.	For period of weeks 6-15  Continue to take over all instruction. MT approves lesson plans. Attending IEP meetings as appropriate and permitted. Complete and submit CalTPA IC 1.
<b>Week 11-12</b>	Lesson planning with MT. Teach or co-teach at least one multiple day lesson of several content areas. Attend meetings as appropriate and permitted. Begin preparation of CalTPA IC 2	Teach 4 periods of instruction. MT approves lesson plans. Attend all meetings as appropriate and permitted. Begin preparation of CalTPA IC 2.	Lesson planning with MT. Teach or co-teach multiple lessons daily. Attend IEP meetings as appropriate and permitted and continue attending all school or district professional development. Begin preparation of CalTPA IC 2
<b>Week 12-13</b>	Take over all instruction. Attend meetings as appropriate and permitted. Continue work on CalTPA IC 2	Take over all instruction for Master Teacher. Attend all meetings as appropriate. Continued work on CalTPA IC 2.	Take over all instruction. Attend meetings as appropriate and permitted. Continue work on CalTPA IC 2
<b>Week 14-15</b>	Continue to take over all instruction. Attend meetings as appropriate and permitted. Complete and submit CalTPA IC 2.	Continue to take over all instruction. Attend meetings as appropriate and permitted. Complete and submit CalTPA IC 2.	Continue to take over all instruction. Attend all meetings as appropriate and permitted. Complete and submit CalTPA IC 2.

*Note: The CTC requires all teaching candidates to complete at-minimum four weeks of “solo teaching” whereby the candidate takes on all responsibility for planning, implementing, and assessing classroom instruction. Candidates may engage in additional weeks of “solo teaching” if agreed upon by the Master Teacher, College Supervisor, and Director of Clinical Practice in advance.*

### *When Working as a University Intern (Teacher of Record)*

When a school district or private school employs a University Intern, the intern’s responsibilities are the same as that of the regular classroom teacher. During the intern’s student teaching

experience, the intern will be assigned to, and benefit from, the support of a College Supervisor from Whittier College as well as an On-Site Supporter.

#### Working with Whittier College Supervisor

- A supervisor from the college will be assigned to the intern. The intern must always maintain open communication with the College Supervisor. The supervisor will plan to observe the intern on a bi-weekly basis. At least 8 observations (virtual and in-person) will be scheduled in advance and will occur for a minimum of 45 minutes.
- ***All lessons recorded for observations must be uploaded to the [GoReact](#) platform.*** In compliance with FERPA and HIPAA regulations, no other methods of sharing recorded lessons are acceptable.
- For each observation, the intern must provide the College Supervisor with a typed lesson plan. While Whittier College provides a lesson plan format, the intern's lessons should be planned according to district or site guidelines. The intern's Supervisor will review and discuss the quality of lesson plans that need to be turned into the Education Department.
- The intern will receive written feedback regarding the intern's lesson on an observation record sheet. This form is not shared with current or prospective employers.
- The intern should plan to hold a conference with the college supervisor after each observed lesson. The intern's College Supervisor will make every effort to give feedback after the lesson. However, if this is not possible due to the intern's schedule demands, the intern should call the supervisor. If an immediate conference is not possible, a telephone conference is an acceptable substitution.
- The College Supervisor must meet with the intern at least two hours per week for support/mentoring. If an intern should start their assignment later in semester, additional time from the on-site supervisor to help support the intern is required (4 hours per week).

#### Working with On-Site Supporter

- At the beginning of the intern's teaching assignment, the intern will be asked to choose a support person from their school site who can assist the intern with the teaching experience and serve as an additional lens into the intern's teaching competence. This person will be the On-Site Supporter and evaluator. This person must hold a teaching credential in the same area as you are a student teaching and have 5 years of classroom experience. The support person does not have to be a classroom teacher, presently.
- The On-Site Supporter is required to be accessible to conduct a minimum of four formal observations per semester of student teaching for which the intern is enrolled. The lessons should be scheduled in advance. The intern must provide the support person with a typed plan at the beginning of the lesson. The support person will provide the intern with written feedback and recommendations recorded on the Student Teaching Lesson Observation Form. The intern should plan to conference with the On-Site Supporter soon after the lesson.
- The On-Site Supporter is required to evaluate the intern's teaching competency in several areas at the end of the intern's assignment.

### Intern Professional Development

- Professional development during the Internship is required.
- Interns will be assisted and guided throughout the training program by either a person designated as a mentor teacher, a teacher selected through a competitive process, or a person employed by the program to supervise student teachers.
- A current Professional Development Plan must be on file at the Commission office before the District Intern Credential is issued. The Professional Development Plan must include the following:
  1. Prior to beginning daily teaching responsibilities, individuals must complete one of the following:
    - a. 120 clock-hours of training in child development and the methods of teaching the subjects and grade levels to which the district intern is assigned.
    - b. Six semester units of course work in the same areas.
  2. Additional instruction in child development and teaching methods during the first semester of employment for interns employed in kindergarten or grades 1–6.
  3. Instruction in the culture and methods of teaching English learners during the first year of employment for interns who are employed in bilingual classrooms.
  4. Courses or training as determined by the governing board of the school district.
  5. A successful annual evaluation of the district intern’s performance.

### Student Teaching Seminars

- Attendance at student teaching seminars is required. Interns must plan to be active participants in discussions and a resource for their peers.
- Interns must turn in all seminar assignments in a timely manner.
- Interns must complete all assignments thoroughly and carefully. This work reflects the intern’s professionalism and therefore high-quality work is expected. Assignments that do not include the necessary elements or that are of a lesser quality are unacceptable and will remain “incomplete” until brought up to satisfactory condition.
- At the end of student teaching, interns are expected to submit an electronic portfolio that includes their classroom management plan, resume, letter of interest, two letters of recommendation for employment, and an Individual Development Plan (IDP) moving from the Teacher Performance Expectations (TPE) to the California Standards for the Teaching Profession (CSTP).
- Interns must complete a log ensuring that the program is providing them with a minimum of 144 hours of support/mentoring and supervision throughout the school year, including coaching, modeling, demonstrations within the classroom, assistance with course planning and problem-solving regarding students, curriculum, and development of effective teaching methodologies. In addition, if the intern is not EL certified, the intern must be provided with an additional 45 hours of support/mentoring and supervision specific to the needs of English learners.

### E. Evaluation of Student Teaching.

Candidates receive a final grade of “credit” or “no credit” for EDUC 420/520 from the course instructor based on:

1. eight observations (virtual and in-person) conducted by, and weekly communication initiated by the college supervisor;
2. the Whittier College Student Teaching Evaluation Grid completed by candidates, master teacher(s) with whom the candidate is placed, and the college supervisor;
3. the Whittier College Teacher Education Program Evaluation Narrative completed by the master teacher(s) with whom the candidate is placed, and the college supervisor; and
4. **successful completion of a minimum of 525 hours of clinical practice (hours will vary based on candidate’s early fieldwork hours).** The EDUC 420/520 course instructor uses the observations and evaluations named above with other information sources to make final grade determinations and are used at the course instructor’s discretion.

Candidates receive a final grade of “credit” or “no credit” for EDUC 521 from the course instructor based on:

1. weekly seminar attendance and participation.
2. participation in seminar activities and completion of seminar assignments.
3. submission of both CalTPA instructional cycles by the end of the semester.
4. successful completion and submission of portfolio.

In rare cases, candidates who have not completely met goals for clinical practice as outlined in the above documents but who have demonstrated consistent progress throughout their teaching placements may be eligible for an extended student teaching experience; such decisions are made at the discretion of the Director of Clinical Practice in consultation with the Credential Analyst, candidate’s Faculty Advisor, and the Department Chair. In most cases, candidates who have not successfully met goals for student teaching as outlined in the documents above will have to enroll in additional units of EDUC 420/520.

### F. Candidate Withdrawal or Removal from Student Teaching

*Candidate Withdraws from Student Teaching Prior to District Confirmation of Placement:* A Candidate who has submitted a Clinical Practice Application but wants to withdraw prior to a district-confirmed assignment must contact the Director of Clinical Practice immediately and in writing to submit the written request to withdraw from clinical practice.

*Candidate Withdraws from Student Teaching After District Confirmation of a Placement Assignment or After Placement Begins:* A candidate withdrawing after district confirmation of placement must immediately contact the Director of Clinical Practice to discuss the situation. The Candidate may be required to wait until the following semester for a new placement, depending

on the circumstances of withdrawal. The Director of Clinical Practice may also complete a Professional Dispositions and Competencies Evaluation Form. Please note that an Intern has additional district guidelines to follow when considering withdrawing from a placement.

If a candidate does not show up at their school/classroom at any time during their placement without explanation (e.g., extenuating circumstances, prior approval from college and district), then the candidate will be considered a “No Show.” When a candidate is designated as a “No Show” the Director of Clinical Practice will reach out to that candidate. The Director of Clinical Practice may also complete a Professional Dispositions and Competencies Evaluation Form. If the candidate is able and allowed to continue with the placement, they may do so. If the candidate is unable to continue with the placement, the candidate and Director of Clinical Practice will follow college policies regarding withdrawing from a course. A request to withdraw from clinical practice must also be submitted in writing to the Director of Clinical Practice. If the “No show” candidate must withdraw from the placement and then reapply to student teach at a later date, they may not withdraw from any future student teaching placement under any circumstances.

*Removal from Clinical Practice.* A student teacher or Intern who violates the *Department Standards*; Clinical Practice policies or procedures; or the policies, rules, or regulations of the placement school may be removed from a placement at the request of Whittier College or school site personnel.

Additional reasons for candidate removal include, but are not limited to:

- Violations of the district and/or Whittier College’s policies including those pertaining to the Whittier College Teacher Education Program
- Persistent lack of progress towards meeting goals for student teaching placement
- Poor interpersonal skills with students or adults
- Consistent tardiness, early departures, and/or excessive absences
- Persistent failure to meet the site’s expectations for faculty and/or staff
- Persistent concerns regarding candidate’s ability to comply with *Department Standards*
- Inappropriate attire
- Inappropriate use of technology (phones, tablets, computers, etc.)

In these cases, college and/or school supervisors may contact the Director of Clinical Practice with their concerns. The Director of Clinical Practice will communicate the concerns to the Department chair, the Credential Analyst, and the candidate's Faculty Advisor. If there is a need or recommendation to remove a candidate from their student teaching or intern placement, the department will hold a hearing allowing the candidate and other concerned parties to present information and arguments relevant to the decision.



Teacher candidates who are removed from their placement will receive a “No Credit” for associated courses and a Professional Dispositions and Competencies form will be placed in their student record.

Candidates interested in appealing decisions related to withdrawing or removal from student teaching will use the college policies related to appeals outlined above.

## Appendix A: Waiver to Department Policy Regarding Concurrent Enrollment in MAT Course Sequence and Student Teaching

### Waiver to Department Policy Regarding Concurrent Enrollment in Master of Arts in Teaching Course Sequence and Student Teaching

Department of Education & Child Development policy states that students may not enroll in EDUC 605 or EDUC 606 (i.e. the MA Course Sequence) in the same semester as student teaching. To be exempt from this policy, the student must exhibit a ***documented pattern of exceptional academic success*** in the credential program. Specific criteria are as follows:

1. The student must have met Basic Skills and Subject Matter Competency Requirements.
2. The student must have a cumulative GPA of 3.5 or higher.
3. The student must not have any credential coursework to complete or retake.
4. The student must not have any unresolved disciplinary issues documented by a Professionals Protocol Form.
5. The student must complete the questions below in preparation for an interview by the MAT Professor.
6. The student must be interviewed by the MAT professor where the professor reviews course syllabi and expectations.

Interested candidates must fill out a Petition for Exception to College Policy electronic form found on the Registrar's web page. Should the student be granted an exception to the departmental policy and be allowed to enroll in the MAT course sequence concurrently with student teaching.

#### Questions:

1. What are three topics you are interested in studying during the MAT course sequence and why?
2. What do you anticipate being the most difficult part of taking the MAT course and student teaching concurrently?
  - a. What will you concretely do to manage your time and assist yourself with taking both courses concurrently?
3. Other than classes, what is your current workload/schedule?
4. What have you done to learn about the workload during student teaching and the MAT concurrently?

## Appendix B: Are You Intern Eligible?

### Are you Intern Eligible?

Please use the checklist below to see if you are eligible for an intern.

1. Completed pre-services courses (sections a & b). These are courses/hours **required prior to being eligible for interns.**

**a. All candidates must complete:**

- ☐ EDUC 500: Social/Anthro Perspective on Educ – 3 units (Spring) (or equivalent course)
- ☐ EDUC 501: Teaching Diverse Learners – 3 units (Fall & Summer)
- ☐ EDUC 504: Second Language Acquisition and Methodology – 3 units (Spring & Summer)
- ☐ EDUC 506: Learning and Learners - 3 units (Fall & Spring)
- ☐ EDUC 512: Promoting Student Health & Safety – 1 units (Fall & Summer)
- ☐ EDUC 529: Introduction to Inclusive Education - 2 units (Fall & Spring)

**b. Credential Specific courses to complete:**

<u>Multiple Subject</u>	<u>Single Subject</u>	<u>Education Specialist</u> <u>MMSN</u>
<input type="checkbox"/> EDUC 505 (Spring) <input type="checkbox"/> EDUC 507 (Fall) <input type="checkbox"/> EDUC 502 (Fall & Summer)	<input type="checkbox"/> EDUC 509 (Spring) <input type="checkbox"/> EDUC 503 (Fall & Summer)	<input type="checkbox"/> EDUC 534 (Fall) <input type="checkbox"/> EDUC 502 (Fall & Summer)

1. Meet Basic Skills Requirement (by passing CBEST or other approved option).
2. Meet Subject Matter Requirement (by passing CSET or other approved option)
3. Completion of a U.S. Constitution Requirement (by course, exam or CSU graduate).
4. Completion of a Child Development course.
5. CPR Card (Adult, Child & Infant)
6. Verification of Certificate of Clearance (fingerprint clearance) or 30-day substitute teaching permit.
7. Job offer letter from the district.

## Appendix C: Whittier College Credential Checklist

REVISED 7/17/25

### WHITTIER COLLEGE CREDENTIAL CHECKLIST

Whittier College Credential Checklist		
<b>Admission Requirements</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Completed application</li> <li><input type="checkbox"/> Verification of passing CBEST or other approved Basic Skill Requirement</li> <li><input type="checkbox"/> Official transcript from a regionally accredited institution with a minimum of a 2.8 GPA overall</li> <li><input type="checkbox"/> Passage of at least one CSET exam in your content area or evidence of a subject matter waiver</li> <li><input type="checkbox"/> Two to four letters of recommendation- One letter needs to be from an academic major</li> <li><input type="checkbox"/> Evidence of a negative TB test result within last two years</li> <li><input type="checkbox"/> Evidence of CTC issued Certificate of Clearance</li> </ul>		
<b>Common Requirements</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> All CSETs must be completed before starting the 2<sup>ND</sup> year of credential coursework*</li> <li><input type="checkbox"/> U.S Constitution (approved course or exam)</li> <li><input type="checkbox"/> CHDV 105 from WC or an acceptable alternative or approved equivalent</li> <li><input type="checkbox"/> EDUC 300/ 500: Sociological and Anthropological Perspectives on EDUC</li> <li><input type="checkbox"/> EDUC 401/501: Teaching Diverse Learners</li> <li><input type="checkbox"/> EDUC 404/504: Second Language Acquisition and Methodology</li> <li><input type="checkbox"/> EDUC 406/ 506: Learning Learners</li> <li><input type="checkbox"/> EDUC 429/529: Introduction to Inclusive Learners</li> <li><input type="checkbox"/> EDUC 412/512: Promoting Students' Health &amp; Safety</li> <li><input type="checkbox"/> EDUC 520: Student Teaching</li> <li><input type="checkbox"/> EDUC 521: Student Teaching Seminar</li> <li><input type="checkbox"/> Cal TPA Instructional Cycle 1    <input type="checkbox"/> Cal TPA Instructional Cycle 2</li> </ul>		
<input type="checkbox"/> <b>SINGLE SUBJECT</b> <input type="checkbox"/> EDUC 403/503: Teaching Content Area Literacy  <input type="checkbox"/> EDUC 409/509: SS Curriculum & Pedagogy (in your designated content area)	<input type="checkbox"/> <b>MULTIPLE SUBJECT</b> <input type="checkbox"/> EDUC 409/509: SS Curriculum & Pedagogy - Methods for Physical Education & Movement in Elementary and Secondary Schools <input type="checkbox"/> EDUC 402/502: Literacy Development in Elementary School <input type="checkbox"/> EDUC 405/505: MS Curriculum & Pedagogy: Language Arts, History- Social Science & Visual-Performing Arts <input type="checkbox"/> EDUC 407/507: MS Curriculum & Pedagogy: Math & Science <input type="checkbox"/> Literacy and Reading Instruction Requirement (now embedded within Cal TPA Instructional Cycles)	<input type="checkbox"/> <b>EDUCATION SPECIALIST</b> <input type="checkbox"/> EDUC 402/502: Literacy Development in Elementary School <input type="checkbox"/> EDUC 430/530: Foundations of Inclusive Education <input type="checkbox"/> EDUC 531: Assessment of Students with Disabilities <input type="checkbox"/> EDUC 533: Applied Behavioral Analysis in Schools <input type="checkbox"/> EDUC 434/534: Instructional Methods for Students with Mild to Moderate Support Needs -OR- <input type="checkbox"/> EDUC 436/536: Instructional Methods for Students with Extensive Support Needs <input type="checkbox"/> Literacy and Reading Instruction Requirement (now embedded within Cal TPA Instructional Cycles)

Note: This checklist does not include the course sequence (EDUC 605 & EDUC 606) required for the Master of Arts in Teaching

## **Appendix D: Guidance on TB Clearance & CPR Requirement**

### **TB Clearance**

All candidates enrolled in EDUC credential courses completing fieldwork in a K-12 school must provide evidence of TB clearance. The Whittier College Teacher Education Program accepts the following forms of documentation:

- TB Negative Skin Test – valid within the last two years.
- Tuberculosis Chest X-Ray – valid within the last five years.

The Whittier College Teacher Education Program does not accept a Risk Assessment Form to fulfill TB Clearance.

Candidates may be asked to provide the districts/schools in which they are placed with TB clearance. Further, districts may have specific requirements for the documentation they accept which could be different from the Whittier College Teacher Education Program. The Whittier College Teacher Education Program cannot provide districts/schools with a candidate's TB clearance even at the request of the candidate.

For graduate students needing TB testing to complete course-required fieldwork observations or student teaching, use the Student Health and Wellness Center.

### **CPR Requirement**

The Commission on Teacher Credentialing (CTC) requires programs to verify that an individual being recommended for a credential has received *"training in cardiopulmonary resuscitation (CPR) that covers infant, child, and adult CPR skills that meets the standards established by the American Heart Association or Red Cross"*. (<https://www.ctc.ca.gov/credentials/req-teaching>)

- Trainings from the Red Cross and American Heart Association Trainings will be accepted.
  - The Red Cross or American Heart Association insignia must be on the card OR explicit language that reads that the training meets the requirements or is consistent with guidelines with one of these organizations.
- The training must cover infant, child and adult CPR. This language (or pediatric & adult CPR) must be clearly indicated on the card.

A photocopy of the front and back of a current (i.e. not expired) CPR card must be provided to the Department of Education by the time the candidate is ready to file for a credential.

## Appendix E: Paperwork Associated with Fieldwork

Paperwork associated with fieldwork can be found on the EDUC Fieldwork Documentation Moodle Page. Candidates must register for this Moodle class using the following information:

Candidates only need to register for this class one time and it will remain visible to them for subsequent semesters.

The “Observing Classroom Contexts Agreement” Form is electronic, available through Formstack. Candidates will be emailed a completed copy of the agreement once submitted.

[https://whittier.formstack.com/forms/observing\\_classroom\\_contexts\\_agreement](https://whittier.formstack.com/forms/observing_classroom_contexts_agreement)

### Whittier Teacher Education Program Fieldwork & Student Teaching Dress Code

The Teacher Education Program believes that teachers serve as role models to K-12 students and representatives of Whittier College. The Teacher Education Program encourages all college and graduate students engaged in fieldwork, student teaching, and other program-related interactions with K-12 students, staff and community members to wear clothing that demonstrates a high regard for education. The purposes of the Teacher Education Program’s guidelines on attire are to maintain an overall ambience of professionalism in all school-related environments and guide college and graduate students in their efforts to present themselves as professionals.

All college and graduate students should appear professional, while still attired in ways that permit active work with young learners and safe interactions. Clothes that may be appropriate for shop instructors or gym instructors may not be appropriate for classroom teachers.

Guidelines for Broadoaks School differ slightly; those planning to observe and/or work in Broadoaks classrooms should consult the school director for further details. Further, districts and schools may have additional guidelines so when in doubt, ask appropriate K-12 school/district personnel (e.g., a cooperating or master teacher).

College and graduate students who do not follow guidelines set forth by the Teacher Education Program and/or the schools in which they are placed may be asked to go home and change.

#### ***Guidelines:***

- Clothing:
  - Dresses or blouses should not show any cleavage.
  - The bottom edge of shorts, dresses and skirts must fall at least as low as the fingertips and no higher than mid-thigh *when bending over*.
  - Must cover all undergarments, including bra straps and boxer shorts or briefs.
  - Pants must not reveal underwear or buttocks when bending or sitting. No thin, see-through pants.
  - Jeans must have a hem at the bottom and may not have holes in the fabric. Baggy pants or jeans with “fashionable” holes or tatters are not allowed.
- Shoes:
  - In case of emergency, only closed toe and closed heel shoes should be worn while on school/district grounds.
- Accessories:

- Hats, visors, and /or sunglasses may be worn for sun protection when outside. Hats, visors, and/or sunglasses should not be worn inside the classrooms.
- Jewelry and hair may work according to an individual's taste; however, they must follow safety guidelines as appropriate for particular settings (e.g., hair tied back during science experiments that use an open flame).