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## Directory

<table>
<thead>
<tr>
<th>Department/Office</th>
<th>Phone Number</th>
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</thead>
<tbody>
<tr>
<td>Whittier College/Main Line</td>
<td>(562) 907-4200</td>
</tr>
<tr>
<td>Education Department</td>
<td>(562) 907-4248</td>
</tr>
<tr>
<td>Department Fax Line</td>
<td>(562) 464-4596</td>
</tr>
<tr>
<td>Student Teaching Services</td>
<td>Ext. 4331</td>
</tr>
<tr>
<td>Dr. Ivannia Soto-Hinman Professor</td>
<td>Ext. 4422</td>
</tr>
<tr>
<td>Dr. Shannon Agbotse Associate Prof</td>
<td>Ext. 4429</td>
</tr>
<tr>
<td>Dr. Lauren Swanson Associate Prof</td>
<td>Ext. 5029</td>
</tr>
<tr>
<td>Dr. Cean Colcord Assistant Prof</td>
<td>Ext. 4427</td>
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<tr>
<td>Dr. Amina Humphrey Assistant Prof</td>
<td>Ext. 5096</td>
</tr>
<tr>
<td>Dr. Christine Levinson Visiting A. Prof</td>
<td>Ext. 4322</td>
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<tr>
<td>Jeanie McHatton Director</td>
<td>Ext. 4333</td>
</tr>
<tr>
<td>Jessica Almanza Office Admin/CA</td>
<td>Ext. 4549</td>
</tr>
<tr>
<td>The Broadoaks Children’s School</td>
<td>(562) 907-4250</td>
</tr>
<tr>
<td>Kori Vartanian Interim Dir Broadoaks</td>
<td>Ext. 4950</td>
</tr>
<tr>
<td>Agnes Vasquez Associate Dir, Broadoaks</td>
<td>Ext. 4946</td>
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<td>Other Campus Services</td>
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<td>Bookstore</td>
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<td>Business Office</td>
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<td>Student Financing</td>
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I. OVERVIEW OF PROGRAM

Whittier College’s Teacher Education Program’s mission is to create a social justice-oriented community of teachers and learners that embodies these qualities: intellectually-rich, caring, student-centered, equitable, just, collaborative, creative, culturally responsive, moral, ethical, and inspiring. We are guided by the following core values:

Culture. We believe in developing compassionate educators who deeply understand, utilize, and respect students’ cultural and linguistic diversities as assets that should be built upon. As such, our graduates are able to create culturally and linguistically responsive classrooms that validate students’ backgrounds, talents, and strengths.

Community. We believe in developing sensitive and thoughtful educators who value and support collegial collaboration and cooperation with a purpose. This purpose is mindful of the needs of students, families, communities, and colleagues towards a combined effort of excellence.

Communication. We value the personal approach to communicate the goals of our educational program to our students and local school districts. Our education classes build a personal relationship between the student and the teacher.

Connections. We embrace interdisciplinarity in thinking and teaching. In order to do this, we begin by listening and valuing others’ points of views and recognizing communities are stronger together.

The Whittier College Teacher Education Program offers Multiple Subject, Single Subject, and Education Specialist teaching credentials. The Whittier College Education Program has multiple entry points.

As graduate students, candidates can begin coursework in the fall, spring, or summer terms. 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 who are employed as GTFs or Interns must abide by all specific requirements set forth by those positions; information regarding intern-eligibility can be provided by the Credential Analyst. Information regarding a GTF position can be provided by the program (e.g., Broadoaks School, Whittier College Athletics) within which the position is housed.

As undergraduates, Whittier College students can begin to take coursework towards any of the credentials offered within 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 Education Degree as they were not completed at the graduate level. Candidates interested in pursuing coursework as an undergraduate are encouraged to discuss their plans with the Credential Analyst in order to best understand how to complete credential requirements in a timely fashion as well as the impacts such decisions have on earning a Master of Arts in Education Degree.

Finally, the PICES (Pathway Integrating Child Development and Education Specialist) Program
allows undergraduate students to earn a Bachelor of Arts in Child Development as well as 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 1.

**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 California Commission on Teacher Credentialing.

The California Commission on Teacher Credentialing (http://www.ctc.ca.gov) provides guidance as to how to best train future educators, most notably by the inclusion of six 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 (see Section III). 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

These TPEs will be included and expanded upon in all Teacher Education Program coursework.

**Coursework.** Candidates in the Whittier College Teacher Education Program work towards a preliminary SB2042 credential; they can earn a Multiple Subject, an Education Specialist (mild/moderate & moderate/severe), and/or a Single Subject (in the areas of English, History, Science, Mathematics, Physical Education, and Spanish) preliminary teaching credential. All candidates, regardless of the credential type(s) they pursue, complete a common set of six courses in addition to student teaching (EDUC 520/521); they then complete additional coursework in their area(s) of interest (See Table 1).

**Table 1. Overview of Coursework**

<table>
<thead>
<tr>
<th>Core Program</th>
<th>Single Subject</th>
<th>Multiple Subject</th>
<th>Education Specialist</th>
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</thead>
<tbody>
<tr>
<td>EDUC 300/500 (3 credits)</td>
<td>EDUC 403/503 (3 credits)</td>
<td>EDUC 402/502 (3 credits)</td>
<td>EDUC 430/530 (3 credits)</td>
</tr>
<tr>
<td>EDUC 401/501 (3 credits)</td>
<td>EDUC 408/508 (3 credits)</td>
<td>EDUC 405/505 (3 credits)</td>
<td>EDUC 431/531 (3 credits)</td>
</tr>
<tr>
<td>EDUC 404/504 (3 credits)</td>
<td>EDUC 409/509 (3 credits)</td>
<td>EDUC 407/507 (3 credits)</td>
<td>EDUC 432/532 (2 credits)</td>
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<tr>
<td>EDUC 406/506 (3 credits)</td>
<td></td>
<td>EDUC 320/526 (3 credits)</td>
<td>EDUC 433/533 (3 credits)</td>
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<tr>
<td>EDUC 429/529 (2 credits)</td>
<td></td>
<td></td>
<td>EDUC 434/534 (3 credits)</td>
</tr>
<tr>
<td>KNS 509 (1 credit)</td>
<td></td>
<td></td>
<td>or EDUC 436/536 (3 credits)</td>
</tr>
<tr>
<td>EDUC 520/521 (13 credits)</td>
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</table>

*Note: One child development course is a pre-requisite for the program. If a student has not completed this pre-requisite, they can complete it concurrently with credential coursework. Course listings at the 300 and 400 level designate undergraduate coursework.*

1 For information on PICES: https://www.whittier.edu/academics/education/pices
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 done so in accordance to Whittier College and department policies.

Whittier College will accept courses for up to 5 years after the student leaves the program for any reason; after the five-year mark, candidates will need to complete the course work again.² For more information regarding all coursework and credential requirements, see Appendix F for complete checklist.

**Teaching Performance Assessments.** In addition to successful completion of program coursework, the California Commission on Teacher Credentialing requires all credential candidates to pass a series of Teaching Performance Assessments (TPAs). The Teaching Performance Assessments are aligned with state content frameworks, as well as the TPEs, and are designed to allow candidates to demonstrate their ability to plan, implement instruction and assessment well-suited for the needs of California’s diverse classrooms. The TPAs are embedded within select courses as well as student teaching. These courses carry with them an additional fee to cover the cost of scoring the assessments.

Candidates must complete at least one TPA in each of the following categories:

<table>
<thead>
<tr>
<th>ACCEPTABLE PRACTICES</th>
<th>UNACCEPTABLE PRACTICES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>BRAINSTORMING</strong> with another teacher candidate about <strong>CHARACTERISTICS</strong> of an effective lesson activity, assessment, or adaptation.</td>
<td>1. Asking another teacher candidate and/or professor to <strong>PROOFREAD</strong> a response and comment on the <strong>COMPLETENESS AND/OR ACCURACY</strong> of the response.</td>
</tr>
<tr>
<td>2. Asking another teacher candidate and/or professor of the course to <strong>RESPOND</strong> to my CalTPA by asking me <strong>QUESTIONS</strong> that will <strong>CLARIFY</strong> my thoughts regarding a specific response.</td>
<td>2. Submitting a CalTPA document where <strong>ANY PART</strong> of the work is the result of <strong>ASSISTANCE AND/OR WRITINGS OF ANOTHER</strong> person.</td>
</tr>
<tr>
<td>3. Allowing my CalTPA to be used to assist other teacher candidates by <strong>SIGNING</strong> a release form that <strong>PERMITS Whittier College</strong> to use my CalTPA for <strong>RESEARCH</strong> and <strong>TEACHING</strong> purposes.</td>
<td>3. Submitting a CalTPA document, with duplication of <strong>ANY PART</strong> of a <strong>PREVIOUSLY SUBMITTED TPA, AND/OR THE SAME</strong> focus students.</td>
</tr>
</tbody>
</table>

While TPAs are embedded within coursework, it is the responsibility of the candidate to complete them. The scores earned on these assessments are not factored into a candidate’s grade for a particular course; however, failure to submit the TPAs may hinder a candidate’s progress through the program. Candidates have three opportunities to pass the TPA, if on the third attempt the candidate does not receive a passing score, this candidate may be counseled out of the program. At any time, a candidate retains to right to appeal a TPA score (see appeals process below). The Whittier College Teacher Education Program periodically updates its procedures and guidelines.

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² This also depends on current state credential requirements.
regarding the TPAs in order to remain in compliance with California Commission on Teacher Credentialing guidelines. Candidates returning to the Whittier College Teacher Education Program after a leave of absence will be expected to complete the most current guidelines provided by the state.

The Whittier College Teacher Education Program is currently transitioning to using the state-adopted Instructional Cycles instead of the TPAs. As of Fall 2018, candidates entering the Whittier College Teacher Education Program will complete two Instructional Cycles during his or her student teaching. Candidates who entered this program prior to the implementation of the Instructional Cycles and have already completed a TPA have the opportunity to complete the remaining TPAs in order to satisfy state credentialing requirements. As the state provides more information regarding implementation – most notably scoring and appeals – this handbook will be updated.

Clinical Practice Including Fieldwork & Student Teaching. The California Commission on Teacher Credentialing requires all candidates to complete a minimum of 600 hours of Clinical Practice in diverse TK-12 classrooms as part of their preparation program. 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. (California Commission on Teacher Credentialing, Program Sponsor Alert #15-07, December 18, 2015, p. 4-5)

In order to assist candidates in meeting this state credentialing requirement, the Whittier College program has embedded 15 hours of fieldwork experiences and assignments in the majority of coursework and then culminates in a fourteen-week student teaching experience. Candidates who pursue multiple credentials (e.g., Multiple Subject and Education Specialist) may need to complete additional hours of Clinical Practice.

See appendices for Student Field Experience Handbook (Appendix A) and Guidelines for Student Teaching (Appendix D).

II. PROGRAM ADMISSION

The program admission procedures describe below are intended for students who wish to be formally admitted to the teacher education program. Alternate pathways into the program (e.g., Graduate Teaching Fellowships) may involve different procedures and include additional requirements.

Applicants to the Whittier College Teacher Education Program must have earned a B.S. or B.A. from an 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 awarded and G.P.A.

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3 Applicants who do not meet G.P.A. requirement and wish to reapply may do so after taking college-coursework at another institution. 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 appropriateness of specific college-level classes they are encouraged to ask the department for approval prior to enrolling.
Application Package. Applicants will also provide the following for review:

- Completed application (with associated fee)
- A statement of purpose
- Evidence of passing the California Basic Educational Skills Test (CBEST)
- Letter verifying completion of a state-approved subject matter program or evidence of passing at least one subtest of the California Subject Examinations for Teachers (CSET)
- Certificate of Clearance\(^4\)
- Results of a tuberculosis test taken within the past two years
- Two to four letters of recommendation

Applicant Interviews. During application interviews, applicants who have previously taken courses at Whittier College will be given explicit opportunities to respond any to Professional Dispositions and Competencies Evaluation (refer to Section IV for discussion of this form), including the events and issues pertaining to them, that have been placed in their files. Applicants who have not previously taken courses at Whittier College will be given opportunities during application interviews to demonstrate their willingness and ability to comply with the Department Standards.

Admission Denial Appeal Process. Applicants who are denied admission 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 month 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. Department faculty will then re-review the application and communicate its decision to the applicant.

III. 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 are described 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. These connections are indicated for each standard.

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

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\(^4\) 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.
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.**

Alignment with Core Value: Culture

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

A. 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 particular 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.

B. 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 of 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 particular beliefs or ideas, e.g., by assigning those students extra work, giving them lower grades, or limiting their participation in the classroom.

C. Making curricular and instructional decisions about controversial issues and activities in an informed, thoughtful, and deliberate manner, taking into account local beliefs and standards. Candidates who meet this standard make a concerted effort to explore and understand both local community values and also 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.
D. Taking care to assure 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 as a result 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.**

*Alignment with Core Values: Community & Culture*

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

A. 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.

B. 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.

C. 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.
D. It further includes refraining from use of pejorative terms, labels, and characterizations of particular 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.

E. 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 CANDIDATES TO LEARN.**

**Alignment with Core Values: Communication, Culture & Connections**

**Meeting The Standard.** Candidates meet this standard by …

A. Setting appropriately challenging and cognitively respectful expectations, goals, and tasks for all students in class planning assignments, field experiences, and student teaching.

B. Persistently trying alternative and personalized strategies for helping students succeed at such tasks and meet such expectations and goals.

C. Routinely evaluating the results of their efforts in order to make future teaching strategies more effective.

D. 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.
E. 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 to be uninterested in or incapable of learning, there is considerable evidence that all students are capable of learning 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 upon high expectations for students, students in fact 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.

Alignment with Core Values: Connections & Culture

Meeting The Standard. Candidates meet this standard by ...

A. Questioning their own observations, analyses, and decisions; considering alternative explanations for phenomena that they have experienced and observed; frequently attempting to generate their own, alterative solutions to persistent problems.

B. Trying culturally and linguistically responsive teaching strategies and methods during planning assignments, field experiences, and (especially) student teaching.

C. 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.

D. Candidates who meet this standard can and often do question and explore the reasoning behind the recommendations they receive from others. They present reasoned arguments in behalf of their own decisions and actions. However, they refrain from continually rejecting suggestions out of hand. They also avoid dogmatically 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.**

**Alignment with Core Value: Communication**

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

A. Demonstrating acceptable proficiency in written and spoken English to the satisfaction of Department of Education and Child Development faculty. Candidates’ speech and writing both in and beyond the college classroom are taken into account.

B. 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.

C. Passing the California Test of Basic Educational Skills for Teachers (CBEST) does not in itself mean that 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.

D. 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 necessary 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 is a reflection on the professionalism of an individual. 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.

Alignment with Core Value: Community

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

A. 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.

B. 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.

C. 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.

D. 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 candidate work promptly and keeping all school records (grade, attendance, etc.) up to date.

E. Taking initiative for contacting individual students, their parents, and other teachers as necessary to serve students.

F. 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 require 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 has a whole suffers when grades are late, missing, or inaccurate. Student learning suffers when teachers are late, excessively absent, or do not leave careful plans for substitutes.

**STANARD 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.**

**Alignment with Core Value: Community**

**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 alteration of official records. The intent of 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…

A. 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 in regard to conduct which is harmful to others.

B. 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 have a responsibility to model behavior that is 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.
IV. DEPARTMENT PROCESSES

The processes described below outline how candidates will be monitored throughout the Teacher Education Program. This includes, but is not limited to, how candidates will be evaluated with respect to the Department Standards described above.

ONGOING CANDIDATE EVALUATION

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 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. To successfully matriculate through the program, candidates must earn an overall G.P.A of 3.0 (B). Any credential course (see Table 1) in which the candidate earns lower than a B- must be repeated. In all credential courses, including student teaching, course grades are determined by the individual instructor. On-site supervisors with whom candidates work in the schools never determine grades, including grades for student teaching. Candidates can only repeat two credential courses due to insufficient grades. Further, candidates who earn a B- in more than two credential courses or whose G.P.A falls below a 3.0 will be counseled out of the program.

Undergraduate and graduate students in have the right to appeal grades through the processes described in detail in the Whittier College Academic Policies and Procedures.

Teacher Performance Assessments (TPAs). As previously mentioned, the scores earned on these assessments are not factored into a candidate’s grade for a particular course; however, failure to submit the TPAs may hinder a candidate’s progress through the program. Candidates have three opportunities to pass the TPA, if on the third attempt the candidate does not receive a passing score, this candidate will be counseled out of the program. At any time, a candidate retains to right to appeal a TPA score. Again, as the program continues its transition to the Instructional Cycles, more information regarding this new assessment will be provided within the handbook.

Fieldwork. Candidates must complete all required fieldwork as part of the Clinical Practice mandated by the California Commission on Teacher Credentialing. This fieldwork must be completed in the area in which a candidate is pursuing a credential (e.g., observing math classes if

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5 For access to Whittier College Course Descriptions:  
http://catalog.whittier.edu/content.php?catoid=8&navoid=332

6 For access to Whittier College Academic Policies & Procedures:  
http://catalog.whittier.edu/content.php?catoid=3&navoid=122
pursuing a single subject mathematics or foundational-level mathematics credential); additional requirements (e.g., classrooms that include particular student groups) may be requested by the course instructor. Each fieldwork placement will be documented through department-provided contracts and logs; these documents will be uploaded to a designated Moodle page (link provided by course instructors at the end of each semester). 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. See appendix for Student Field Experience Handbook (Appendix A).

**Advancement to Student Teaching.** In order to student teach, successful candidates will have passed all subsections of the appropriate CSET. Additionally, these candidates will have completed all but one credential coursework, met the G.P.A. requirement, and passed all Teaching Performance Assessments that are not embedded within the student teaching experience. If a course must be taken concurrently with student teaching, the candidate must receive explicit permission to do so by 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)\(^7\). Thus, if the candidate wishes to begin student teaching in the fall, they must provide all materials by August 1\(^{st}\). If the candidate wishes to begin student teaching in the spring, they must provide all materials by December 1\(^{st}\).

In addition to the above requirements, candidates will complete a student teaching interview with the Director of Student Teaching, attend a Student Teaching Boot Camp and Orientation, and Sign the Acknowledgement of Risk and Statement of Ability to Participate.

If a candidate is completing an alternate pathway to a credential, he or she must contact the Director of Student Teaching Services and Department Chair as deadlines and requirements may differ. For more information regarding whether a candidate is intern eligible, see Appendix E.

**Evaluation During Student Teaching.** Forms used in evaluating student teachers and interns will include performance with regard to Department Standards. These forms will be made available to individuals and reviewed during the Student Teaching Orientation. At this time, student teachers and interns will be informed that poor evaluations in one or more of these areas can result in "no credit" grade for candidate teaching/internship.

In cases when student teachers or interns seriously or recurrently violate the Department Standards or otherwise perform poorly, college and/or school supervisors may recommend their withdrawal from student teaching or internship. Such recommendations will be made to and considered by a department committee, which will include the Chair of the Department of Education and Child Development and one other tenure-track departmental faculty member, as well as other members as the department deems appropriate. This committee will, in consultation with the college supervisor, have final authority to decide whether to act on the recommendation. The committee

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\(^7\)For information on test dates, please refer to [http://www.ctexams.nesinc.com/tests.asp](http://www.ctexams.nesinc.com/tests.asp). Please note that there is a waiting period before test results are available.
will hold a hearing allowing the candidate and other concerned parties to present information and arguments relevant to the decision.

**Advancing to MA Course Sequence.** The Master of Arts in Education (MA) course sequence consists of two four-credit courses (EDUC 605 & EDUC 606). Each course sequence is taught by the same instructor. Extenuating circumstances notwithstanding, candidates are expected to complete both courses (EDUC 605 & EDUC 606) with the same instructor. Candidates can begin EDUC 605 in either the fall or spring semesters. The goals of the MA 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. Enrollment in the MA course sequence requires instructor permission, whether the individual is already in the Whittier College Teacher Education Program pursuing a teaching credential or if he or she is a credentialed teacher returning to earn only a graduate degree. Please see Appendices C & D for additional information.

**PROFESSIONAL DISPOSITIONS AND COMPETENCIES EVALUATION FORM**

The Whittier College Teacher Education Program uses the Professional Dispositions and Competencies Evaluation forms to monitor candidates’ compliance with the *Department Standards*. These forms are used in conjunction with the Whittier College policies and procedures.

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 of the *Department Standards*, that faculty member will formally notify candidates with a copy of the Professional Dispositions and Competencies Evaluation forms (See Figure 1). 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 place a copy of the notice in the candidate's department file and retain a copy of the letter for his or her records.

Figure 1. Example of Professional Dispositions and Competencies Evaluation Form
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 conference, the candidate will be informed of his/her right to respond in writing to the expression of concern and encouraged to produce a written response. For example, the candidate could explain his or her understanding of and response to the faculty member's concern(s) and also 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 is in a position to assist the candidate without bias, will be designated to offer guidance to the candidate on the contents of the letter of response.

Following the conference, the faculty member will write a memo documenting the conference, 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 conference 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 his or her performance in areas addressed in Professional Dispositions and Competencies Evaluation and conferences 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 when the candidate applies for Advancement to Student Teaching. The nature of these documents will be discussed by the Director of Student Teaching and members of the department to assess whether the individual is able to student teach.

If a candidate receives two Professional Dispositions and Competencies Evaluation, the department will meet with the Department Chair to discuss the viability of the individual in the Whittier College Teacher Education Program.

**VIOLATIONS TO ACADEMIC POLICIES**

The Whittier College Department of Education and Child Development follows all policies and procedures. 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 seriously all violations to the college’s academic policies and code of conduct.

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 student’s responsibility to make sure that his/her work meets the standards of academic honesty. If the student is unclear about how these definitions and standards apply to his/her work, it is the student’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 your own work, 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

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8 For access to Whittier College Academic Policies & Procedures: [http://catalog.whittier.edu/content.php?catoid=3&navoid=122](http://catalog.whittier.edu/content.php?catoid=3&navoid=122)

9 The California Standards for the Teaching Profession are set forth by the California Commission on Teacher Credentialing: [http://www.cde.ca.gov/pd/ps/teachingleading.asp](http://www.cde.ca.gov/pd/ps/teachingleading.asp)
necessarily be defined as plagiarism, individual instructors may penalize students 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. Students will be instructed on when and how to appropriately cite other people's work in their own papers in the College Writing Seminar and in the Writing Intensive Courses. Departments are also strongly encouraged to instruct students on appropriate citation in their introductory courses;

**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 examinations;

**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, 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 student 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 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 involved courses. Connected or paired courses may require submission of the same work in the two associated courses; this will be explicitly stated for this type of assignment. 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 student’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;

**Complicity concerning any of the above.** Valuing community also means that one is honest with
respect to another person’s work as well as with one’s own work. 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 of faculty colleagues, the Associate Dean for Academic Affairs and/or the Dean of Students in gaining perspective concerning the severity of the offense.

All grade related sanctions shall be levied by the faculty member teaching the course within which the offense occurred. The Associate Dean of the Faculty and the Dean of Students are available to provide guidance concerning appropriate sanctions. In addition, the following are some recommended sanctions for various degrees of academically dishonest acts.

Department of Education and Child Development Processes

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

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

Additionally, depending on the nature of the violation, the Department of Education and Child Development may:

- Send notification to appropriate supervisors, including (but not limited to) the candidate’s cooperating and/or master teachers.
- 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 time the violation occurred.
- Require the candidate to repeat program requirements or impose additional requirements (e.g., additional hours of Clinical Practice) for successful program completion.

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10 “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)
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.

Faculty members 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 the student has a minimum of two flagrant violations or three total violations. The Dean of Students has the discretion to 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.

ACADEMIC PETITIONS POLICY AND APPEALS

The following section outlines appeals with respect to admissions requirements, specific graduation requirements, grades, and sanctions. As there are different processes for each appeal process, it is important that candidates read the following sections carefully.

The Petitions Committee

The Petitions Committee, composed of faculty and the Registrar, reviews and makes decisions on student petitions regarding admissions requirements, specific graduation requirements as outlined in the College catalog, and other academic requirements. The committee normally grants exceptions only in the presence of strong and sufficient evidence supplied by the student. The Committee 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:

1. The Student discusses a petition request with his or her faculty advisor, the Registrar, or the Associate Dean of Faculty.
2. The Student fills out the petition form as completely as possible, paying particular attention to Petition Request and Rationale for Request.

3. The Student reviews the petition with his or her faculty advisor and has it signed by the advisor. If necessary, the advisor provides additional comments.

4. The Student returns the petition and any supporting materials that may assist the committee in the evaluation of the request to the Registrar's Office.

5. The Petitions Committee reviews the request and provides a written response to the petition.

6. Students may appeal Committee decision. The procedure for appeal is as follows:
   a. The Student reviews the Committee's decision with the faculty chair of the Petitions Committee (the name of the chair can be obtained from the Registrar's Office).
   b. The Student reviews with the faculty advisor the decision of the Committee and the explanation given by the chair of the committee. Before an appointment to appeal the decision is made, the student should be sure to discuss any new and relevant arguments or materials that might persuade the Committee to re-evaluate the original request.
   c. The Student makes an appointment, through the Registrar's Office, with the Petitions Committee. All appeals must be made in person before the Committee. Students are entitled to bring an advisor to the meeting. Most students bring their faculty advisor, but any member of the faculty may accompany a student to the appeal.

Appeals

There are three avenues of appeal, one applicable to appealing scores on a Teacher Performance Assessment (TPA), one for appealing grade sanctions, and one applicable to appealing suspension or expulsion decisions. The Department of Education and Child Development will hear all TPA related appeals. The Grade Appeal Committee of the faculty will consider appeals of grade sanctions. The Dean of Faculty will hear appeals of suspension and expulsion sanctions. No further opportunities for appeal are available.

Teacher Performance Assessment (TPA) Appeals

Candidates have three opportunities to pass the TPA, if on the third attempt the candidate does not receive a passing score, this candidate may be counseled out of the program. At any time, a candidate retains to right to appeal a TPA score. using the following process:

1. The candidate will write a formal letter documenting appeal. In this appeal, the candidate Formally write a letter outlining the claim of why they are appealing the score (i.e. a procedural error, bias, or extenuating circumstances), including supporting evidence.
2. The candidate will come to a scheduled meeting with all documentation (TPA, feedback) and supporting evidence to meet with the Lead TPA Scorer and the Department Chair
3. A formal review will be conducted with a determination, which will be conveyed to the candidate in writing.
4. If approved, the candidate must pay a fee to get the TPA reassessed.

Grade Appeal Policy and Process

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 of 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 Academic Dean, 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.

I. The process to be observed prior to utilizing the grade appeal petition is as follows:

1. The student will discuss a disputed grade for a course with the faculty member in person, in an attempt to resolve the differences over the grade. If no agreement is reached, then

2. The student will consult with the chair of the department in which this faculty member is teaching. If the question is still unresolved, or in the event that the teacher giving the disputed grade is also the department chair, then

3. The student 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 student 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.

II. The Grade Appeals Committee

The Committee will investigate the underlying facts of an appeal, which may include interviewing the student, faculty member, and any other persons whom the committee feels might be able to help it clarify the matter. If, in the course of 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.

**Final Note**
Additional policies that are not included in the Department of Education and Child Development Handbook can be found on the [Whittier College Academic Policies and Procedures](https://www.whittier.edu/academics/oip).

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](https://www.whittier.edu/academics/oip).

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11For access to Whittier College Academic Policies & Procedures: [http://catalog.whittier.edu/content.php?catoid=3&navoid=122](http://catalog.whittier.edu/content.php?catoid=3&navoid=122)
Appendix A:

Student Field Experience Handbook

Department of Education & Child Development
13406 East Philadelphia
P.O. Box 634
Whittier, CA 90608
Phone: (562) 907-4248
FAX: (562) 464-4596
1. Goals of Education Field Experience

The goals of fieldwork are for you (1) to better understand today’s classrooms and schools, and the diverse students and communities they serve, (2) to understand and reflect on various curricula and instructional methods.

2. Background and Overview

The California Commission on Teacher Credentialing (CCTC) requires all teacher candidates to complete a minimum of 600 hours of Clinical Practice in diverse TK-12 classrooms as part of their preparation program. Clinical Practice is described by the CCTC 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. (CCTE, Program Sponsor Alert #15-07, December 18, 2015, p. 4-5)

In order to assist you in meeting this state credentialing requirement, the Whittier College program has embedded fieldwork experiences and assignments in the majority of your coursework; our program then culminates in a fourteen-week student teaching experience (see Table 1).

Table 1. Credential Courses with Associated Fieldwork

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<th>Multiple Subject</th>
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<td>EDUC 502 (15 hours)</td>
<td>EDUC 530 (15 hours)</td>
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<td>EDUC 526 (15 hours)</td>
<td>EDUC 533 (15 hours)</td>
<td></td>
</tr>
<tr>
<td>EDUC 529 (15 hours)</td>
<td></td>
<td></td>
<td>EDUC 534 (15 hours)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>or EDUC 536 (15 hours)</td>
</tr>
</tbody>
</table>

All credential candidates complete the core program which consists of five courses (75 hours). Depending on the credential(s) pursued, candidates will complete additional coursework and additional fieldwork. Please note that ONLY courses with associated fieldwork are included in the above table, additional coursework (e.g., KNS 509, EDUC 521) are also program requirements.

Student teaching (EDUC 520) accounts for 490 hours (seven hours per day; 35 hours each week for fourteen weeks). Students who are pursuing multiple credentials (e.g., Multiple Subject and Education Specialist) may need to complete additional hours of Clinical Practice.

3. Selecting an Appropriate School Site

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)

This 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 particular student groups) may be requested by the course instructor. Each fieldwork placement will be documented through department-provided contracts and logs; these documents will be uploaded to a designated Moodle page (link provided by course instructors at the end of each semester). 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.

In order to provide you with experiences in diverse classroom settings, the classrooms in which you observe will be selected for you. In each Education course, one of your first tasks will be to complete a detailed description of the student population; this may include (but is not limited to) the number of students, their racial/ethnic backgrounds, the number of students who are designated as English Leaners (as well as their language proficiency levels), the number of students who receive special education services, and the number of students who participate in a GATE (Gifted and Talented Education) program. In order to obtain this information, you will work with the classroom teacher you are observing, as well as access publically available records such as the school’s SARC (School Accountability Report Card) and data via DataQuest (a search program maintained by the California Department of Education). While you may be able to use the same classroom setting for more than one course, you will not be able to use that setting exclusively.

4. General Procedure

- You must return the completed fieldwork contract to the course instructor at the beginning of the semester, specifically by the designated date outlined in the course syllabus.
- The course instructor will verify your placement by using the teacher information you have provided; thus, you must provide district emails and phone numbers. If the classroom teacher fails to verify your placement, you will be contacted by the course instructor with further instructions.
- At least (but not limited to) one time during the semester, your course instructor will ask to see your fieldwork log to gauge your progress.
- At the conclusion of the semester, the course instructor will verify the hours you have recorded on your fieldwork log with the classroom teacher.
- To ensure accurate and timely verification of these documents, you will be asked to submit all materials electronically using the Whittier College Moodle System.

During the semester, YOU Are Expected To . . .

- Observe – and participate as the cooperating teacher deems appropriate – in the same class(es) throughout the semester. The required number of hours will be stated on your fieldwork contract for each course.
- Complete fieldwork assignments following directions presented in the syllabus and/or in class. This includes the description of student population as described in the “Selecting an Appropriate School Site” section above.

- Understand, sign, and consistently follow the principles of professional conduct and confidentiality outlined in the “Observing Classroom Contexts Agreement.”

- Obtain your cooperating teacher’s signature on the “Fieldwork Log” form each time you attend the fieldwork class.

- Contact your Education course instructor immediately should you encounter difficulties in your fieldwork classroom or school, or if fieldwork setting presents difficulties for completing Education assignments.

We Urge That COOPERATING TEACHERS . . .

- Understand your Education course expectations/assignments and support you in completing them.

- Communicate with you when they may be absent from school and/or be called away from the classroom.

- Arrange for you to both (1) observe for required assignments and (2) participate in activities with students, as the cooperating teacher judges suitable in light of your experience and skills. Participation might include tutoring or otherwise assisting individual students, working with small groups, etc.

- Verify your presence in the classroom by signing the Fieldwork Contract and Log as appropriate.

5. Additional Information

You are not allowed to log hours observing substitute or student teachers as part of your fieldwork placement; therefore you must coordinate with the classroom teacher you are observing to identify times that he or she may be called away from the classroom, may be absent, or may not be in charge of delivering instruction.

If you are employed as a (1) substitute teacher, (2) full-time teacher at a private school, (3) full-time teacher at a public or charter school, or (4) you are currently completing your student teaching, you may use 5 hours from this position towards your fieldwork provided the following:

1. The classrooms in which you sub meet the requirements set forth by the Education course instruction (e.g., appropriate content area, grade level, student population, etc.)

2. You have a member of the school’s front office staff (preferably an administrator) sign off on EACH hour completed during your full-time position. These individuals’ names and contact information must also be provided so that your hours can be verified.

3. You clearly indicate which hours stem from your full-time position or work as a substitute teacher on your fieldwork log.

4. You must provide a description of students for all classroom settings you observe in order to complete your fieldwork observations.
Observing Classroom Contexts Agreement

I understand that I am a representative of Whittier College as I observe, participate, and complete fieldwork requirements. My actions can enhance or jeopardize other Whittier students’ opportunities to observe and work in this school and classrooms or others.

I understand that I must conduct myself in a professional manner during all my contacts with personnel in the school, classroom, and community setting, including students, educators, and family members, and I agree to do so.

More specifically, I commit myself:

- To dress appropriately in accord with standards expected for professionals in the school where I serve.

- To be punctual for all scheduled work, activities, and appointments; to call the cooperating teacher well in advance to notify her or him if I must be absent, and to reschedule my work.

- To speak and act in a courteous and professional manner with all staff members, students, parents, and others in the school and community.

- To recognize and respect the authority and responsibilities of the cooperating teacher; and to follow any and all rules or restrictions that s/he establishes for my work, interaction with students, and other matters.

- To assume and carry out fully the responsibilities assigned to me by my cooperating teacher or other school personnel.

- To accurately and honestly report all observation hours, as well as description of observed students, teacher, and class activities. This includes only observing when the classroom teacher is present (i.e. not observing substitute or student teachers).

I also understand that I must respect and honor the confidentiality of everyone in my classroom, school, and the school’s community, and I agree to do so. I agree to follow the confidentiality and anonymity guidelines explained in class.

I am aware that there are some risks in participating in this activity, and I assume and accept the responsibility for these risks. In travel to and from my school, I will be covered by my personal auto and medical insurance.

My signature below indicates that I have read the above “Observing Classroom Contexts Agreement” and commit myself to following all its provisions. I recognize that any departure from this agreement can jeopardize my continued participation in this education course and/or in the Whittier College Teacher Education Program.

Name (printed)                                               Signature                  Date
FIELDWORK CONTRACT

Semester __________ Year __________ Course Number & Name ____________________________

Candidate’s Name (Printed) ____________________________

How many courses are you taking this semester that require fieldwork? ____________

Provide all EDUC course numbers: ____________________________

Are you currently employed as a GTF? (circle one) yes / no

If yes, indicate name of program: ____________________________

Are you currently employed as a substitute teacher? (circle one) yes / no

Are you currently employed as a full time teacher? (circle one) yes / no

If yes, indicate name of K-12 school: __________________________

Statement of Understanding:
- I understand that I must complete fieldwork hours in the content area(s), grade level(s), and/or classroom setting(s) deemed appropriate for my credential by the course instructor.
- I understand that I must complete the required number of hours for this course, which is ___.
- I understand that I must provide complete and accurate information regarding my observation placement.
- I understand that my cooperating teacher may be contacted to verify my hours of observation.
- I understand that completing fieldwork hours is a credentialing requirement. Failure to do so may delay my ability to be placed for student teaching and/or earn my credential.
- I understand that my fieldwork hours, for this or any course, may be audited at any time. If any violations of academic integrity arise from this audit, I will be sanctioned according to department, Graduate Teaching Fellows (GTF) and Whittier College policies.

Whittier College Teacher Candidate’s Signature: ____________________________ Date: ____________

* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

Placement information: (Please Print All Information Except Teacher’s Signature)

School District: ____________________________ School: ____________________________

School-Wide Data:

<table>
<thead>
<tr>
<th>Student Population:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethnic Background(s) of Student Population:</td>
<td></td>
</tr>
<tr>
<td>English Learners:</td>
<td></td>
</tr>
<tr>
<td>Students Receiving Special Education Services:</td>
<td></td>
</tr>
<tr>
<td>Students Who Qualify for Free/Reduced Lunch:</td>
<td></td>
</tr>
</tbody>
</table>

Grade Level/Class you are Observing: ____________________________ Content Area: ____________________________

Teacher’s Name: ____________________________ Teacher’ Signature: ____________________________

Teacher’s Email: ____________________________ Teacher’s Phone Number: ____________________________
**FIELDWORK LOG**

**Reminders:**
1) You must complete 15 observation hours for this course (EDUC ____).
2) Fieldwork hours must be completed in a grade level/content area/classroom setting appropriate for this course.
3) Each EDUC course must have a unique set of observation hours.
4) Completed observation hours must be spread out over the course of the semester.
5) Fieldwork logs are to be submitted electronically using the college Moodle Prompt.
6) Your cooperating teacher may be contacted to verify your fieldwork log.

Grade Level/Course Description____________________________________________

<table>
<thead>
<tr>
<th>DATE</th>
<th>TIME IN</th>
<th>TIME OUT</th>
<th>Class Activities</th>
<th>Teacher Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-1-17</td>
<td>9:00</td>
<td>9:45</td>
<td>Today students had a lesson on adding</td>
<td>JD</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>and subtracting fractions. The teacher</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>modeled a few problems with manipulatives</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>before the students worked in small groups. I walked around the classroom and sat with small groups. The students worked well with one another, sharing the manipulatives and asking me questions when they didn’t understand something.</td>
<td></td>
</tr>
</tbody>
</table>

(add additional rows as necessary)

Total Hours

Classroom Teacher’s signature ________________________________

Teacher’s Email: _____________  Teacher’s Phone Number: ____________________

Whittier College Teacher Candidate’s Name (Printed) _____________ Signature _________

*By singing above, you verify all information is accurate and the teacher’s signature is authentic.*
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 be work according to an individual’s taste; however, he or she must follow safety guidelines as appropriate for particular settings (e.g., hair tied back during science experiments that use an open flame).
Whittier College
Education Department

Summer School Intensive Expectations

By registering for the summer school intensive, I understand that I am signing on for the following expectations:

- Each summer school course date represents one week during the regular semester (in other words, summer school is a fast-moving train);
- Taking three courses during summer school is rigorous, and I may need to take two courses instead of three courses, in order to be successful;
- Fifteen (15) hours of fieldwork per course is required;
- I cannot double-dip fieldwork across courses. Instead, each course needs to include 15 authentic hours of fieldwork; and
- As per the fieldwork contract, professors reserve the right to contact teachers where you are conducting fieldwork, in order to authenticate fieldwork hours.

_________________________________________  ____________
Signature                                Date
Appendix C

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

It is the Department of Education & Child Development’s policy 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 is as follows:

1. The student must have passed all sections of the CSET (required for student teaching).
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 (aside from KNS 509)
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 interview by MA Professor.
6. The student must be interviewed by the MA professor where the professor reviews course syllabi and expectations.

Should the student be granted exception to the departmental policy and be allowed to enrolled in the MA course sequence concurrently with student teaching, the student must sign a contract with the Education Department and MA Professor. The contract states that the student acknowledges that he or she is enrolling in both courses against the advisement of the department policy and is aware of the expectations associated with taking the courses concurrently.

Questions:

1. What are three topics that you are interested in studying during the MA course sequence and why?
2. What kinds of data do you see yourself collecting around your topic (achievement data, surveys, interviews, focus groups, etc. …) and why?
3. What do you anticipate being the most difficult part of taking the MA course and student teaching concurrently?
   a. What will you concretely do to manage your time and assist yourself with taking both courses concurrently?
4. Other than classes, what is your current workload/schedule?
5. What have you done to learn about the workload during student teaching and the MA concurrently?
Department Policy on Timing of Master of Arts in Education Course Sequence

The MA Course Sequence (EDUC 605 & EDUC 606) is designed to be a capstone experience. 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 may not enroll in the MA Course Sequence until they have completed the coursework leading towards the credential they are pursuing (See Table Below):

<table>
<thead>
<tr>
<th>Core Program</th>
<th>Single Subject</th>
<th>Multiple Subject</th>
<th>Education Specialist</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 500 (3 credits)</td>
<td>EDUC 503 (3 credits)</td>
<td>EDUC 502 (3 credits)</td>
<td>EDUC 530 (3 credits)</td>
</tr>
<tr>
<td>EDUC 501 (3 credits)</td>
<td>EDUC 508 (3 credits)</td>
<td>EDUC 505 (3 credits)</td>
<td>EDUC 531 (3 credits)</td>
</tr>
<tr>
<td>EDUC 504 (3 credits)</td>
<td>EDUC 509 (3 credits)</td>
<td>EDUC 507 (3 credits)</td>
<td>EDUC 532 (2 credits)</td>
</tr>
<tr>
<td>EDUC 506 (3 credits)</td>
<td>EDUC 502 (3 credits)</td>
<td>EDUC 507 (3 credits)</td>
<td>EDUC 533 (3 credits)</td>
</tr>
<tr>
<td>EDUC 529 (2 credits)</td>
<td>KG 509 (1 credit)</td>
<td>EDUC 526 (3 credits)</td>
<td>EDUC 534 (3 credits)</td>
</tr>
<tr>
<td>KNS 509 (1 credit)</td>
<td></td>
<td></td>
<td>or</td>
</tr>
</tbody>
</table>

Note: This table does not include student teaching/student teaching seminar
Are you Intern Eligible?

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

1. Completed pre-services courses (sections a & b). These are courses/hours **required prior** to being intern eligible.
   
a. All candidates must complete:
   
   □ EDUC 501: Teaching Diverse Learners – 3 units (Fall & Summer)
   □ EDUC 504: Second Language Acquisition and Methodology – 3 units (Spring & Summer)
   □ EDUC 529: Introduction to Exceptional Learners- 2 units (Fall & Spring)

   b. Credential Specific courses to complete:

   **Multiple Subject**  
   □ EDUC 505(Spring)  
   OR
   □ EDUC 507(Fall & Su)

   **Single Subject**  
   □ EDUC 508(Fall)

   **Education Specialist**  
   □ EDUC 503 (Fall & Summer)
   □ EDUC 502 (F & Su)
   □ EDUC 534(Fall)
   □ EDUC 502 (Fall & Summer)

2. Proof of passage of CBEST.

3. Proof of passage of CSETs.

4. Completion of a U.S. Constitution course or exam.

5. Completion of a Child Development course.

6. CPR Card (Adult & Infant)- No online courses allowed.

7. Verification of Certificate of Clearance (fingerprint clearance).

8. Job offer letter from the district.
# Appendix F

## WHITTIER COLLEGE CREDENTIAL CHECKLIST

**REVISED 8/18**

### Admission Requirements
- [ ] Completed application*
- [ ] $60 fee*
- [ ] Verification of passing CBEST*
- [ ] Official transcript from a regionally accredited institution with a minimum of a 2.8 GPA overall
- [ ] Passage of at least one CSET exam in your content area or evidence of a subject matter waiver*
- [ ] Two to four letters of recommendation - One letter needs to be from an academic major*
- [ ] Evidence of a negative TB test result within last two years*
- [ ] Evidence of CFTC issued Certificate of Clearance*

### Common Requirements
- [ ] All CSETs must be completed before starting the 2nd year of credential coursework*
- [ ] U.S. Constitution (course or exam)
- [ ] CHDV 115 from WC or an acceptable alternative
- [ ] EDUC 300/500: Sociological Anthropological Perspectives on EDUC
- [ ] EDUC 401/501: Teaching Diverse Learners
- [ ] EDUC 404/504: Second Language Acquisition and Methodology
- [ ] EDUC 468/568: Learning Learners
- [ ] EDUC 429/529: Introduction to Exceptional Learners
- [ ] KNS 509: Promoting Students' Health & Safety
- [ ] EDUC 520: Student Teaching
- [ ] EDUC 521: Professional Development Seminar
- [ ] Instructional Cycle 1
- [ ] Instructional Cycle 2

### Single Subject
- [ ] EDUC 403/503: Teaching Content Area Literacy
- [ ] EDUC 408/508: SS Curriculum and Pedagogy
- [ ] EDUC 409/509: SS Curriculum and Pedagogy II

### Multiple Subject
- [ ] EDUC 330/530: Movement in Elementary P.E
- [ ] EDUC 402/502: Literacy Development in the Elementary School (RICA)
- [ ] EDUC 405/505: MS Curriculum & Pedagogy: Language Arts, History- Social Science & Visual-Performing Arts
- [ ] EDUC 407/507: MS Curriculum & Pedagogy: Math & Science
- [ ] RICA (Reading Instruction Competency Assessment Test) must be passed

### Education Specialist
- [ ] EDUC 402/502: Literacy Development in Elementary School
- [ ] EDUC 430/530: Foundations of Special Education
- [ ] EDUC 531: Assessment of Exceptional Students
- [ ] EDUC 532: Case Management and Assistive Technology
- [ ] EDUC 533: Creating Positive Classroom Management & Behavior Systems
- [ ] EDUC 434/534: Character & Instructional Practices for M/M Disabilities -OR-
- [ ] EDUC 436/556: Character & Instructional Practices for M/S Disabilities
- [ ] RICA (Reading Instruction Competency Assessment Test) must be passed