



Saint Martin's
UNIVERSITY

**COLLEGE OF EDUCATION
AND COUNSELING
STUDENT HANDBOOK**

BA Elementary Education
BA Educational Studies
Major in Special Education
Minor in Secondary Education
22 Endorsements
Teacher Residency Certification
Master in Teaching
Master of Education

Saint Martin's University
College of Education and Counseling
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Lacey, WA 98503
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Welcome to the College of Education

I am so excited to welcome you to the Education Program of the College of Education and Counseling at Saint Martin's University. We pride ourselves in living out the Benedictine value of hospitality and welcome all to our college! You have become a part of an institution steeped in Catholic, Benedictine tradition that seeks to foster a commitment to life-long learning for all its students. We are proud to educate students in an environment that supports and promotes our University's themes of Faith, Reason, Service, and Community.

The College of Education and Counseling Student Handbook serves as an introduction and reference guide for students and others interested in education programs within the College of Education and Counseling at Saint Martin's University and is required reading for all "education" students.

The Student Handbook includes information pertinent for all sites/programs. Please note any differences in policies/procedures/deadlines/etc. according to various sites/programs as indicated within the text of this Handbook. If you have questions concerning any information contained herein, please contact the College of Education and Counseling Office at Lacey, or SMU-JBLM (see - Administration, Faculty and Staff for contact information in Appendix).

Other published information about programs offered by the College of Education and Counseling is available in the SMU Catalog, SMU Student Handbook, College of Education Student Teaching Internship Handbook, College of Education Graduate Handbook, College of Education School Administrator Handbook, Practicum and Internship Application Packets, and the College of Education website: <https://www.stmartin.edu/academics/programs-schools/college-education-counseling>

Please refer to University Catalogs for specific program information.

Students completing a program which leads to a state license (certificate) and/or endorsements will be asked to complete not only university requirements but also those established by the State of Washington (Professional Educator Standards Board and Superintendent of Public Instruction).

If you have questions, please check with your advisor or appropriate staff.

Fumie Hashimoto

Fumie Hashimoto, Ph.D.
Interim Dean of the College of Education and Counseling

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Saint Martin's University

Saint Martin's University Mission Statement

Saint Martin's University is a Catholic Benedictine institution of higher education that empowers students to pursue a lifetime of learning and accomplishment in all areas of human endeavor. Saint Martin's students learn to make a positive difference in their lives and in the lives of others through the interaction of faith, reason, community, and service. The university honors both the sacredness of the individual and the significance of community in the ongoing journey of becoming.

Guiding Principles

With the Catholic, Benedictine tradition as our guide, we accomplish our mission by recognizing the spiritual and ethical dimensions of all human activity and by celebrating the uniqueness and worth of each human being. Our goal is to provide a living and learning environment that prepares students for active, responsible, and productive lives in their professions and as members of the local and global community.

The Four Core Themes

The four core themes of Saint Martin's University are faith, reason, service, and community. The four core themes are integrated and embedded in the internship experience. The teaching profession *is* about service to the community and society.

College of Education and Counseling

Mission Statement

When an education professional leaves the Saint Martin's Education Programs, we believe they take with them a core set of human, spiritual, and democratic values. They are ready to promote hospitality, scholarship, and education within the community of the school. The pluralistic and ever changing world of diverse students and knowledge will always be welcomed by our graduates. As a community of educators, we see the values of hard work, flexibility, compassion, and camaraderie reflected in our commitment to bridging and connecting the classrooms at Saint Martin's with the schools of the community. We see it in ourselves as we mutually support each other with personal encouragement and academic integrity. We value our heritage and our mission continues.

Commitment to Excellence

We are committed to assuring that candidates will be provided an intellectual and professional learning environment that is rigorous, relevant and realistic. Academic courses and program experiences are purposefully designed for candidates to probe deeper, reach further and to encourage creative and resourceful exploration of alternative pathways to address presented issues and tasks. Our programs are developed and conducted with high expectations that candidates will be personally engaged in their learning, stimulated in their thinking, and genuinely challenged to expand the knowledge, skills, and dispositions within their chosen field. Candidates are intentionally guided, coached and supported in their enhancement of relevant and meaningful teaching, counseling, and administrative skills. Candidates will demonstrate their abilities to meet professional standards through effective oral and written communications, completion of realistic analysis, and critical thinking and problem solving tasks. Candidates are held accountable to demonstrate professional dispositions and organize and simultaneously manage multiple projects within established timelines. Our learning community instills excellence in thought and service while nurturing a candidate's sense of personal and professional development. Therefore, candidates completing our academic and certification programs will be agents of change and educational leaders who are resilient, reflective practitioners meeting the needs of an evolving world.

College of Education and Counseling Conceptual Framework

Teacher Education Program Goals

The College's three Education Program Goals lead us to the core of our Conceptual Framework: We here in the College of Education and Counseling firmly believe that teachers need to be grounded in Knowledge in pedagogy and content, the Skills of effective teaching, and the Dispositions needed for effective teaching. It is not enough to be good in one category; all three categories must be well developed throughout the program and then integrated in field experiences culminating in the internship. We also do not believe that everyone should be a teacher. Our program is developed to help teacher candidates arrive at decisions in their chosen career path toward becoming an effective teacher. Faculty in our program are skilled in developing classes which include activities that will allow both faculty and teacher candidates to

decide whether teaching is the best career choice for each teacher candidate, this includes the internship and seminar class.

1. **Curriculum (Knowledge):** The Education Programs are dedicated to developing competent teachers, counselors, and administrators who have strong knowledge in subject matter. Individuals completing our programs will utilize technology as it relates to teaching, counseling, or administration; participate in free and open inquiry; and problem-solve and construct new learning opportunities for themselves, P-12 students and staff.
2. **Pedagogy (Skills):** Individuals will develop and utilize pedagogical, counseling, or administration strategies and skills necessary to their program. The Education Programs will provide a community for P-12 and SMU collaboration, thus enriching pre-service through professional performance continuum. Individuals completing our programs will have participated in a variety of leadership opportunities and multiple P-12 field experiences, including placements with school districts with diverse student populations.
3. **Character (Dispositions):** The Education Programs are dedicated to developing a caring community of teacher, counselor, or administrator-colleagues with strong ethical character, professional leadership, collaborative skill, openness to innovation, and personal integrity. Individuals completing our programs will reflect democratic traditions – including acceptance of the individual and sensitivity for cultural diversity.

With these goals in mind, the education programs were designed and redesigned to supply its students with: an excellent background in academic and pedagogical theory and knowledge; the ability to apply that theory and knowledge in practical, daily situations, technological and teaching/administrative techniques for successfully transmitting that knowledge and application skill; a caring, nurturing attitude toward children and colleagues; skill, confidence and sensitivity in classroom leadership; and, the ability to gain employment.

College of Education Programs at Saint Martin's University

Undergraduate Programs

Elementary Education: BA in Elementary Education (teacher certification with a required endorsement).

Location:

- Lacey Campus (full certification and endorsement)
- Joint Base Lewis McChord (full certification and endorsement)

Special Education: BA Special Education (teacher certification with a required second endorsement).

Location:

- Lacey Campus (full certification and endorsement)
- Joint Base Lewis McChord (full certification)

Educational Studies: BA without State Certification

- Lacey Campus

Secondary Education Minor: BA or BS in an Academic Major such as History, Biology, English, etc. (teacher certification with a minor in Education and a required subject area-endorsement).

Location:

- Lacey Campus (full certification and endorsement)

Post-baccalaureate Programs

Residency Teacher Certification-only: post BA/BS teacher Residency Certification program in Elementary, Special and/or Secondary Education.

Location:

- Lacey Campus (elementary, secondary and/or special education)
- Joint Base Lewis McChord (elementary, secondary and/or special education)
- Alternative Route (STAR) Program: various local school districts (secondary, special education, and State specified “high need” endorsement areas)

Graduate Programs

Master In Teaching: MIT in Elementary, Special Education or Secondary Education (includes certification and endorsements).

Location:

- Lacey Campus-full MIT program
- Joint Base Lewis McChord Extension Campus-full MIT program
- Alternative Route (STAR) Program: various local school districts (secondary, special education, and State specified “high need” endorsement areas)

Master in Education: MED with emphasis in the following areas:

- Classroom and Pedagogical Development

- Special Education (includes Primary endorsement P-12)
- Reading Literacy (includes Primary endorsement P-12)
- English as a Second Language or English Language Learners (includes Primary endorsement in P-12)
- School Administration

Location:

- All MED programs offered on the Lacey Campus
- Extension Campus (MED-Special Education strand)

School Administration Certification-only: master's degree in any field also required for Washington State Principal or Program Administrator certification

Location:

- Lacey Campus

Testing and Endorsement Requirements

1. The WEST-B test, or minimum scores on the SAT as set by Washington State, is an “entrance” test and MUST be taken and passed prior to your first term/semester of attendance. If, for whatever reason, you do not pass the WEST-B tests after 3 attempts, you will not be allowed to continue with the program. All three tests must be passed prior to Full Acceptance to the program. Students may choose to complete Bachelor’s degree in Educational Study degree (without State Certification).
2. Taking and passing the WEST-E or NES test is required by all teacher education students prior to student teaching internship. The tests must be taken and passed before your application for final certification will be processed. The Tests will be scheduled approximately 6 times per year at seven different locations throughout Washington State. Study Guides are available on the ETS website. Contact the College of Education and Counseling office for current updates regarding the WEST-E exam requirements.
3. Added Endorsement Program (Pathway 3): All students successfully completing student teaching have one year to complete the intended endorsements and have the \$50 Added Endorsement application fee waived. Added Endorsement program has one option at Saint Martin’s; Pathway 3. The requirements range from 10-50 credits depending on the endorsement, previous knowledge/skills earned through coursework, life or work experience. Contact your advisor or the College of Education office for more information.
4. Graduate Handbooks and Student Teacher Handbooks have been continuously updated. The Teacher Education Student Handbook is available on the SMU website. Please refer to the appropriate Handbook as needed. You are responsible for knowing the contents and following appropriate policies/procedures. Please note that the University’s Catalog and SMU Student Handbook take precedence over College of Education Handbook.
5. OSPI and PESB laws, policies, and regulations become effective as specified. Note that some requirements are entrance to program requirements/dates (e.g., WEST-B); while some are exit to program requirements/dates (e.g., Competency-based Endorsements; WEST-E; edTPA). Taking and passing both WEST-B and WEST-E/NES are required prior to the entry to the program for STAR students.

Field Experience Requirements

Practicum Courses

Field Experiences are required components of the College of Education and Counseling Certification Programs. All waivers for previous experience/coursework must be approved the first semester you are enrolled at Saint Martin’s. The most of the placement will be made by the Placement Specialist. At the request of the school districts, students are never to make their own placements; all placements must be made through the official channels. Failure to follow proper protocol will result in canceling all placements for that student for the semester/term.

Field Experiences:

Elementary Education Practicum		
If you are enrolled in these;	Register for this practicum course	Required Hours
ED 306/MED 506	ED 304/MED 504: Practicum Level 1 Fall OR Spring	30 hours
ED 359/MED 559: Intro to Exceptionality	N/A	10 hours (8 special ed + 2 gifted ed)
Elementary Methods Courses ED 411/MED 511: Math ED 415/MED 515: Science ED 437/MED 537: Language Arts meth ED 426/MED 526: ELL ED 429/MED 529: Arts & Movement	ED 408/MED 508: Practicum Level 2	30 hours
Endorsement N/A	ED 479/MED 579: Reading Practicum OR ED 423/MED 523: ELL Practicum OR SED 469/MED 569: SPED Practicum OR ED 492/MED 592: Elementary Practicum	90 hours
Secondary Education Practicum		
If you are enrolled in these;	Register for this practicum course	Required Hours
ED 306/MED 506	ED 304/MED 504: Level 1 Practicum	30 hours
ED 359/MED 559: Intro to Exceptionality	N/A	10 hours (8 special ed + 2 gifted ed)
ED 495-C/MED 595-C: Secondary Literature Methods	ED 408/MED 508: Level 2 Practicum	30 hours
N/A	ED 487/MED 587: Secondary Practicum	90 hours

[NOTE: ED 418/MED 518: Social Studies Methods uses JA, so no other practicum class is needed, and the students are placed by the JA representative.]

* Practicum hours are not additive: Example, Students enrolled in ED 415 and ED 419 do only one (1) 30 hour practicum, or students enrolled in Secondary methods and Secondary Literacy do one (1) 90 hours. In the end, all students go through 1-30 hours (level 1), 1-30 hours (level 2), and 1-90 hours (endorsement) total in practicum, and up to 450 hours of student teaching. One exception is Special Education endorsement students take one additional 10 hour practicum to above.

Practicum Application Process

Practicum applications are due on Friday of the first week of classes. The applications are available online. After completing your application, please wait for the Placement Specialist to contact you regarding your placement. This process is very complicated. Each district is very different as to their requirements and their speed of communication. Please allow the Placement

Specialist at least 4 weeks to make your placement. At the end of 4 weeks, if you are concerned, then you may contact one of the Field Directors. Under no circumstances are you to harass or complain to the Placement Specialist.

Internship

Required Coursework and Tasks: All coursework must be completed prior to your internship experience (i.e., general education requirements, College of Education and Counseling requirements, endorsement requirements, and University requirements for graduation if applicable), and take and pass at least one endorsement areas of WEST-E/NES. MIT graduate core courses (MED 601, MED 605, MED607, MED561, MED 698, and MED699) are exceptions to this requirement: MIT graduate core may be taken after the certification.

Coursework During Internship: Student Teaching Internship is a full-time responsibility and requires both day and evening preparation work. Washington State and College of Education and Counseling requirements to complete edTPA have necessitated the policy that no coursework in addition to student teaching internship may be taken during the internship experience. However, we recognize that extenuating circumstances necessitate us to review and evaluate individual requests to enroll in coursework during student teaching internship. Enrollment is granted only by application and permission from a committee comprised of the candidate's advisor and Director(s) of Field Experiences. Permission to enroll in coursework during student teaching is extremely rare. Do not "count" on permission being granted.

Placement: As with Practicum and Observations - all field experiences are placed with the schools by the Placement Specialist. Do not arrange your own student teaching internship placement. Suggestions and requests may be given to the Placement Specialist, but official requests with the schools must be made through our Placement Office.

Out of Area Internships: "Out of area" means any school outside of a 30 mile radius to Saint Martin's Lacey campus. Any "out of area" internship assignments must be approved in writing prior to the beginning of student teaching by the Director of Field Experience. A form is available from the Placement Specialist for this purpose. If you have a question, contact the Placement Specialist or the Director of Field Experience.

Paid Internships: Paid Internships are only approved by Field Experience Committee. Applications for approval for a Paid Position during the internship is available from the College of Education and Counseling Office. If you have questions, contact the Field Experience Director(s).

Teacher Candidates: Reduced Student Teaching Internship Application Portfolio

Evidence of the ability to plan by providing examples of long range and daily lesson planning (such as might be seen in a thematic unit) will be required in addition to the documentation required in the above section. This additional evidence would be presented in the form of a portfolio of information and materials including the following items (*=required):

- a video tape of actual teaching (15-20 minutes of a complete K-12 lesson)*
- copies of long range and daily lesson plans such as a thematic unit*

- samples of student work and the candidate's assessment thereof
- letter from a principal or other administrator supporting the request*
- copies of evaluation instruments completed by principal or other administrator
- one additional letter of support from a colleague or University faculty*
- other items as deemed appropriate to support the request

This portfolio would be presented to the candidate's advisor who would approve it and present it to the Director of Field Experience for final approval. The completed portfolio must be submitted to the Director of Field Experience 6 months prior to student teaching (e.g., March for fall student teaching; August for spring student teaching). Decisions on the request will be made the beginning of the semester just prior to student teaching. We would caution that a reduced student teaching experience is extremely difficult - even for "seasoned" teachers. It is NOT recommended.

The Handbook for Student Teacher Interns (available from Field Experience Directors) provides detailed description of responsibilities. You will need to acquire one copy for yourself and one for (each of) your classroom mentor teacher(s) the semester you student teach.

All Candidates: Disposition Descriptions

Positive Engagement: The candidate with Positive Engagement is flexible, passionate, and creative; seeks the positive approach to solving problems; takes critical risks, indicates willingness to work and a tolerance for ambiguity. The candidate is attentive, insightful, is sensitive and concerned, involved in the learning process; has excellent communication skills – both interpersonal and collaborative.

Professional Responsibility: The candidate exhibits the appearance, behaviors and leadership of the profession. He/she is respectful of self and others; is dependable, punctual, consistent, persistent, dedicated, efficient, follows-through on commitment, and is an effective communicator. He/she is goal oriented, a good manager, is prepared, is well organized, has personal discipline, plans effectively (short and long term), has broad perspective and a balance in life. He/she has intrinsic motivation, controls emotions, accepts consequences, has an internal locus of control, and actively seeks professional improvement in knowledge/skills/dispositions.

Reflective Learner: The candidate self reflects, accepts feedback from others and responds by making appropriate changes as needed. He/she appreciates free and open inquiry and is open to innovation. The candidate is a continuous learner, intellectually curious, an active listener, has a sense of humor, and reflects on the need for professional improvement in knowledge/skills/dispositions.

Caring/Sensitive Nurturer: The candidate accepts and recognizes diversity and equity; is a child advocate; believes others can learn and problem solve; seeks creative ways to help all children find success and positive growth. He/she supports fairness and social justice, has empathy for students, and is gender inclusive.

Ethical Character: The candidate is honest and has personal integrity. He/she maintains confidentiality and professional conduct.

Dispositions Rubric:

All Candidates will be introduced to the SMU College of Education and Counseling Dispositions Rubric early in their program. The Rubric is used to promote professional reflection and as a tool for professional growth. The Rubric is also used as a tool for the Staffing process (see page 28 for the section on Staffing) to gather feedback from faculty/staff regarding professional dispositions needing to be addressed for specific candidates. Finally, the Rubric is used in the final internship as an evaluative tool by the mentor teacher/counselor/administrator, supervisor, and candidate. This final Rubric is retained in the candidate's academic file as a component of program certification records.

All Candidates: Application Procedures / Paperwork

It is very important that you follow the appropriate application procedures at each phase of your training and adhere to the stated deadlines. All of the application forms are available in the main campus (Lacey) Education Office. Return all application materials (for all programs, all sites) to the Lacey Education Office:

Attn: Education Admissions
 College of Education and Counseling
 Saint Martin's University
 5000 Abbey Way SE
 Lacey, WA 98503

You must complete the following sets of procedures:

1. Acceptance to Saint Martin's University

All students: You must meet the requirements outlined in the Catalog for the year you were admitted to the university. Keep in mind, however, that the Washington Office of Superintendent of Public Instruction sometimes makes changes in certificate requirements that take precedence over requirements outlined in the University's Catalogues. Degree seeking students must apply and be accepted to the University; Certification-only students are not required to complete the University Application Form.

All students (including Certification-only), however, are bound by all policies and procedures as stated in University Catalog, the SMU Student Handbook, and College of Education and Counseling Handbooks.

Undergraduate students transferring with a completed AA/AAS degree with a Direct Transfer Agreement (DTA): Students from Washington State Community Colleges who have received an Associate degree (as described in the Inter-College Relations Commission guidelines approved May 5, 1988) will be admitted with junior standing and will be regarded as having satisfied the General Education Requirements at Saint Martin's University. Transfer students will be required to complete the religious studies requirement and the requirement for one course in philosophy if not included in the Associate degree. The Associate degree must be completed before starting classes at Saint Martin's and must have been earned after January 1990. Inquiries should be directed to the registrar or education office.

2. Acceptance to the College of Education

Formal acceptance to the College of Education and Counseling is required before you enroll in any upper division (300-600 level) education program courses.

Priority Deadlines: To be considered for acceptance into the College of Education and Counseling, all College of Education and Counseling application materials must be received by the College of Education and Counseling no later than the following semester/term priority deadlines:

Lacey Campus:

- Fall Semester June 1st
- Spring Semester Nov 1st
- Summer Semester Mar 1st

JBLM Extension Campuses:

- Fall I Term June 1st
- Fall II Term Aug 1st
- Spring I Term Nov 1st
- Spring II Term Jan 1st
- Summer Term Mar 1st

Note that this is for Priority Acceptance. All applications are accepted on a rolling acceptance basis. The Priority Acceptance deadlines are to ensure timely processing for enrollment in the desired semester/term.

Applications missing the deadlines will be processed as quickly as possible, but are not guaranteed to be processed in time for the semester registration. Please complete the application one month earlier if you want the option to pre-register for classes. Check with the Education office if you need application materials.

Program application materials/requirements include the following:

- Program Application: Two page form requesting various information.
- Application Fee: A non-refundable application fee is required (\$35 for undergraduates and certification-only; \$50 for graduate applicants).
- Transcripts: One official transcript is required from all colleges/universities attended. All students, for all programs and for all site locations should send the transcripts directly to the College of Education and Counseling Office, Room 476. This is in addition to the transcripts that you have sent to the SMU Admissions office. Please notify the College of Education and Counseling Office if official transcripts have been sent to admissions.
- Grade Point Average Requirement: Candidates who do not have the required 3.00 GPA may, upon admittance to the University, take 12 semester hours of pre-program or endorsement classes under provisional status and earn a 3.00 GPA. This GPA may then be used for consideration of Full Acceptance Status to the College of Education and Counseling Programs. Achieving and maintaining this 3.00 GPA must be accomplished in order to remain in Good Standing. A 3.00 GPA (from admittance forward) is required for student teaching. Candidates who have not earned a grade of "C" or better in all College of Education and Counseling courses and endorsement courses will be required to retake the course in question, do remediation or an update (ED 300), independent study (ED 495, MED 595), or independent practicum (ED 497, MED 597).

- **Essay:** All students are required to write an essay as part of the application process. Undergraduate and certification-only students are required to write an on-site (2-page) essay entitled "What can I contribute as a Professional Educator? And what are my characteristics that lead me to believe I would be successful in this profession?"
- **Letters of Recommendation:** Three letters of recommendation are required. The letters should be from individuals who can speak to your probable success as a professional in the field of education. Forms available in the application packet may be used in place of letters. The letters/forms cannot be from close friends or relatives.
- **Advising Appointment with program planning:** An advising appointment with a faculty member is to discuss program options. A Program Plan will be completed during this appointment – outlining a draft schedule of courses with specific semesters/terms for completion. Program plans are draft only and are not a contract. Program plans are typically revised several times throughout a candidate's program to adjust for course conflicts and changes needed for candidate's personal reasons.
- **First Aid/CPR Card (or receipt of registration for future class):** A current First Aid/CPR (Adult, Infant and Child) card is required for all field experience placements as part of our agreement with local school districts. Since field experiences are throughout the program, a copy of a current card (or receipt of registration for an immediate class) is required for application.
- **Pre-program Observation/Field Experience Form:** This Form provides documentation of the required 30 hours of experience with K-12 grade students (e.g., 10 hours with ages 6-12, 10 hours with ages 13-18, 10 hours in a recent K-12 school setting).
- **Pre-Residency Certificate Clearance:** This is an online application with OSPI. This must be renewed every two years and is required for placement and certification.
- **Fingerprinting and background check with ESD 113:** For the protection of children, the State requires both State Patrol and FBI fingerprint checks before a certificate is granted. Signing the SMU Fingerprint Form indicates you understand the fingerprint requirements and the typical length of time for processing. Fingerprinting at a local police station does not satisfy this requirement.

After the admission, students must meet the following:

- **Confidentiality and Professional Ethics Statements:** Your signature on the Confidentiality and Professional Ethics Statements indicate that you understand the importance of confidentiality whenever you are in a field experience.
- **Test Scores/Assessment Measures:**

Teacher Certification: Undergraduate Students, Certification Only and Masters in Teaching students:

- **Entrance Exam:** WEST-B Basic Skills Test, or satisfactory test scores on SAT

- Prior to Student Teaching Internship: WEST-E/NES Endorsement Knowledge/Skills Test
- During Student Teaching Internship: edTPA: All Residency Teacher Certification candidates must successfully pass all components of the edTPA during student teaching

Graduate Students: Required for all MIT or MED Programs

Graduate Exit Exams:

- Students in the MIT or MED programs choosing the non-thesis option must successfully pass capstone project/class prior to degree completion.

3. Teacher Candidates: Endorsement Forms

These forms must be completed and submitted to the College of Education and Counseling Office the first semester/term in attendance. The forms are to be completed as much as possible and will be returned for additional information if needed. The Advisor, in conjunction with the Certification Officers, will then determine if the necessary coursework for your academic field and an added endorsement will have been completed before your student teaching placement. You will be notified if additional information is needed to document knowledge/skills endorsement competencies.

4. Teacher Candidates: Added Endorsements

OSPI Pathway 3 for individuals choosing to add additional endorsements. This program is for candidates who have already completed teacher certification and who would like to add one or more additional endorsements. Due to the recent changes in WAC (Spring, 2017), Saint Martin's University College of Education and Counseling is allowed to offer course work leading to Pathway 3.

Requirements for completion of the added endorsement in Pathway 3 include the following:

- Transcript analysis
- Advising appointment to determine program plan
- Non-refundable \$50 fee
- Portfolio/documentation of competencies
- 5-40 credits, depending on the level of competencies upon entry to the program
- Added Endorsement Application packet

Program Requirements, Procedures, Time Lines

It is the students' responsibility to meet and keep up to date of program requirements, procedures, and time-lines.

- Lacey Campus: Please consult notices located outside Room 476 for current announcements.
- JBLM Campuses: Please consult with the Teacher Certification staff at Stone Education Center, Ft. Lewis.
- Other Programs: Please contact the College of Education and Counseling for specific program.

Note: It is your responsibility to verify with the College of Education and Counseling that you have met all certification/program requirements and with the Records Office for all University requirements for graduation, if applicable. Undergraduate Students must be sure to refer to the lists of acceptable courses that satisfy the General Education Requirements, i.e., not all history courses fulfill the history requirements, and even with Direct Transfer Agreement with Community Colleges (DTA), the students are still required to take Philosophy and Religious study courses for degree acquirement from the university, etc. These lists are found in the "General Education Program Requirements" section of the SMU Catalog.

Program requirements, procedures and policies are further discussed in the SMU Catalog, SMU Student Handbook, College of Education and Counseling Graduate Handbook, and College of Education and Counseling Student Teaching Internship Handbook. Policies and procedures outlined in the University Catalog, and/or University Student Handbook take precedence over College of Education and Counseling Student Handbook's procedures and policies.

The Washington Office of Superintendent of Public Instruction often makes changes in certificate requirements that take precedence over requirements outlined in any of the documents listed above.

Other Requirements and Information

Maintaining Minimum Grades

Undergraduate and Certification-only Programs: No one will be admitted to student teaching/internship or recommended for a certificate who has not earned a cumulative 3.0 grade point average and received at least a "C" grade (C- is not acceptable and requires a re-take of that particular class) in all courses required for the program (e.g. all courses listed on the program planning sheets: pre-professional/pre-program courses; ED/SED/TED/MED Education courses and endorsement area courses).

MED/MIT Programs: All students must maintain a 3.0 or better GPA throughout the program to remain in good standing. Grade of "C" or lower in a class will require the re-take of that particular class. Two grades of "C" in a semester may result in being withdrawn from the program. Students who fail to receive a grade of at least "C" in each program course, or whose overall grade point average falls below 3.0 will be automatically withdrawn from the teacher

education program. Please refer to the SMU Academic Catalog for complete information regarding grade requirements.

"Incomplete" Grades

Student requests for incomplete grades must be made on Incomplete Request Form available in the College of Education and Counseling office. These requests must be made in accordance with the SMU Catalog. All requirements for courses with "I" grades must be completed prior to the end of the following semester and the grade changed prior to turning in the Student Teaching Internship Application. NOTE: "I" grade changes are the responsibility of the student and appropriate faculty member(s), and not the College of Education and Counseling Office staff.

Endorsements

One major endorsement is required to be recommended for any teaching certificate from Saint Martin's. Secondary teaching requires an academic major with at least 30-47 semester credits in the subject area covering state specified essential areas/knowledge/skills competencies.

NOTE: Special Education endorsement must have a major endorsement to accompany, such as Elementary Education endorsement, or Secondary/High School subject area endorsement. Middle level Humanities endorsement also needs a subject area endorsement within the humanities subject area, such as English Language Arts, History, or Social Studies.

Program Deferment/Reinstatement/Withdrawal

Deferment

If you find that you must take a temporary "leave of absence" from the College of Education and Counseling programs for 1-2 semesters, please inform the College of Education and Counseling Office in writing. We will then note your Program as "Deferred." One semester can be missed without re-instatement process, but students with more than two semesters of absence must be re-instated.

Reinstatement

To be reinstated from deferred status to acceptance to the College of Education and Counseling, you will need to submit/resubmit the following:

- Reinstatement form
- Letter to Dean of Education
- Current Pre-Residency Certificate Clearance
- Current/Updated Transcripts (for any courses taken since your initial application to the College of Education)
- Current First Aid/CPR card

Once the Reinstatement materials have been received by the College of Education and Counseling Office, you will need to schedule an appointment with your advisor to update your Program Plan.

Withdrawal

Files of students who do not enroll in courses at SMU for more than two (2) consecutive semesters will automatically be withdrawn from the College of Education and Counseling and their files placed in the Inactive Archives.

Students who choose to continue their Program and who have files in the Inactive Archives will be required to re-apply to the Program. Some previous application materials may still be appropriate and/or will only need an update/new signature.

Students who do not enroll in courses at SMU for more than five (5) semesters may have their files destroyed or reduced. Students who return to continue their Program will need to completely reapply to the Program. Admission upon re-application is not automatic. The University reserves the right to consider all previous documentation for qualification for readmission.

Advisors

All students: Each education student will be assigned an advisor in the College of Education and Counseling who will assist with degree and/or certificate course planning.

Students seeking undergraduate secondary certification: Each undergraduate secondary student who has not completed a primary endorsement in an academic field will have two advisors: one in the College of Education and Counseling, and one in the major department (e.g. English, Mathematics). The College of Education Advisor will advise relative to Education requirements; the major advisor will advise concerning the discipline major requirements.

Residency Certification-Only students (students who already have a bachelor's degree in a Washington State recognized teaching area) will be assigned a College of Education advisor.

Graduate students (MIT, MED, ESA) will also be assigned an Education advisor.

STAR Program (Secondary Teacher Alternate Route) - Middle School/High School

Program Overview

Those who are seeking an alternate route to teacher certification may seek this option. Candidates for teacher certification in this alternative route work with mentors in a middle school or high school and take courses designed to meet their needs through a state approved Teacher Education program. The nature of these courses varies depending upon the needs of the candidate and the requirements and expectations of both the district and the College of Education and Counseling. All candidates must meet all standards established by the State of Washington for residency certification and all standards established by Saint Martin's University for program completion.

STAR program qualifications: Non-certificated district employees of school districts who hold Bachelor's degrees (or higher) and who are seeking residency certification and endorsement in an area with shortages and/or professionals who have Bachelor's degrees (or higher) in content areas that could lead to endorsement in a district-specific shortage area.

Districts generally give priority to individuals who are seeking residency teacher certification in endorsements in the following fields: math, biology, chemistry, middle level (math/science option), English as a second language, bilingual education, special education, foreign language (Japanese) or in subject matter shortages unique to geographic locations.

The University will conduct a careful review of each applicant's background and transcripts. The minimum number of candidates for the program is 10; the maximum to be accepted is 25. In the event minimum enrollment goals are not met, the College of Education and Counseling reserves the right to cancel that year's cohort.

Cohorts of candidates for this program shall attend an intensive 8-week Summer Teaching Academy followed by an unpaid full academic-year mentored internship in a district.

Candidates should contact the Director of the STAR Program (Dr. Eric Boyer) for current information concerning schedule, credits, tuition/fees, state and program requirements. Candidates will earn credits in three ways: 1) through regular course enrollment during the Summer Academy, 2) through modular learning opportunities throughout the program year, and 3) through credit earned by evaluation of documentation of previous life experience.

STAR Candidate Entry Requirements

- Candidates must have a minimum of five years of experience in the work force.
- Candidates must have a baccalaureate degree from a regionally accredited institution of higher education. The individual's cumulative (or a recent 12 semester credits) grade point average must be 3.0 or better on a 4.0 scale.

- Candidates must successfully pass the statewide basic skills exams (WEST-B), the Praxis II/WEST-E/NES exam in one high needs subject area prior to beginning the program.
- Candidates must complete the Saint Martin's University College of Education and Counseling Teacher Certification STAR application packet, including three letters of reference, state and university forms, and an on-site essay (short and long-term professional goals). MIT students must apply online to graduate studies office.

Waivers or Substitutions

A separate "waiver" or "substitution" form must be completed for each College of Education and Counseling requirement that you successfully challenge because of past experience, coursework, or testing in lieu of course completion. Additional information and specific criteria is available in the Lacey main campus Education Office. All waiver/substitution forms must be completed and approved during the first semester/term at SMU for courses completed prior to the program. These forms are available outside the Education Office (room 476) or from the extension office. NOTE: Submission of these forms do not always guarantee their approval.

Waivers: Students may waive any/all courses for which appropriate documentation is submitted. However, minimum of 12 semester credits must be taken at SMU prior to student teaching internship. Students seeking degrees are required to earn the minimum number of credits specified for the degree, therefore, a minimum of 24 credits must be taken at SMU CEC (12 credits prior and 10 credits of internship and 2 credits of internship seminar). Waivers, therefore, do not contribute toward these credit requirements. NOTE: Submission of these forms do not always guarantee their approval. Additionally, you may only waive pre-professional classes, and not endorsement classes, except under special circumstances.

Substitutions: Substitutions may be granted for coursework earned prior to acceptance to the teacher/administrator programs. There is no maximum number of substitution credits; the only limitation, however, is that a student must earn at least 12 semester credits at SMU in addition to the internship and internship seminar credits. NOTE: Lower level courses (100-299) will not substitute for upper level courses (300-699). Grades of "C" or better must have been earned and currency of coursework in some subject areas is important in substitution consideration. Graduate students may be allowed a limited number of pre-approved substitutions. Contact the Graduate Director for more information.

Procedure

All Course-Option requests/submissions must include appropriate documentation. The appropriate form, accompanied with appropriate documentation, will be reviewed by the College of Education and Counseling Dean and/or appropriate faculty. Additional documentation/material may, at any time in the process, be requested from the students. If additional documentation is needed, the College of Education and Counseling will contact the student.

If the request does not need further documentation and the documentation is very "clear cut," the College of Education and Counseling Dean will indicate "Approved" or "Not Approved" on the request. If "Approved," the original form and documentation will be placed in the student's

academic file for future use and a copy of the form returned to the student. If “Not Approved,” a copy of the form will be placed in the academic file and the original will be returned to the student. It is the student’s responsibility to check with the College of Education and Counseling after two weeks on the outcome of this decision and pick up the copy of the request.

If the documentation is not “clear cut,” then the College of Education and Counseling Dean may send the request to the appropriate Department Chair for their input concerning the request. Upon consideration of all material, (e.g., documentation submitted by the student, additional documentation submitted if requested, and/or Department Chair input) the Dean will determine the final decision of “Approved” or “Not Approved.”

Requirements

Substitution Requests require an official transcript from where the course was taken. Previously submitted Official Transcripts, as part of the Program Application, will suffice. If the course prefix and title are clearly equivalent to the course required at SMU, then no further documentation is required. If the course prefix and/or title are not equivalent, additional documentation must be submitted which support the request (i.e., catalog description, course syllabus, letter from the instructor, table of contents from the textbook used, etc.). The number of credits of the substitute course does not need to be exactly the same, but should not be 1 credit less than the required course (i.e., a 2 semester credit course may substitute for a required 3 credit semester SMU course, but a 1 semester credit course would not, by itself, substitute for a 3 semester SMU course).

Pre-professional Courses

Pre-professional Courses	Documentation Required (knowledge/skills/performance-based)
ENG 101: College Writing I	<ol style="list-style-type: none"> 1. ENG 101 (or equivalent course), or 2. An Advanced Placement in English high school course (with the test score of above 4), or 3. An Advanced Placement English waiver (college/university)
ENG 102: College Writing II	<ol style="list-style-type: none"> 1. ENG 102 (or equivalent course), or 2. A Writing Intensive course from a college/university (e.g., indicated by “WRT” on the transcript course prefix), or 3. A writing intensive course documented by a course description, instructor letter/statement, etc.
COM 103/106, or THR 211: Speech Communication or Acting	<ol style="list-style-type: none"> 1. 30+ hours of experience of various speech communication or acting (i.e., presentation-large/small groups, panel, debate, etc.), and 2. Theory of verbal and non-verbal communications – know/skills

Pre-professional Courses	Documentation Required (knowledge/skills/performance-based)
MTH 201: Introduction to Statistics	<ol style="list-style-type: none"> 1. Any MTH prefix that is Introductory course to Statistics, or 2. Business math or accounting course that includes statistical practices, or 3. A math intensive Economics course, or 4. A math intensive science or engineering course
PSY 101: Intro to Psychology	<ol style="list-style-type: none"> 1. Cognitive Learning 2. Motivation/emotion 3. Perception/personality 4. Normal/Abnormal behavior/treatment
ED 205/PSY 205: Child & Adolescent Development (birth – young adulthood), or Life-span Psychology	<ol style="list-style-type: none"> 1. Cognitive development 2. Physical development 3. Social and personal development 4. Psychology of learning
ED 204: Introduction to Teaching/Education	<ol style="list-style-type: none"> 1. Overview of curriculum in American schools 2. History and philosophy of American schools 3. Funding of schools in Washington (DOE to local levies) 4. Governance and Laws of Schools and US Education (DOE to site based councils)
SOC 396/ED 202: Intercultural Communications, Diversity, OR Sex, Race & Disability, Multicultural education	<ol style="list-style-type: none"> 1. 30+ hrs of experience with cultures other than one's own 2. Knowledge/skills of intercultural communications (at least 4 current cultures) 3. Resource availability – school, community, state, national; OR 4. Passing the "Waiver Test": a series of short situation essays

Certification Courses

Certification Courses	Documentation Required (all knowledge/skills; performance-based)
ED 306/MED 506: Curriculum & Instruction ED 304/MED 504: Practicum level 1, 30 hour practicum	<ol style="list-style-type: none"> 1. Lesson plan design/development (organizing, sequencing, delivering, evaluating) 2. Mastery Learning Philosophy 3. Learning Styles (Multiple Intelligence, Cerebral Preference, etc.) 4. Thematic Unit design/development

Certification Courses	Documentation Required (all knowledge/skills; performance-based)
	<ol style="list-style-type: none"> 5. Basic Instructional Strategies (5-10) (lecturing, discussing, questioning, concept development, inquiry learning, cooperative learning, etc.) 6. C&I Alignment with EALRs or CCCS 7. C&I Alignment with State adopted standards and assessments or CCCS 8. Micro-teaching experience/videotaped
ED 360/MED 560: Classroom Management	<ol style="list-style-type: none"> 1. Lesson plan design incorporating classroom management 2. Philosophy of various management styles/strategies 3. Practical applications/scenarios utilizing CM strategies 4. Individual and group behavior/instruction management 5. Crisis intervention for at-risk students
ED 470/MED 570: Classroom Assessment	<ol style="list-style-type: none"> 1. State/national trends of performance-based assessment 2. Educational statistics, standardized tests 3. Classroom test construction/interpretation 4. Norm & criterion referenced tests 5. Alternative assessment 6. Grading/computer management 7. Conferencing knowledge/skills 8. WASL alignment (C&I/Assessment)
TED 312/MED 512: Technology for the Classroom	<ol style="list-style-type: none"> 1. Electronic portfolio design/development 2. Educational philosophies as they apply to computer based learning 3. Classroom Multimedia (newsletter, PowerPoint, video/photo editing...) 4. Web page design/development for teachers and students 5. Telecommunications in education and distance learning 6. Internet use in the k-12 school setting 7. Educational software evaluation and use in teaching 8. Alignment with National Educational Technology Standards
SED 359/MED 559: Introduction to Exceptionality	<ol style="list-style-type: none"> 1. Philosophical, historical, legal, social implications 2. Integrated, strategy-based pedagogical knowledge/skills

Certification Courses	Documentation Required (all knowledge/skills; performance-based)
	<ol style="list-style-type: none"> 3. Practicum experience: Special Education and Gifted 4. Current knowledge/skills: IDEA, LRE, etc.; or 5. Passing the “Waiver Test”: an oral exam administered by the Director of SED
ED 362/MED 562: Educational Law & Issues of Abuse	<ol style="list-style-type: none"> 1. Education Law – relation to school issues/problems 2. Key historical cases: national, state 3. State agencies/local school boards 4. University issues and law 5. Teachers’ employment, tenure, rights 6. Academic freedom 7. Student issues of compulsory education, rights, search and seizure 8. Teacher’s role in identifying, reporting, working with children victims of abuse or abusers 9. Knowledge/skills to deal with various areas of abuse (substance, physical, emotional, psychological, neglect, sexual, etc.) 10. Role of the classroom teacher as counselor (Knowledge/skills, resources, referral)
ED 426/MED 526: Methods of Teaching Language Acquisition	<ol style="list-style-type: none"> 1. Stages in Language Development, include social & psychological factors 2. Federal obligation to serve LEP Students 3. Language Development: Learning Theory; Nativist Approach; Interactionist Approach 4. Methods/strategies: grammar translation method; audio-lingual method; physical response approach; content through second language; higher level thinking; ESL in pre-school years; literacy development in second language children; strategies for LEP students; strategies for multilingual students) 5. Error analysis: source, cause, significance; contrastive analysis; inter-language; or 6. Passing the “Waiver Test”: a series of short situation essays (Note: students must apply to take the Waiver Test;

Certification Courses	Documentation Required (all knowledge/skills; performance-based)
	documentation of foundational knowledge/skills are required prior to acceptance to take the Waiver Test.)
ED 468/MED 568: Content Area Reading Assessment and Intervention for Secondary Teachers	<ol style="list-style-type: none"> 1. Analysis of reading behavior of several assessment strategies 2. Informal reading inventories, miscue analysis, classroom based assessments 3. Theoretical context and assessment strategies 4. Application to content areas to the secondary school 5. Theories – teaching of reading 6. Strategies of teaching content area reading 7. Strategies/methods: prevention, diagnosis, intervention of basic reading difficulties
ED 484/MED 584: Secondary Methods	<ol style="list-style-type: none"> 1. Instructional strategies in middle and high schools (Knowledge/skills, 30-40 various strategies) 2. Classroom management practices for middle school and high schools 3. Performance-based projects focused on content areas 4. Advanced State adopted standards and assessments and alignment 5. Thematic and/or integrated unit plan developed. Attributes of middle and high school age children 6. Middle and high school philosophy and curriculum design
ED 487: Secondary Methods Practicum (combined with MED 584 at the graduate level)	<ol style="list-style-type: none"> 1. Focused practicum in one or more content areas 2. Advanced performance-based EALR/CCSS skills 3. Thematic and/or integrated unit plan taught (2-3 days) in secondary classroom
ED 494/MED 594: Student Teaching Internship	<ol style="list-style-type: none"> 1. 16 week (8 week minimum for Reduced Student Teaching) internship 2. Minimum 6-8 week solo teaching 3. Successful completion of edTPA 4. Recommendation by Classroom Mentor Teacher, University Supervisor
ED 498/MED 598 Student Teaching Internship Seminar	<ol style="list-style-type: none"> 1. Completion of Certification paperwork 2. Completion of Program Evaluation/Survey Instruments

Certification Courses	Documentation Required (all knowledge/skills; performance-based)
	3. Completion of the following: <ul style="list-style-type: none"> • Large seminar • Small seminar
Additional Courses not specifically listed	Contact the College of Education and Counseling for specific course information.

Other Courses/Exams

Other Courses/Exams	Documentation Required (all knowledge/skills; performance-based)
WEST-B	Or Satisfactory scores on SATs or ACT that are taken within five years.
WEST-E/NES	<p>Passing the WEST-E/NES Endorsement tests are required for all students prior to student teaching Internship. As per Washington State policy, there are no alternative options for the WEST-E/NES tests. Passing the tests, along with completion of appropriate courses and a field experience/observation will complete endorsement requirements. Students enrolled in a certification program may waive up to two courses with prior approval based on a passing score on the WEST-E. A minimum of two endorsements are required for certification through Saint Martin's University's Education Programs.</p> <p>STAR candidates must have passed at least one WEST-E in a high need area prior to the summer session to qualify for the program.</p>
Endorsement Courses	<p>All Essential areas must be covered by a combination of the following:</p> <ol style="list-style-type: none"> 1. coursework 2. waivers based on documented prior life and/or work experiences 3. waivers based on passing the WEST-E/NES exams
Other specific courses	Request information from the College of Education and Counseling Office

Note: All information provided above is for planning purposes only. All information is subject to revision.

Application for Internship

Teachers: Student teaching internship is typically 16 weeks and is offered both fall and spring semesters (main campus) or both fall terms or both spring terms (extension campuses). Student teaching is not available during summer sessions. See the Student Teaching Internship Handbook for additional information. Note: Students must take at least twelve (12) semester credits at SMU before student teaching.

Application Deadlines

- March 1st for the following Fall
- October 1st for the following Spring

Completion of the Application includes (but is not limited to) the following: a "cleared" FBI/WSP fingerprint check, a GPA of "B" or better in all Education and endorsement courses and forms.

Teacher Candidates: Frequently Asked Questions about the Internship

Why student teach?

The idea of student teaching internship is to provide you with practical classroom experience, along with a safety net of your classroom mentor teacher and your Saint Martin's University supervisor.

How long does student teaching internship last?

Full time for 16 weeks (one full semester at Lacey, and two full terms at the JBLM extension sites). The WAC requires all interns spend a minimum of 450 hours in classroom. Start date is the start date for teachers at the school where you are teaching and may fall outside of SMU semester (start of school in the fall, or return from winter break for spring).

How many credits is student teaching internship?

Lacey Campuses: Enroll for ten credits plus a two-credit seminar

JBLM Extension Sites: Enroll for ten credits plus a two-credit seminar over the two terms of student teaching.

Where will the Seminars be held?

The Large Group Seminars (typically 5 sessions over the 16 week student teaching internship) will meet at the Lacey campus for all students – Lacey and all extension programs.

The Small Group Seminars (typically 3-5 sessions) will be held with your supervisor and several other student teachers – at a location to be determined by the small group.

How do I start the placement process?

Applications are available online. We do not accept paper applications. Observe the deadline dates!

Where do I find specific information about student teaching internship requirements?

The Student Teaching Internship Handbook is available on the CEC website and from the Directors of Field Experience.

What is an Intern Substitute Teacher Certificate and how can I get one?

The Intern Substitute Teacher Certificate (WAC 181-79A-231-6) allows a student teacher to substitute for his/her mentor teacher during the student teaching placement – and get paid to do it. The District must initiate the process and is only granted if all parties (mentor teacher, university supervisor, and student teacher) agree that the candidate has sufficient knowledge/skills to be successful. The process is further described in the Student Teaching Internship Handbook; the certification typically requires 2-3 weeks to process.

Certification - Fees and Procedure

Certification: Upon completion of the program, you will be eligible to be recommended for certification to OSPI. You will be recommended for a "Residency" certificate after you finish the SMU Education program. At this time, the Residency Certificate fee is \$65.00. All endorsements are included in the \$65.00 fee if endorsements are completed at the time of certification.

Residency Teaching Certification: “Residency Teaching Certification” is the first/initial level of certification and is issued to individuals who have completed an approved teacher education program. The Residency Teaching Certification is valid for five years and may be renewed once for an additional two years (WAC181-79A-145), or in some cases for an additional five years.

Graduate Degrees

Thesis and Non-thesis/Capstone options are available for both the MIT and MED. See the Saint Martin’s University College of Education and Counseling Graduate Handbook for specific requirements.

Master in Teaching

The MIT program is a degree offered during days, evenings, and summers. The number of semester hours varies with the MIT Program. Please refer to SMU Graduate Program Handbook.

Master of Education

The MED program is designed for individuals seeking the following:

- advanced knowledge/skills in education,
- additional endorsements,
- second level certification.

The MED is a degree offered during days, evenings, and summers. Areas of emphasis (Strands) include: Classroom Pedagogy, Special Education, Reading Literacy, English as a Second Language, and School Administration.

Procedures for Solving Problems with a Faculty Member

These steps need to be followed sequentially, and failure to follow this procedure leads to dismissal of complaint.

1. meet with professor privately;
2. if resolution is not reached with professor then contact the Program Director;
3. if resolution is not reached then contact Dean of the College of Education;

4. if resolution is not reached then contact VPAA/Provost;
5. if resolution is not reached then contact President of University.

NOTE: Policies and Procedures as stated in the SMU Student Handbook and/or SMU Catalogue take precedence over this Procedure for Solving Problems.

College of Education and Counseling Staffing

The purpose of a Staffing is to determine appropriate advising, if any, with regard to the student's grades and/or professional behaviors. It is the desire of the College of Education and Counseling Faculty to promote and encourage the professional growth of all its students.

Saint Martin's University Student Conduct Policies/Procedures

“Students at Saint Martin’s are expected to conduct themselves in a responsible manner that will reflect favorably on themselves and on the Saint Martin’s community. University judicial system policies and guidelines are outlined in the SMU Student Handbook. While the University is not responsible for student actions, a student not following the rules can expect University officials to initiate appropriate disciplinary action. Policies and regulations may be amended from time to time. The University reserves the right to suspend, expel or otherwise discipline a student whose conduct is disruptive or dangerous to the University or members of the Saint Martin’s community” (SMU Catalog).

Note that University policies and procedures as stated in the Catalog and the SMU Student Handbook take precedence over any policies and procedures stated in this Education Student Handbook. Breach of Student Conduct Policies as described in the SMU Student Handbook and/or University Catalog may result in a Staffing and possible withdrawal from College of Education and Counseling Programs.

Any faculty member and staff of the College of Education and Counseling may recommend Staffing for an individual student, and any faculty who has had contact with the particular student may give input.

Pre-Staffing

Once a teacher candidate is recommended for Staffing to the Staffing Coordinator, the process takes this path: The Staffing coordinator conducts a Pre-Staffing and decides based on the data, whether or not the difficulties are cross contexts or not (i.e.: the patterned behavior/difficulties over multiple classes). The Pre-staffing consists of an academic file review and checking with all instructors who have experience with the recommended education student. If the concern exists for only one faculty member, the faculty member and the student will be directed to follow the Procedures for Solving Problems with a Faculty Member in this handbook.

If the same concerns, however, exist for two or more faculty/staff, then the Staffing process will be initiated at Level I or Level II.

Staffing Level I: Staffing and Intervention

Staffing Level I is a process whereby areas of concern of a student are gathered in written format by faculty and staff. Concerns may be in the areas of knowledge, skills, and/or dispositions. The purpose of the Staffing/Intervention process is to determine areas in the candidate's professional knowledge, skills, and/or dispositions which need to be changed to ensure greatest possibility for success for the candidate in the education profession.

NOTE: Depending on severity of the circumstances, a Staffing/Intervention Level I may be eliminated and the concerns will be immediately considered for Staffing/Intervention Level II (i.e., forgery, blatant plagiarism, unprofessional conduct of a teacher, etc.).

Intervention Level I: The student is informed of the concerns determined by the Staffing Level I process in a meeting called an Intervention Level I. The meeting is typically attended by four individuals and the student: the Staffing Coordinator, the Student's advisor, the Dean or Dean designee, and a faculty who has had the student in class and is representing all other faculty, and the student. Additional faculty and/or staff may attend as needed. The meeting is called by the Staffing Coordinator and is typically held in the College of Education Conference Room or other space as designated.

The Intervention Level I meeting typically includes the following:

1. Hearing the students' side of the difficulties being experienced
2. Review of the concerns,
3. Possible ramifications of how the difficulties being experienced are barriers to becoming an effective teacher,
4. Determination and a signed and dated agreement of a set of *recommendations, or an action plan for student based on the areas of concern.

*Recommendations: At the Staffing Level I, the recommendations are strongly encouraged and are based on faculty professional expertise and student agreement it is something they value and can do in order to be more successful. A written summary of the meeting and recommendations are provided to the student and to the student's academic file.

The Staffing coordinator checks in with the student at the end of the subsequent semester to see if the student is experiencing success. If so, the student is congratulated personally if not, the student is moved to Staffing Level II.

Staffing Level II: Staffing and Intervention

Staffing Level II is a process whereby areas of concern of a student (who has already completed Staffing Level I and Intervention Level I) are gathered in written format by faculty and staff. Concerns may be in the areas of knowledge, skills, and/or dispositions and may include areas previously discussed in Staffing/Intervention Level I, or additional concerns. The purpose of the Staffing/Intervention process is to determine areas in the candidate's professional knowledge, skills, and/or dispositions which need to be changed prior to continuing toward successful completion of a program in the education profession.

Intervention Level II: The student is informed of the concerns determined by the Staffing Level II process in a meeting and result in requirements for student action based on those areas of

concern. The meeting is typically attended by three faculty members: the student's advisor, the Dean, and a faculty who has had the student in class and is representing all other faculty, and the student. Additional faculty and/or staff may attend as needed. The meeting is called by the Dean and is typically held in the College of Education Conference Room or other space as designated.

The Intervention Level II meeting typically includes the following:

1. A review of the Intervention Level I summary (if available),
2. Documentation of completion and/or review of current progress toward completion of Intervention Level I recommendations (if available),
3. A review of the current and/or continuing concerns,
4. Possible ramifications of the issues surrounding the concerns,
5. A set of requirements for student action based on the Intervention Level I meeting and the current areas of concern.

Requirements: The requirements as determined in the Intervention Level II meeting must be met for the student to continue in the program. A written summary of the meeting and requirements are provided to the student and to the student's academic file. Failing to meet the requirements of a Staffing Level II is grounds for termination from the program.

Intervention Level II supersedes the disciplinary process as described in the Student Conduct section of the SMU Student Handbook.

Typical Requirements for Intervention Level II may include, but not necessarily be limited to the following:

- Candidate Self-Reflection Statement – reflecting on inappropriate professional dispositions, lack of professional knowledge, and/or inabilities regarding professional skills
- Letter of apology to individuals as specified (i.e., another student, mentor teacher, etc.)
- Completion of specified credit-bearing courses (i.e., COM 106, ENG 102, MED 545, ED 383/MED 583, ED 362/MED 562, SED 467/MED 567, MAC 502, MAC 503, MAC 522, MAC 651, etc.). Up to 12 credits may be required for remediation/additional necessary knowledge/skills. Official transcript with grade of "C" or better for specified courses is required as proof of completion. Cost is the responsibility of the student.
- Non-credit bearing courses/workshops/assessments may also be required (i.e., anger management, substance abuse prevention, learning disability assessment/accommodation, etc.). Documentation of proof of completion is required. Cost is the responsibility of the student.
- Directed Practicum focusing on the areas of concern - specified as a result of a terminated student teaching/internship placement. Registration of ED 497/MED 597 (3 credits) is required. Application/forms are available from the Placement Officer at main campus or JBLM. Cost is the responsibility of the student.
 - The College of Education and Counseling's Intervention Specialist (or representative as designated by the Intervention Specialist) will be the assigned faculty to work with the student during the directed practicum. A maximum of 10 districts may be sent the application materials for the directed practicum. If all ten districts refuse/deny the placement, SMU responsibilities end. The student will then be withdrawn from the

- program. Upon acceptance of a placement by one of the 10 districts, the timeline for duration (start/end dates) of the Directed Practicum will be determined by the Intervention Specialist in conjunction with the school district mentor teacher and/or principal.
- If the 45 hours of the directed practicum is completed but with unsatisfactory evaluations (unsatisfactory ratings by two of three evaluators – college supervisor, classroom mentor teacher, building principal or designee), SMU responsibilities end. The student will then be withdrawn from the program.
 - Second Student Teaching Internship: Upon successful completion of the directed practicum, the application for a second student teaching/internship will be processed. Note: the initial “I” grade in student teaching internship will be changed upon completion of the second student teaching internship (refer to Catalog concerning Incomplete “I” grade change requirements). A maximum of 10 districts may be sent the application materials. If all ten districts refuse/deny the placement for student teaching, SMU responsibilities end. The student will then be withdrawn from the program.
 - Other requirements as specified in the Intervention Level II report.

NOTE: Students placed in student teaching will need to follow the Intervention Process described in the Student Teaching Internship Handbook in addition to the Staffing procedure described above.

NOTE: school districts have signed a three year contract with Saint Martin’s University to support field placements. In part, the agreement states: “...the district reserves the right to terminate any student teacher, field participant, practicum student and/or intern when it is in the best interest of the district to do so, but will consult with the college/university supervisor before doing so.” The student may have to bear the responsibility for that drastic action.

Appendix A - Administration, Faculty and Staff

Administration and Faculty

	Location	Phone Number	Email address
Dean: Dr. Fumie Hashimoto	OM 476	360-438-4333	fhashimoto@stmartin.edu
Associate Dean: Dr. Cindy Petersen	OM 461	360-438-4549	cpetersen@stmartin.edu
Faculty			
Dr. Kathleen Allen	OM 471	360-438-4501	kallen@stmartin.edu
Dr. Eric Boyer	OM 467	360-438-4335	eboyer@stmartin.edu
Dr. Jackie Clark	OM 468	360-438-4344	JClark@stmartin.edu
Dr. Marcela de Souza	OM 470	360-688-2763	mdesouza@stmartin.edu
Dr. Ronnie Gordon	OM 469	360-438-4418	RGordon@stmartin.edu
Dr. Terry Hickey	OM 465	360-438-4507	THickey@stmartin.edu
Dr. Linda Maier	OM 466	360-486-8831	lmaier@stmartin.edu
Dr. Celeste Trimble	OM 473	360-438-4315	ctrimble@stmartin.edu

Staff	Location	Telephone	Email
Caitlin Sporleder Executive Assistant to the Dean	OM 477	360-438-4333	csporleder@stmartin.edu
Li "Lee" Liao Educational Student Services Coordinator - Certification & Placement Specialist	OM 476	360-438-4530	Lliao@stmartin.edu
McKenna Johnson Program Coordinator - Admission and Advising	OM 476	360-438-4333	mjohnson@stmartin.edu
Joint Base Lewis/McChord	JBLM	253-964-7392	

Appendix B - College Of Education Acronym Guide

AA/AS	Associate of Arts/Associate of Science
BA/BS	Bachelor of Arts/Bachelor of Science
CEC	College of Education and Counseling
DTA	Direct Transfer Agreement
EALR	Essential Academic Learning Requirements
ECE	Early Childhood Education
ELL	English Language Learners
ESD	Education Service District
ESL	English as a Second Language
JBLM	Joint Base Lewis McChord
OSPI	Office of Superintendent of Public Instruction
PEAB	Professional Education Advisory Board
PESB	Professional Educators Standards Board
MED	Master of Education
MIT	Master in Teaching
RCW	Revised Code of Washington
SBE	State Board of Education
SED/SPED	Special Education
SMU	Saint Martin's University
STI	Student Teaching Internship
STAR	Secondary Teacher Alternate Route
WAC	Washington Administrative Code
WACTE	Washington Association of College of Teacher Education
WEST-B	Washington Educator Skills Test – Basic Skills (former PRAXIS I)
WEST-E	Washington Education Skills Test – Endorsements (former PRAXIS II)

Appendix C: Tips and Important Facts

(These are answers to frequently asked questions and not in order of priority)

- Undergraduate secondary education students need a major offered at SMU in an endorse-able area (biology, chemistry, English, history, mathematics, music, theater). Secondary education students declare a minor in secondary education. While current endorsements are equivalent to a major in number of credits and in types of courses – they are not officially a “major.”
- Undergraduate secondary and elementary students: the maximum number of credits you may take and still be eligible for undergraduate financial aid is 150 (minimum to graduate at SMU is 120).
- Cert-only students: it is usually financially beneficial for you to be considered a graduate student (MED/MIT program). Contact the Graduate Director for information.
- Keep copies of all the documents that submitted to education office, such as practicum observation, waivers and endorsement forms. It is the students’ responsibility to keep these copies. Do not expect anyone from our office to get you copies when needed. A suggestion is to get a binder with indexes and put them all in there to keep them at hand.
- Currency requirements: Do not expect to be placed for practicum, observations, student teaching, or internship unless you have current professional clearance on the OSPI database. Your practicum and/or student teaching internship will be terminated, if we have no record of your “cleared” prints. Current First Aid/CPR cards are also required for all practicum/observation and student teaching internship experiences. Make sure your cards are current throughout your program.
- Practicum applications have deadlines and all are online. Do not wait for the new semester/term to apply for practicum. Do not contact the schools/districts on your own! This can cause you to lose your placement in any district you contact – permanently!
- Fill out endorsement forms (plans) to submit to the Education office to be included in your Academic Folder.
- All Student Teacher Interns must follow the drop/add/refund policies and dates of the University.
- Staffing/Intervention Procedures are administered to correct/deal with concerns in order to help you be successful in the education profession. Your advisor will contact you if a Staffing/Intervention is needed or has been done.
- You need to apply for student teaching/internship online. Follow the deadlines required. Student Teaching Internship application deadlines are extremely important and will be kept.
 - Deadline for Fall student teaching/ internship: previous March 1st
 - Deadline for Spring student teaching/ internship: previous October 1st

- The College of Education and Counseling will attempt to place students twice for student teaching internship. If, for any reason, your student teaching internship placement is in jeopardy of success, contact your supervisor immediately. Your supervisor will then contact the Intervention Specialist.
 - The Intervention Process will be implemented as quickly as possible to avoid termination of the placement. Termination may be done in two ways: team decision (Student, Mentor Teacher, Supervisor, Intervention Specialist), or district decision (districts have the right to terminate a placement at will upon notifying SMU).
 - Keep in mind that turning down, receiving an “Incomplete,” or failing a student teaching internship placement, thereby eliminates one of your two placement opportunities for student teaching internship. Depending on the circumstances, successful completion of a Directed Practicum may be required prior to a second placement.
 - A second “turn down,” “Incomplete,” or failing of student teaching internship results in the loss of your opportunity to student teach/intern, and, therefore, in certification. Due Process is further discussed in the SMU Student Handbook. Second placements may not be made in the same district as the first placement, regardless of the circumstances.
- The VPAA/Provost more than likely will NOT approve a student taking more than 18 credits per semester (main campus), 9 credits per term (extensions), or 18 credits for any two consecutive terms (extensions). Keep this in mind when planning your schedule. “Turn-around time” for approvals are typically 3-4 weeks. Forms are available outside the College of Education and Counseling Office.
- Taking courses off campus must be approved in advance by your advisor, the Dean, (and the VPAA/Provost for degree seeking students). You must have compelling reasons. The turn-around time is typically 3-4 weeks. Plan accordingly. Approvals are NOT automatic. Taking courses at other institutions is usually not approved unless SMU does not offer the course at all. Poor planning on your part is not a “compelling reason.” Contact the College of Education and Counseling Office for forms. Please read all instruction on the form. Please include a formal request, justification statement, and description per instructions.
- All students must track their own progress toward completion of coursework and other requirements for their specific programs (e.g., certification, endorsements, academic fields, majors, etc.). Students should make an appointment with their advisors at least once per semester to update their Program Planning form (request a copy from your advisor for your own records if you are not given one). It is not the responsibility of the College of Education and Counseling Faculty and Staff to continually remind you of uncompleted courses and other requirements for your Program. The definition of a Professional: Knowing What to do, Knowing When to do it, Knowing How to do it, and then Doing it.
- It is your responsibility to keep informed. Check your SMU e-mail regularly for information from the College of Education and Counseling. Read flyers posted on the 4th floor Old Main, JBLM SMU Offices. Read the bulletin boards in Old Main outside the Education Office (Room 476) and the Placement Office (Room 477). Read the SMU Catalog, the SMU Student Handbook, the College of Education and Counseling Student Handbook, specific

program Handbooks, the Student Informational Emails, and (when appropriate) the Student Teaching Internship Handbook.

- You are responsible to clear all “I (Incomplete)” grades prior to the student teaching internship application. It is your responsibility to follow up on this after you complete course requirements with the instructor. Any “I” grades on a student’s transcript will cause the student teaching experience to be terminated until the grades have been cleared.
- Practicum are allowed at private K-12 schools and organizations with K-12 age children (Boys and Girls Clubs, YMCA programs, church-based tutoring programs, city museum programs, county PE programs, etc.), provided the knowledge/skills experience matches the purpose/intent of the specific practicum requirement.
- Student teaching Internships must be done at a state approved K-12 school. Most privately run (NOVA, etc.) and faith-based schools (Catholic, Lutheran, etc.) are approved in Washington. They offer an excellent placement experience.
- Secondary Methods Practicum and Middle School Methods Practicum: students need to plan ahead and fill out the practicum request form(s) the semester/term BEFORE enrollment for the course. Schools need the additional time to place students in these courses – and students need to begin their experiences as soon as possible at the beginning of the semester/term. Plan ahead.
- All waivers and course substitutions are required to be submitted the first term/semester following acceptance to a program. Waivers submitted after this time may be denied.
- Students with other commitments may need additional time to complete programs (e.g., student athletes, students with outside employment, family commitments, etc.)
- DO NOT self-advise! Students must meet with their advisor for program planning and updates at least once per semester.