



SPECIAL EDUCATION DEPARTMENT

STUDENT HANDBOOK

Academic Year 2022 - 2023



Inclusive Teaching Student Handbook AY 2022 – 2023

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Welcome

Congratulations upon acceptance into your program and a big welcome from all of us in Inclusive Teaching! You have just made an important step toward an exciting, meaningful career.

We have organized this handbook so that closely linked topics are grouped together. For the best result, read through the handbook before your initial mandatory department orientation and then refer to it as you move from quarter to quarter and as questions arise. This is a helpful guide, but it does not include everything you will need to know about the Department and/or about your program.

The handbook is updated regularly and kept online at: <https://wce.wvu.edu/sped>

Woodring's Mission and Vision

The Department agrees with and supports the mission and vision of Woodring College of Education.

Mission. Woodring College of Education facilitates life-long learning through exemplary teaching to prepare quality education, health, and human services professionals for democratic citizenship and meaningful careers. As a college that serves the state, nation, and world, we:

- Construct, transform, and convey knowledge by integrating research, theory, and practice;
- Cultivate student growth through extensive community and school engagement in collaboration with exemplary practicing professionals;
- Act with respect for individual differences, including taking a strengths-based view;
- Develop collaborative partnerships that promote the learning and well-being of individuals, families, and the community; and
- Evaluate processes and outcomes to ensure continual program improvements.

Vision. The vision of Woodring College of Education frames our future:

Woodring College of Education fosters community relationships and a culture of learning that advance knowledge, honor diversities, and promote social justice.

What to do when you receive your admission letter

When you receive your admission email letter, do the following:

- Respond with your acceptance as soon as possible by sending an email back to the Teacher Education Admissions Office.
- First quarter courses are predetermined. Information about registering for your first courses is listed in your offer letter. However, there may be room for an additional course or two, depending upon your program. Check with a Department advisor before registering for any additional courses.

Here is a checklist to make sure you have completed everything necessary to begin your program:

- Respond to your admittance letter.
- Begin your necessary clearances (see instructions below).
- Visit with a Department advisor, if necessary.
- Register for your courses. You will receive overrides for your SPED courses. However, if you are in a Teacher Preparation major you are not allowed to register for SPED courses until your Fingerprints and PRC Clearance have been processed.
- Attend all mandatory orientations and Canvas courses.
- Take deep breaths, get some sleep, drink lots of water and eat healthy foods.

Fingerprinting and Clearances

Different programs require different types of background checks. Teacher education program clearances are mandated by Washington State through the Office of the Superintendent of Public Instruction (OSPI). Early Childhood Special Education + Early Childhood Education also requires clearance by the Washington Department of Children, Youth and Families (DCYF). Exceptionality and Disability majors will need to get clearances that comply with the requirements of different community agencies.

You are required to have up-to-date background checks and/or clearances before you begin your program and maintain them throughout. Candidates may not report to schools or work online with K-12 students without valid background checks, even if you have had prior clearances. Please pay close attention to the type of clearances you need for your program and ask Woodring staff if you have questions. Endorsement candidates may also require clearances.

It is your responsibility to ensure that these clearances are valid through your program and for certification. The consequence of not having up-to-date background checks, is that you will not receive your overrides for SPED prefix courses, and you may be removed from any non-SPED practicums.

Additional Information for Teacher Education majors:

- Character and Fitness website: <https://wce.wvu.edu/cert/character-and-fitness>
- Fingerprints and clearances expire after 2 years. You will be notified by Woodring staff that your prints are expiring.
- Get your prints redone as soon as you are notified to ensure you get course overrides and your clearance does not lapse.

Orientations

Mandatory New Student Orientations:

- Woodring Admissions Orientation via Canvas,
- Inclusive Teaching Canvas Orientation
- Inclusive Teaching New Student Orientation (either Zoom or in person)

These orientations will provide you with valuable information about Department, College, and Washington State requirements. Please, plan accordingly.

If you are part of the Early Childhood Special Education and Early Childhood program, you will also be invited to the Early Childhood Education Orientations (both in person and via a Canvas course).

The Department will also ask for a photo of you, for our files. The photo is NOT used for any other purpose.

Other mandatory orientations occur throughout the program. Each practicum, as well as your internship (student teaching), has a mandatory orientation. These orientations will provide information that you will need as you begin to teach in the K-12 schools.

Some orientations, such as the one for SPED 480 - Reading Practicum, are similar to a workshop and will provide training for your practicum setting. You will be notified in advance as to when the mandatory orientations are scheduled. Again, if you cannot attend an orientation, your absence could impact when you are eligible to take the course.

About the Department

The Department of Education Leadership & Inclusive Teaching has four program areas:

- (1) Inclusive Teaching with majors in Special Education with or without additional endorsements (includes the Ershig Assistive Technology Center),
- (2) Exceptionality & Disability – A non-teaching major and minor; American Sign Language (ASL) and Disability in the Media, GUR's.
- (3) Education Administration – Masters in School Administration, Principal Certification, Superintendent program and Doctorate in Education degree,
- (4) Teacher Education and Outreach Programs (TEOP) – Teacher preparation in Everett and Bremerton

In Bellingham, the Department offers four Bachelor of Arts in Education (BAE) majors:

- (1) Special Education and Elementary Education
- (2) Special Education plus Content endorsement
- (3) Early Childhood Special Education and Early Childhood
- (4) Exceptionality and Disability

All majors except for Exceptionality and Disability lead to a teacher certification with two endorsements. Endorsements reflect the subject and grade level at which a teacher is prepared to teach.

Office Availability

We are here to help and to facilitate the challenging work that you will do in your program. The Inclusive Teaching offices are on the second floor of Miller Hall. Staff offices are MH 201A and 201D. Please stop by with questions or just to say “hi”

Summer Mitchell

Email: Summer.Mitchell@wwu.edu

Office phone: (360) 650-6630.

Department email: elit@wwu.edu

Department phone: (360) 650-3330

Staff can help you with the following:

- Check out educational materials,
- Monitor Plans of Study,
- Input overrides for courses at the direction of faculty,
- Assist with problems in registration, if your advisor is unavailable,
- Change faculty advisor within the Department
- Complete degree evaluations, if your advisor is unavailable,
- Provide advising regarding registration and course load,
- Schedule case conferences, and
- Make appointments with the Department Chair.

Work Study Students work in the Department lobby, MH 200, and are there to help you too. They can accept assignments and materials for faculty, help you check out training materials, etc.

Faculty members have many roles on and off campus. They usually are not available during summer or university breaks. If you want to meet with a faculty member, send them an email to schedule a time to meet.

Department Chair. Your department chair is Dr. Charles Lambert. He has many duties within the college and across campus that require flexible hours. You are more than welcome to email him to schedule a meeting or our staff. Both in-person and Zoom meetings are an option. Please specify how you prefer to meet when you request an appointment. 😊

Advising

You will be assigned a faculty advisor at orientation. Your advisor will help with your Plan of Study as well as provide program information and career guidance.

You are REQUIRED to meet with your advisor once per quarter. The connection you make with your advisor is particularly important for your successful progress. Your advisor will assist you in tracking program requirements, and prerequisites. Try to schedule an appointment with your advisor early and often.

Your advisor will be an important person in your life, especially if you want a letter of recommendation. They can also provide valuable information about the College, University, and other support that may be available. Your advisor is the person to talk to about any concerns you may have, including courses that may be challenging or life circumstances that affect your education. Before taking any action that could delay your program, such as dropping a course or leaving school, consult with your advisor.

If your advisor is not available and you need immediate assistance, contact our staff, and they will help you or direct you to the appropriate person.

Changing advisors. There are times when a change of advisor can be helpful. For example, if you switch programs, a different advisor may have more information about the new program. Or you may find that you have a common interest with a different faculty member. In such cases, please let a staff member know.

Plan of Study

If you have been admitted to the Special Education and Elementary Education or Special Education Early Childhood and Early Childhood major, follow the course sequence in your Plan of Study as closely as possible. Of course, we know that “life happens.” In those cases, your advisor can help you adjust your plan. You are responsible for ensuring that your Plan of Study includes all required coursework, so double-check your plan.

The Exceptionality and Disability and Special Education plus Content programs are different. You will be given a Plan of Study that includes your SPED courses at orientation, but you will need to meet with your advisor to develop the rest of your plan because each plan needs to be individualized.

All SPED prefix courses require overrides. Your Plan of Study must be up to date to receive the correct overrides. Overrides can also be delayed if your clearances and/or prerequisites are not met.

General University Requirements (GURs) and Prerequisites

Your Plan of Study does not account for any remaining GURs or prerequisites that you may still need to take. Several courses in the Inclusive Teaching majors require prerequisites. For example, MATH 381 requires MATH 111 or an equivalent; SCED 480 requires SCED 201 and all your natural science GURs (which include two lab science courses); and I T 443 requires completion of I T 344. It is your responsibility to complete your GURs and prerequisites in a timely manner.

It is recommended to complete prerequisites at least two quarters before you are scheduled to take the program course. This way you will not be delayed at registration time and avoid the potential risk of not getting a seat.

Students with Disabilities

We welcome students with disabilities into our Inclusive Teaching programs. Teachers with disabilities often have a unique understanding of student abilities, and the difficulties that children with disabilities may encounter in the school system. Americans with Disabilities Act (ADA) and Section 504 require all programs to make reasonable accommodations for students with disabilities to meet program requirements. To access these supports, college students with disabilities must go through the Disability Access Center (DAC). You can find contact information at <https://disability.wvu.edu/>.

Additional Program Requirements

Inclusive Teaching programs are guided by the standards of the Council for Exceptional Children (CEC). These standards provide a framework for preparing exceptional teachers to work with children from underrepresented populations. Some of these standards cannot be met through coursework alone. Therefore, the programs have additional requirements. The

requirements follow these themes: (a) Professional Activities, (b) Professional Dispositions, (c) Pathways to Equity and Inclusion, (d) Assistive Technology, and (e) Variety of Field Placements.

You will be expected to fulfil these requirements and track them with your advisor. You can print a copy of the “Additional Program Requirements” document from the Department Orientation Canvas shell.

Darkness to Light’s Stewards of Children Training

Local community partner, Brigid Collins, partners with Darkness to Light to provide the nationally recognized Stewards of Children training. This revolutionary program educates adults to recognize and react responsibly to child sexual abuse. It is the only child abuse prevention program shown to increase awareness of child sexual abuse, improve attitudes about adult responsibility and increase protective behaviors.

Training will be offered both at Brigid Collins and on campus for Inclusive Teaching students. Students will have until their final quarter before student teaching, to complete this requirement. This training is a Washington State teacher certification requirement ([WAC 110-300-0106](#), [RCW 26.44.020](#) and [RCW 26.44.030](#)).

Professionalism

You are entering a profession that requires knowledge and skills to work with teachers, students, families, and administrators. You will need to maintain a high degree of professionalism to interact with so many different people. For this reason, we, in the Department and across the college, stress professional attitudes and competencies.

You have signed two professionalism documents, one for the College and one for the program. These professional documents will be referenced throughout your program. You can find the Professionalism document as well as the Rubric used for professionalism under Current Students / Forms, on the Inclusive Teaching homepage: <https://wce.wvu.edu/sped/forms>.

Program Expectations

Communication

Oral communication. Students are expected to communicate clearly and concisely, using standard English. In the field of education, students will use oral communication in a professional manner daily. It is important to practice and improve your communication skills at each opportunity.

Written communication. Written papers submitted for courses should follow the American Psychological Associate (APA) format. You should use APA’s Publication Manual 6th Edition. You can find it on loan in the library or purchase it from the bookstore. Please pay particular attention to the first section of the manual on sentence structure, mechanics, grammar, and usage.

Writing is an essential skill in Inclusive Teaching because teachers and leaders communicate through writing to parents, administrators, and other professionals. In addition, inclusive teachers often teach writing to students with disabilities. Given this, candidates are expected to have mastered the skill of writing by the time they are admitted into the program. If you have difficulty with grammar, conventions and/or organization of content, you are expected

to aggressively seek assistance and remediate the issue. The university and the college have many resources. If this is an area of concern, address it with your advisor and get the help you need as soon as possible. If faculty notice that your writing seems problematic and the issue is raised across courses, faculty may address it with a Plan of Assistance.

Email. University assigned student email accounts shall be one of the official means of communication of the University with all students (POL-U7100.02). Students are responsible for all information sent to them via their university assigned email account. Students who choose to forward messages from their university email account to another account are still responsible for all the information (including attachments) that was sent to the university email account. The university expects that such communications will be received and read in a timely fashion.

Email is a form of professional communication. You will want to frame all emails in a thoughtful manner. Remember that communication through email can often have a negative tone because the reader cannot hear the author's inflection or see body language. Because of this, it is best to think carefully about how the message sounds and is likely to be received.

When emailing staff with questions or requests, please include your W#.

Course Conduct

Electronics in the classroom. Inclusive Teaching requires the full attention of each student during class time, to be prepared to work with our vulnerable populations. Students learn best in an environment free from distractions in which every student is participating and learning. Surfing the web or checking email during class time is not appropriate and may be cause for a case conference (*See below*). The program discourages the use of laptops or tablets during class time unless they are required.

Attendance

Attendance is critical for students in Inclusive Teaching programs. Candidates may only miss a maximum of **20%** of any class or run the risk of not passing the course. In addition, faculty have the option of lowering grades for missed sessions. Some courses require attendance because of the structure of the course and/or type of the content: therefore, some faculty may stipulate a more stringent attendance policy. Check the syllabus for the attendance policy. If you have vacation plans or important life events, please communicate this early.

SPED & EXCE Grading Scale

Grading Scale. Faculty in Inclusive Teaching have approved a grading scale to be used across all courses with a SPED or EXCE prefix. This grade scale does not apply to courses outside the department.

A	93– 100
A-	90 – 92
B+	88 – 89
B	83 – 87
B-	80 – 82
C+	78 – 79
C	75 – 77
C-	70 – 74
D+	67 – 69
D	65 – 66
D-	60 – 64
F	Below 60

GPA. Your grade point average (GPA) must be 2.75 or above for any quarter. If your grade point average falls below a 2.75 the first time, you must meet with your advisor or the Program Director and discuss how you will improve your performance in the future. If your GPA falls a second time below 2.75, you must petition the Department to stay in your program and may be asked to attend a case conference. Depending on the outcome you may be dropped from the program and be required to reapply. See your advisor if you have questions or concerns.

C- grades. Courses in teacher education program courses must be passed with a grade of C or better. If a grade is below C, the course must be taken again. This could cause a delay in your program completion, so please see your advisor immediately for guidance.

Grade-related policies. The following policies are in place to help ensure student success as well as the success of P – 12 students by ensuring they have qualified teachers:

- Students repeating a course or practicum must wait until Phase III to register and will be allowed to register ONLY if space and/or a placement is available.
- Students may not repeat a course or practicum more than once.

Case Conferences

On occasion, a student may have some difficulty (e.g., grades, communication, professional issue) and a case conference may be arranged. The purpose of a case conference is to problem-solve and to determine a plan of action. If a case conference is called, **your attendance is required.** Your advisor is invited, as well as the instructor who called for the conference. In most cases, this is a positive experience that helps the student along the road to becoming a teacher. As part of this case conference, the student will complete a plan of action.

If called, approach a case conference with a positive, problem-solving attitude. Expect that your faculty is working in your best interest.

Program Assessments

There are assessments throughout your program and at the end of the program. These assessments are required by Washington State and our accreditation to ensure program quality.

Performance Signature Assessment: This assessment measures teaching skills, you have gained as you move from one practicum to another. As you learn to teach, your supervisors will fill out the rubric at the end of each practicum as to the degree of competence you have demonstrated across these skills. We have deliberately aligned the performance assessment with the mid-term and internship final, in order to give you as much feedback about your teaching skills as possible.

Washington State Endorsement Content Tests: Content tests must be taken before you start your internship(s). These assessments are specific to the endorsements you are earning. For example, there are three exams for those in the Special Education + Elementary Education program. Elementary Education content is covered by two sub-tests within the National Evaluation Series (NES). The other is a Special Education test and is called a Washington Educator Skills Test – Endorsement (WEST–E). Department staff or your advisor can help you select the correct tests.

Practica

Inclusive Teaching field experiences occur at various times throughout the program and include service-learning; informal visits to schools; practica; and internship. Some fieldwork may be included in non-SPED courses too (e.g., SCED 490, MATH 383, ART 398).

Students in the Exceptionality & Disability major also have practica (e.g., EXCE 442 & 495).

Practica includes the scheduled number of hours per quarter at your site while you are engaged in your course work. Transportation to practica is arranged by the candidate. The program encourages carpooling. In most cases students without transportation can arrange to carpool. If there is a problem with transportation, please see the course instructor.

Woodring programs may require the use of video observation tools in practicum and internship courses. This may require you to participate in additional training experiences.

If you are in a certification program, you will be required to track the location of your field experiences, and the setting. This is a CEC requirement to ensure that you have experience with various types of services in a variety of settings. You will also be required to track all of your hours and activities during the practicum and service-learning courses. You will hear more about tracking your hours in those courses.

If you are in the Exceptionality & Disability major, you will arrange some of your own practicum with the assistance and approval of your advisor. You are not required to track your hours in the same manner as a student in a certification program.

SPED 310 – Service-Learning (Included as part of the course requirements)

- Time Requirements: Two hours per week
- Orientation: Service-Learning Orientation
- Focus: Experience working with students from underrepresented populations in middle school settings
- Placements: Arranged by the Faculty

SPED 440 – Practicum I General Education (4 cr)

- Time Requirements: Thursdays 8:30 a.m. – 3:30 p.m.
- Orientation: First Thursday of the quarter
- Focus: Whole class instruction, one lesson per week, management skills, active participation in classroom
- Concurrent Courses: SPED 420, SPED 460
- Placements: Arranged by the faculty

SPED 476 – Practicum II – Service Delivery Models (1 cr)

- Time Requirements: Two hours per week, to be arranged
- Focus: Observation of different types of service delivery models for students across different student needs and locations
- Concurrent Courses: SPED 474
- Placements: Arranged by instructor

SPED 480 – Special Education Practicum III: Reading Interventions (3 cr)

- Time Requirements: Monday – Thursday 1.5 hours per day; 2 – hour Friday
- Orientation: First week of the quarter
- Focus: Small group management and reading instruction, 1-2 lessons per day
- Placements: Arranged by the instructor

SPED 452 – Practicum IV – Behavior Assessment and Intervention

- Time Requirements: Two hours per week
- Orientation: During class
- Focus: Observation for behavior planning
- Placements: Arranged by instructor

SPED 489 Practicum VI – Individual/Group Interventions (3 cr)

- Time Requirements: 8:00 – 12:30 two mornings per week.
- Orientation: First week of the quarter
- Focus: Whole class and small group instruction
- Concurrent Courses: SPED 486, SPED 487, SPED 488 (Final Block)
- Placements: Arranged by the instructor

Final Block

If you are in a certification program, you will take Final Block. Final Block is the last quarter of classes before student teaching and is usually SPED 486, 487, 488 & 489. Because of the amount of work required in Final Block, no other courses may be taken during this quarter.

Final Block includes a practica that will look similar to student teaching and three other rigorous courses. There is also a culminating project in Final Block that requires you to assess, teach, and report the progress of a child to a team of your peers. This project brings together all that you have learned throughout your program.

Student Teaching/Internship

Congratulations, if you are thinking about an internship, you are almost THERE! This is a very exciting time. In only a quarter or two, you will officially be a teacher. Internship placement is NOT automatic. You must apply by the due dates posted by the Office of Field Experiences on their website at <https://wce.wvu.edu/ofe/sped/apply>. Usually, students apply for internships two quarters in advance of their expected start date. You can find student teacher applications on the website. Pay close attention to due dates and procedures in preparation for internship.

Please note all Special Education placements must be in Whatcom or Skagit counties. If you complete the SPED + ELED program you will have two, quarter-long internships. You will do your first quarter internship in an inclusive Special Education placement. Then you will complete an elementary education internship the following quarter.

You may request to complete your elementary education internship out of the area when filling out your internship application.

If you are in SPED + Content or SPED Early Childhood + Early Childhood, you have one, quarter-long internship in an inclusive K-3 Special Education placement.

If you are in the E&D major, you will arrange your internship through your faculty advisor. You will spend at least one quarter with an agency or organization.

WA State Teacher Certification. Before the start of your internship, if you are in a certification program, you will receive information regarding Washington State Teacher Certification. If you have additional questions or concerns, contact the Woodring Office of Certification, certoffice@wvu.edu.

Graduation Applications/Residency Certification Application

Information about graduation is on the university website. You need to apply for your degree about two quarters before you complete your program. You will be sent a degree/senior evaluation from the Inclusive Teaching staff. Information and the application for graduation is posted at this link: www.wvu.edu/registrar/degree_info/index.shtml.

Scholarships

There are many scholarships available for students interested in becoming teachers. Many of these scholarship applications are available through Woodring College of Education wce.wvu.edu/scholarships/woodring-scholarships.

And many other scholarships are available through Western at www.finaid.wvu.edu/scholarships/. Please contact the Office of Financial Aid to find lists of scholarships available. Education is expensive and you deserve as much help as possible!

Grievances

Student complaints and grievances. The WWU grievance process has several steps and strict timelines. Procedures can be found in the WWU Catalog, Appendix F: <https://catalog.wvu.edu/content.php?catoid=18&navoid=4566>

When parents, friends or spouses get involved. Sometimes, parents, friends or spouses contact staff or a faculty member with a question or complaint. Sometimes, this contact comes at the request of the student; other times, someone will contact the program without the student's knowledge. Please be aware that even though a parent may be paying college expenses, faculty and staff are prohibited by federal law from discussing you and/or your progress with anyone without signed permission. The federal law is called Family Educational Rights and Privacy Act of 1974 (FERPA). If you wish for your parent to have contact with faculty, you may fill out a form. Please be aware that the form is not a blanket release. It allows for only one contact per form. Each contact requires a new form. Please see our staff regarding this form if you need it. If you would like to know more about FERPA, you can find that information at <http://www2.ed.gov/policy/gen/reg/ferpa/index.html>.

Other Important Policies

Academic Honesty Policy

Western Washington University students are responsible for reading, understanding, and following the policy and procedures regarding academic dishonesty as set forth in the WWU Academic Honesty Policy and Procedure, see Appendix D of the University Catalog or WWU Policy PRO-U2100.02: <https://catalog.wvu.edu/content.php?catoid=18&navoid=4727>

Diversity Statement

Western Washington University is an institution that stands for equality of educational opportunity, and it reaffirms its commitment to creating a campus environment free of discrimination and bias. It therefore expects all faculty, staff, and students, when representing the university to its public, to show respect and appreciation for human diversity. Any actions or language that reinforce inappropriate, outdated, or demeaning attitudes or assumptions about persons or groups based on age, disability, ethnicity, gender, national origin, race, religion, marital status, or sexual orientation are not acceptable.

Reasonable Accommodation Policy

It is the policy of Western Washington University to provide reasonable accommodation to the known physical, sensory, or mental limitations of qualified individuals except where such accommodation would impose undue hardship on the institution. To request accommodation, students must contact WWU Disability Access Center at 360-650-3844 or <https://disability.wvu.edu/>.

Sexual Harassment

Sexual harassment is a form of sexual discrimination. It is illegal and prohibited by both federal and state laws. Western Washington University is committed to providing an environment in which students can work and study free from sexual harassment or sexual intimidation. Any

student who believes they have been subjected to sexual harassment, whether on campus or while representing the University off campus, is encouraged to report incidents to the course instructor, supervisor, or the Civil Rights and Title IX Compliance office (OM 345, 360-650-3307). All students should be aware that the University is prepared to take action to prevent and eliminate such behavior.

Religious Holidays

Western's student body includes representatives from more than 37 countries. This reflects the global diversity in its population. One of the ways this variety in cultures can be represented is through religion. It is important for students and instructors to be sensitive to individual student's religious obligations regarding holidays. Faculty and students are expected to work together to make reasonable accommodations for work or class time that may be missed because of holiday observances.

Counseling, Health, and Wellness

Being a healthy college student means having confidence and energy to live each day to its fullest. In part, good health is up to you: how you live your life and care for your mind and body. The Counseling and Wellness Center, and the Student Health Center, are dedicated to supporting your efforts to keep well and to caring for you when you are sick. Their goal is to teach students ways to care about their own health and to maintain their own well-being so that they may achieve their academic, personal, and career goals.

There are a variety of services available to students, which you are encouraged to utilize, that provide quality physical, mental and emotional health care.

SPED Listserv

The Department has a student email listserv. Essential information regarding advising, meetings, class and practicum changes, and special events are emailed to all current ELIT Department students. It is a requirement to be part of the student listserv, otherwise you run the risk of not receiving important information.

You will be manually added to the listserv at the beginning of your first quarter in your program.

Frequently Asked Questions

How do I address faculty?

In order to prepare for your future career, which requires professional courtesies, address faculty by their title and surname if they hold a doctorate, for example, Dr. Brown. If the faculty has a master's degree, then it is Ms. or Mr., for example, Ms. Smith.

How do I declare a major?

When you accept your offer of admission you will be entered into that major. If you change majors, you may be asked to drop your previous major. See our department staff for assistance.

Can I graduate between internships?

Due to teacher certification rules at the State level, you will not be eligible to graduate before you complete your entire program, including both internships if you are in the SPED + ELED Dual Endorsement Program.

What happens if I fail a course in my program?

If you are in a teacher certification program and you fail a class or earn a grade below a C, you are required to retake the class. If this occurs, see your advisor for help to rearrange your Plan of Study.

What happens if a note for improvement is in my file?

It is especially important to our faculty that you have every opportunity for success. Sometimes, this means relevant and timely feedback. If there is a reason for concern, you will be contacted. If there is another or a repeat concern, your advisor will be notified for follow-up. This is meant to help in moving forward in the program and gain the professional skills necessary to become a teacher.

Do I have to have my own transportation?

You will need transportation to the school sites. In some cases, if several students are going out to the same school for a practicum at the same time and you can arrange to carpool.

Can I choose my practicum placements?

If you are in a certification program, this is not possible because these course placements are arranged through school district administrators. If you are in the Exceptionality & Disability major, you may arrange your own practicum with the advice and approval of your advisor.

Can I choose my own internship placements?

You may request an internship placement. This is not guaranteed.

Do I have to have completed all my GURs and Pre-Requisites before I begin the program?

The short answer is no. However, if you have several GURs remaining, they may extend your time to degree, or you may need to take the GURs during summer quarter. Your program is full of required courses, and there is little room for other courses if you want to finish within the prescribed timeline.

Can I use my private email account?

University policy is that all university business is conducted through the WWU email accounts. Students are responsible for all information sent to them via the university assigned email account. Students who choose to forward messages from the university email account are still responsible for all the information (including attachments) that was sent to the university email account. The Department will send out information to the WWU account only.

Why do I have to pay so many fees for education courses?

Unfortunately, learning to become a teacher is expensive. Many courses use materials or services that are expensive to purchase. In addition, many of the materials that are used for teaching are damaged because of heavy use from quarter to quarter. Without fees, you would not have access to quality materials for your use. We are very conscious of the cost to you and do our best to keep costs down.

How do I unsubscribe to the listserv?

To unsubscribe to the special ed listserv: email Summer.Mitchell@wwu.edu to request to be removed.

You will automatically be removed after you graduate from the program.