Secondary Education – Post-Baccalaureate Application
Woodring College of Education

This program is designed for those who wish to earn Washington residency certification to teach in middle and/or high schools after completing a bachelor’s degree.

The Woodring College of Education vision is to “foster community relationships and a culture of learning that advance knowledge, honors diversities, and promote social justice.”

This statement establishes the educational values that guide the College. Secondary Education also has Guiding Principles (see page 6) that align with this vision.

We have designed this admissions process with these values in mind and with the intention of giving applicants an opportunity to show us the particular capacities and strengths that they will bring to the Secondary Education program. Woodring College has also had a long-standing commitment not just to preparing teachers, but to producing highly capable, effective educators who strive for ambitious goals in teaching. Teaching that is ambitious both in its intellectual goals and in its concern for the learning and well-being of all students.

Through this application, we seek to know important aspects about you including your knowledge, abilities and the personal experiences you will bring into the complex demands of teaching. In responding to each section of this application, we invite you to share who you are as a person and the commitments you will bring to teaching that connects explicitly to the commitments of our College.

For program questions contact:
Secondary Education Department
Miller Hall 400
seced@wwu.edu, 360.650.3327
wce.wwu.edu/sec/secondary-education

Equal Opportunity and Affirmative Action
Western Washington University (WWU), in compliance with applicable laws and in furtherance of its commitment to fostering an environment that welcomes and embraces diversity, does not discriminate on the basis of race, color, creed, religion, national origin, sex, disability, age, veteran status, sexual orientation, gender identity or expression, marital status or genetic information in its programs or activities, including employment, admissions, and educational programs.

Inquiries may be directed to the Vice Provost for Equal Opportunity & Employment Diversity, Equal Opportunity Office, Western Washington University, Old Main 345, MS 9021, 516 High Street, Bellingham, WA 98225; 360.650.3307 (voice) or 711 (Washington Relay); eeo@wwu.edu. WWU is committed to providing reasonable accommodations to qualified individuals with disabilities upon request. To request an accommodation, please contact disAbility Resources for Students, Old Main 120, 360.650.3083 (voice) or 360.650.7175 (VP), drs@wwu.edu. A one-week advance notice is appreciated. To request this document in an alternate format, please contact Woodring Admissions, 360.650.3310, TeacherEd.Admission@wwu.edu.

Application Deadline:
Fall Quarter: March 1
Winter Quarter: September 1

All requirements must be completed and application materials received by the Teacher Education Admission Office, in Miller Hall 150, on or before the application due dates.

Submit application materials to:
Teacher Education Admissions
Miller Hall 150, 516 High Street
Bellingham, WA 98225-9090
TeacherEd.Admission@wwu.edu
Fax: 360.650.6583

Teacher Education Admissions, 360.650.3310
wce.wwu.edu/admissions/secondary-education
Checklist for a complete application

Use this checklist to assure submission of a complete application. Details regarding the application requirements are available at wce.wwu.edu/sec/undergraduate-post-baccalaureate-program. An incomplete application WILL NOT be reviewed- it is your responsibility to assure you are submitting a complete application.

Step 1 - Review to make sure you have completed the following:

☐ Completed pre-advising with Secondary Education staff.

☐ Academic preparation.
  ☐ Have a Bachelor’s degree with academic preparation for a qualifying endorsement.
  ☐ Included a signed/dated evaluation for qualifying, and any additional endorsement(s) pursuing.
    ☐ No more than 10 endorsement credits to complete (courses may be in progress at the time you apply, but only 10 credits may be remaining when the program begins).

☐ Met the WEST-B requirement.

☐ Included UNOFFICIAL college transcripts from all institutions.

☐ Included form to summarize experience working with youth in an educational setting, with preference to K12 public schools (see page 4).

☐ Responded to writing prompts for essays A, B, and C (see page 5).

☐ Have a minimum 2.75 GPA overall or for the last 45+ graded credits.

☐ Requested two letters of recommendation addressing your potential for success in teacher education.
  ☐ One letter from a professor who can attest to your academic ability/knowledge in your content area.
  ☐ One letter from someone who can attest to experience with youth in an educational setting (with preference to K12 public schools).
  ☐ Recommendations may be submitted with the application in a sealed envelope; or, mailed, faxed, or emailed to Teacher Education Admissions (see first page for addresses/number).

☐ Met the English composition course requirement with a minimum grade of “B-“.

☐ Applied to the WWU Admissions Office Post-Bac program by the application deadline, admissions.wwu.edu/post-bac, in addition to this Woodring application.

☐ Completed the Student Conduct Agreement page (see page 7).

Step 2 - Submit application by due date

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<thead>
<tr>
<th>Application Due Date</th>
<th>Review</th>
<th>Decision Notification</th>
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<tbody>
<tr>
<td>Fall – March 1</td>
<td>Beginning to late March</td>
<td>Mid to late April</td>
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<td>Winter – September 1</td>
<td>September to mid October</td>
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Applications are due by 5:00 p.m. on the due date unless that is a weekend or holiday, then applications are due the next business day by 5:00 p.m. See page one for options on application delivery.
All applicants will be notified of admission decisions via email only.
Applicant Information

WWU Student ID #: \_

Name: 

Phone: 

Alternate Phone: 

WWU Email: @wwu.edu Personal Email: 

QUALIFYING endorsement: 
(Click link for endorsement info)

ADDITIONAL endorsement (optional): 

Have you submitted an application to WWU Admissions Office? Yes No

Date application submitted: 

The State of Washington requests the following from teacher education applicants; however, the information WILL NOT be used in the review of your application:

Which most closely reflects the highest education level of your parent(s) and/or guardian(s)?
   □ Some high school, high school diploma, or GED
   □ Some college, college, graduate school

Is your first language English?
   □ Yes
   □ No

List all colleges and submit UNOFFICIAL transcripts for all college credit received. Include all AP & IB credits.

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<tr>
<th>College</th>
<th>Dates Attended</th>
<th>Degree Earned</th>
<th>Date Completed</th>
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<td>Experience</td>
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<td>Beginning/End Dates (month/year)</td>
<td>Total # of hours</td>
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<td><strong>Brief summary of experiences and responsibilities</strong></td>
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<td><strong>Brief description of how these experiences impact what you will bring to the classroom</strong></td>
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Copy form as needed
WEST-B / Entrance Test Requirement

Mark below (X) how you have passed each section of the WEST-B Requirement. Scores must be sent to WWU from the testing company to be considered official. We do not accept paper score reports for any exam.

OR:

□ I have taken or will be taking one of the required exams. The official score report for the WEST-B, SAT, ACT (circle one) will be available on: ____________________

* For more information visit: wce.wwu.edu/admissions/west-b-requirement

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<th>TEST</th>
<th>Reading</th>
<th>Math</th>
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Mark with an X

Do not fill in numeric values

Writing Prompts

Application essays will be reviewed based on the following criteria: academic preparation, experience with youth, experience working with diverse populations, and working for social justice. As stated on page 1, we seek to know important aspects about you as a person - including your knowledge, abilities and the personal experiences you will bring into the complex demands of teaching.

Using the prompts below, complete A, B, and C to tell us about the important aspects of who you are and the commitments you will bring to teaching. Each essay must be 1-2 pages, 12pt font, and double-spaced; add your name and the prompt letter to the top of each page.

**Prompt A.**

Tell us about your experiences with young people and how these experiences have influenced you to become a teacher. These experiences should include working with youth, with preference to K12 public schools.

• How have your experiences working with youth led you to consider becoming a teacher?
• What understanding did you develop that you think are important for teaching?
• What personal characteristics do you possess that you think will make you an effective teacher?

**Prompt B.**

How might an educator’s unacknowledged biases or taken-for-granted assumptions affect their ability to create a safe, inclusive, and culturally responsive learning environment?

**Prompt C.**

The Woodring College vision is to “foster community relationships and a culture of learning that advance knowledge, embrace diversities, and promote social justice”. This vision establishes the educational values that guide the College. Given these values and your understanding of your major, please tell us why you believe your academic major is an important subject to teach in the high school/middle school classroom. How do you think you can foster an appreciation for this subject among ALL learners in a diverse society? What personal characteristics do you bring to teaching this subject?
Guiding Principles - Department of Secondary Education, Woodring College of Education, Western Washington University

What we do:

- Prepare teachers who are committed to a just, sustainable future for all generations
- Prepare teachers who are able to engage in systems thinking
- Provide tools and experiences to develop teachers who are change agents who can understand and work within existing structures to transform systems
- Hold and nurture space for the development of communities of learners
- Foster creativity and mindfulness
- Engage in respectful community dialog given a variety of viewpoints and perspectives
- Create contexts in which everyone can express their experiences with confidence, knowing they will be heard with sensitivity

We believe:

- Teaching and learning are collaborative and are built on critical inquiry processes
- Learning is a reciprocal, on-going process, requiring openness to new ideas
- Effective democratic teachers build on the valuable knowledge and assets students bring to the learning process
- In honoring and supporting the young people of our communities, enabling them to fulfill their essential role in creating sustainable societies.
- In recognizing that all beings are interdependent and every form of life has value regardless of its worth to human beings.
- In promoting social and economic justice, enabling all to achieve a secure and meaningful livelihood that is ecologically responsible

We center social justice with the assertions that:

- Systems of power and privilege give rise to inequities in society
- Justice requires a critical analysis of social, cultural and institutional systems and how they contribute to inequity
- Critical self-reflection helps us understand the beliefs and positions we hold, our world view, and where those perspectives come from
- Staying open to other points of view, and understanding and valuing the lived experiences of others is a central requisite of working toward a more just society

We promote the development of critical inquiry by:

- Helping teacher candidates develop curiosity and the need to know
- Building powers of deep observation, listening, and interpretation
- Engaging school and community members in action research
- Using critical inquiry as a pedagogical tool
- Conducting inquiry at all levels – personal, classroom, systems

Candidates who thrive in our program possess and continue developing abilities to:

- Display curiosity and open-mindedness toward the life experiences and perspectives of others
- Listen to and observe student thinking
- Demonstrate intercultural understanding
- Employ critical consciousness
- Engage with and appreciate ambiguity
- Acknowledge and adapt to the tensions of critical communities and democratic processes
- Have an assets-based approach to students and to one another as colleagues
- Be flexible and ready to adapt when needed

(March 27, 2017 version)
Student Conduct Agreement and Requirement

Students accepted into teacher certification programs at Western Washington University will have opportunities to work in public or private schools with students, teachers, administrators and parents. Our students are expected to conduct themselves in a professional manner in all interactions with all individuals. As a means of emphasizing the importance of appropriate behavior, the following policies apply to Woodring College teacher education students.

Secondary Education applicants and admitted students may be denied admission, withdrawn from a course or practicum/field experience, the student teaching internship, or the certification program for any of the following reasons:
A. a guilty plea or conviction of any felony crime involving the physical neglect of or physical injury to a child;
B. the commission of a crime against the laws of the State of Washington;
C. exhibiting unprofessional or unethical conduct or behavior;
D. failure to maintain a 2.75 quarterly GPA.

I understand that information concerning admitted students may be shared with school district personnel to determine if a field placement may and should be made, or if a placement should continue; and, that the Woodring College of Education cannot override the decision of school district personnel. Practicum and Internship placements are dependent on school district approval.

I understand that final admission will be based on Washington State Patrol and FBI fingerprint and Pre-Residency Character and Fitness Questionnaire clearance, and completion of required Woodring Teacher Education New Student Orientation.

I also understand that acceptance into the program and completion of the program does not guarantee the granting of a Washington State Residency Teaching Certificate.

Applicant Signature: ___________________________ Date: ___________________________

Application Review and decision

For additional information about the review process, contact the Department of Secondary Education at 360.650.3327. Each application is reviewed using the following process:

• All applicants who meet the minimum requirements and submit a completed application will have that application reviewed by the Secondary Education faculty after the due date.

• Enrollment restrictions apply for each quarter. Applications are evaluated to determine the most qualified applicant. Each application is reviewed by a faculty admission review team.

I agree to abide by the above policies and certify, to the best of my knowledge, that all statements contained in this application are true and accurate.

Applicant Signature: ___________________________ Date: ___________________________

DO NOT COMPLETE – Woodring Admission Personnel Only

English Composition Requirement (B- or better)  □ Yes  □ No
Cumulative GPA_____________ ___________ Last _________ Credit GPA
________# of times applicant has applied to this program including current application