This program is designed for those who wish to earn Washington residency certification to teach in middle and/or high schools while 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.” Aligning with this vision, see Secondary Education’s Guiding Principles (see page 6). We have a long-standing commitment to prepare teachers who are highly capable, effective educators for the learning and well-being of all students.

We have designed our admissions process with these values in mind, to give applicants an opportunity to share the strengths that they will bring to the Secondary Education program. We invite you to tell us who you are as a person and the commitments you will bring to teaching that connects explicitly to the commitments of our College.

Admission decisions are made from the review of all application materials, academic preparation, the scope of experience with adolescents, evidence in recognizing and valuing diversity and inclusiveness, and observation of interactions/communication during the on-campus interview. Details regarding the application requirements are available at wce.wwu.edu/sec/undergraduate-post-baccalaureate-program.

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; 360-650-3083 (voice) or 360-650-7175 (VP), drs@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.
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:

☐ Academic preparation.
  ☐ Have an approved academic major or academic preparation for an endorsement.
  ☐ Included a signed/dated evaluation for any endorsement pursuing.
    ☐ No more than 10 endorsement credits (all endorsements) to complete (more 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, and a WWU Transfer Equivalency Report (if applicable).

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

☐ Responded to writing prompts for essays 1, 2, and 3 (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 someone who can attest to experience with youth in an educational setting (with preference to public secondary schools).
  ☐ One letter from a professor who can attest to your academic ability/knowledge in your content area.
  ☐ Recommendations may not come from family, friends, roommates.
  ☐ 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/fax number).

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

☐ If a current WWU undergraduate student, have all GURs completed.
  ☐ Note- if you complete your Bachelor’s degree before the Secondary Education program begins, you must also apply to the WWU Admissions Post-Bac program by the application deadline, admissions.wwu.edu/post-bac.

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

Step 2 - Submit application by due date

<table>
<thead>
<tr>
<th>Application Due Date</th>
<th>Review</th>
<th>Interview</th>
<th>Decision Notification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall – February 1</td>
<td>Mid to late March</td>
<td>Early April</td>
<td>Mid to late April</td>
</tr>
<tr>
<td>Winter – September 1</td>
<td>September to mid October</td>
<td>Mid October</td>
<td>Late October</td>
</tr>
</tbody>
</table>

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.

Teacher Education Admissions; Miller Hall 150, 516 High Street; Bellingham, WA 98225-9090
TeacherEd.Admission@wwu.edu
Secondary Education – Undergraduate Application

Applicant Information

WWU Student ID #:   W__________________________ Birthdate: ____________________________________________

Name: __________________________________________

Last               First               Preferred First               MI

Phone:__________________________ Alternate Phone: __________________________

WWU Email:__________________________ @wwu.edu   Personal Email:__________________________

Endorsement:
(Click link for endorsement info)

ADDITIONAL endorsements (optional): _____________________________________________________________

What quarter and year do you anticipate graduating with your major? ______________________________

If earning your Bachelor’s degree before the Secondary Education program begins, you must also apply to the WWU
Admissions Office Post-Bac program by the application deadline, admissions.wwu.edu/post-bac.

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 a
Transfer Equivalency Report for all transfer credits (including AP & IB).

<table>
<thead>
<tr>
<th>College</th>
<th>Dates Attended</th>
<th>Degree Earned</th>
<th>Date Completed</th>
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Page 3
<table>
<thead>
<tr>
<th>Experience</th>
<th>School name, organization, or location</th>
<th>Beginning/End Dates (month/year)</th>
<th>Total # of hours</th>
<th>Contact person for verification</th>
<th>Ages/grade levels of youth</th>
<th>Approximate # of youth</th>
</tr>
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<tr>
<td>Brief summary of experiences and responsibilities</td>
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<tr>
<td>Brief description of how these experiences impact what you will bring to the classroom</td>
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</tbody>
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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. For more information visit: [wce.wwu.edu/admissions/west-b-requirement](http://wce.wwu.edu/admissions/west-b-requirement).

<table>
<thead>
<tr>
<th>TEST</th>
<th>Reading</th>
<th>Math</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>WEST-B</td>
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<tr>
<td>SAT</td>
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<tr>
<td>ACT</td>
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</table>

Mark with an X

- Do not fill in numeric values

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: ____________________

Essay Prompts

We believe that effective teachers must possess the knowledge, skills and dispositions to successfully facilitate learning for students of diverse backgrounds and abilities. The essays are intended to reveal aspects about you as a person- including the knowledge, abilities and the personal experiences that you will bring into the complex demands of teaching.

The essays will be reviewed based on the following criteria: academic preparation, experience with youth, experience working with diverse populations, a commitment to social justice, and writing proficiency. Each essay should address the prompt, include your name, title of essay, and be 1-2 pages, 12pt, double-spaced.

**Essay 1**
Tell us why you wish to pursue a career in teaching. How do your experiences and disposition prepare you to be successful in the Secondary Education program?

**Essay 2** (Note- an update to this prompt is anticipated late December 2018 for fall 2019 applicants)
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?

**Essay 3**
Describe your experiences with youth and families in diverse socio-economic, cultural and linguistic settings. Comment on any experiences with academic courses that have provided you knowledge of multicultural and social justice issues and challenges. How does this knowledge and experiences prepare you to be an effective teacher?
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: ___________________________