Use this application for the following teacher certification programs:

- Early Childhood Education P-3 Endorsement
- Non-Certification Early Childhood Education

**Overview**

The Woodring College vision charges faculty and staff with fostering community relationships and a culture of learning that advance knowledge, honor diversities, and promote social justice. This statement establishes the educational values that guide the college. The programs within the Elementary Education Department are driven by a set of guiding principles that identify the values that our programs are built upon.

Woodring College has also had a long-standing commitment 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 children builds upon important aspects about who you are as a person (knowledge and abilities as well as inner qualities like values, beliefs, ideals, and personal experiences) that will empower you as a teacher to act appropriately in response to the complex demands of teaching.

We invite you, in responding to each section of this application, to show us how the assets that you bring to teaching align with the Woodring College vision and the Elementary Education Department guiding principles.

For program questions contact:
Early Childhood Education Program
Miller Hall 300
360.650.3336
wce.wwu.edu/eled/early-childhood-education

**Application**

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.

wce.wwu.edu/admissions/early-childhood-education

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); eoo@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), dis@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.

Western Washington University is an Equal Opportunity Institution.
Directions

Use this checklist to assure submission of a complete application. 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 are or have:

☑ a WWU student or WWU applicant
☑ completed a minimum of 45 graded credits
☑ a minimum 2.75 GPA overall or for the last 45+ graded credits (Does not include: S/U graded credits or a repeated course. Does include failing grades. GPA is calculated using the WWU grade point system. Upon request, we will evaluate GPA prior to applying to the program)
☑ met the English composition course requirement with a minimum grade of B-
☑ met the West-B requirement
☑ enclosed copies of all UNOFFICIAL college transcripts and WWU Transfer Equivalency Report
☑ signed the Student Conduct Requirements and Agreement & Application Review and Decision page
☑ completed all portions of the application

Note: If anything in your application needs to be explained, do so on a separate document and include it with this application.

Step 2 - Submit application by due date & review timeline

<table>
<thead>
<tr>
<th>Application Due Date</th>
<th>Review</th>
<th>Decision Notification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall - March 1</td>
<td>Beginning to late - March</td>
<td>Beginning to late - April</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. There are four options for application delivery:

- Deliver or mail to -
  Teacher Education Admissions
  Miller Hall 150
  Western Washington University
  516 High St.
  Bellingham, WA 98225-9090

- Email - TeacherEd.Admission@wwu.edu

- Fax - 360.650.6583

All applicants will be notified of admission decision via email only.
Applicant Information

WWU Student ID #____________________________ Birthdate_____________________________________

Name__________________________________________________________________________________________

Last First Preferred First MI

Phone_______________________________________ Alternate Phone________________________________

WWU Email__________________________________ Personal Email_________________________________

Academic Level: □ Undergraduate □ Post-Baccalaureate

Program to which you are applying: □ Early Childhood Education P-3 Endorsement

(choose one) □ Non-Certification

WWU Enrollment status: □ Current WWU Student □ Applying to WWU*

*If not currently a WWU student, you must apply directly to the university; that is a separate application.

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

College Information

List all colleges and submit UNOFFICIAL transcripts for all college credit received.

Current WWU students: 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>
</tr>
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<tbody>
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</tbody>
</table>

Page 3
**West-B 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 by considered official. We do not accept paper score reports for any exam.

<table>
<thead>
<tr>
<th>Subject Test</th>
<th>Reading</th>
<th>Math</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>West-B</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SAT</td>
<td></td>
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<tr>
<td>ACT</td>
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</tr>
</tbody>
</table>

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

**Program Prerequisites**

Indicate if you have completed or met the follow prerequisites.

**Math 112**

- I took MATH 112   Grade______
- In progress
- I took the WWU ALEKS
  Score_______  *Minimum score of 45 required
- I took another qualifying course*:
  Course____________Grade________
- I have not yet met this prerequisite

**SCED 201**

- I took SCED 201   Grade______
- In progress
- I took another qualifying course*:
  Course____________Grade________
*Qualifying course information:
wce.wwu.edu/admissions/early-childhood-education
- I have not yet met this prerequisite

**LING 201 (or ELL 431)**

- I took LING 201   Grade______
- In progress
- I took another qualifying course*:
  Course____________Grade________
  *with department permission
- I have not yet met this prerequisite

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**Applicant - DO NOT COMPLETE - Woodring Admission Personnel Only**

English Composition Requirement:  
- Yes  
- No

Total College Credits___________  
Total 4-Year College Credits___________

Cumulative GPA___________  
_________ Last _________ Credit GPA

Do last 45+ include AP or IB credits?  
- No  
- Yes, # of credits___________

# of times applicant has applied to this program including current application
**GUR Courses**

ONLY currently admitted WWU who DO NOT have an AA or BA degree are to complete this step. All other applicants skip to the next page.

<table>
<thead>
<tr>
<th>Communications</th>
<th><strong>2 courses</strong></th>
<th>Natural Sciences</th>
<th><strong>3 courses</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Course_________ Grade_______</td>
<td>Course_________ Grade_______</td>
<td>Course_________ Grade_______</td>
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<td>Course_________ Grade_______</td>
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<td>Course_________ Grade_______</td>
<td>Course_________ Grade_______</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Quantitative &amp; Symbolic Reasoning</th>
<th><strong>1-2 courses</strong></th>
<th>Social Sciences</th>
<th><strong>2 credits, from at least 2 departments</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Course_________ Grade_______</td>
<td>Course_________ Grade_______</td>
<td>Course_________ Grade_______</td>
<td>Course_________ Grade_______</td>
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<tr>
<td>Course_________ Grade_______</td>
<td>Course_________ Grade_______</td>
<td>Course_________ Grade_______</td>
<td>Course_________ Grade_______</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Humanities</th>
<th><strong>12 credits, from at least 2 departments</strong></th>
<th>Comparative, Gender, Multicultural</th>
<th><strong>2 courses</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Course_________ Grade_______</td>
<td>A) Non-North American/European</td>
<td>Course_________ Grade_______</td>
<td>B) North American/European</td>
</tr>
<tr>
<td>Course_________ Grade_______</td>
<td></td>
<td>Course_________ Grade_______</td>
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<tr>
<td>Course_________ Grade_______</td>
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<td>Course_________ Grade_______</td>
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<td>Course_________ Grade_______</td>
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</tbody>
</table>
We invite you, using the prompts below, to show us the important aspects about who you are as a person and the commitments you will bring to teaching.

A. Description of Experiences with Children and/or Youth form (15 points)
Use the “Description of Experiences” form (see Website for Word version of form). Word-process (type) one form for EACH experience you desire to share. On the form, you will address the following:

- Include beginning and ending dates, total number of hours, ages, and/or grade levels of group, approximate number of children/youth in the group, and a contact person for verification (include address and daytime phone).
- Include a very brief summary of your experiences, including your responsibilities (e.g., creating bulletin boards, correcting papers, caring for infants and toddlers, team teaching with supervising teacher, creating your own lesson plans, assisting a coach, working as a head coach).
- Tell us how these experiences will impact what you bring to the classroom.

B. Writing Prompts
The two writing prompts below are designed to engage you in considering ideas associated with the Woodring College Vision and the Elementary Education Department Guiding Principles. The vision statement and the guiding principles establish the educational values and commitments that guide the College and early childhood programs. Respond to the following prompts in one single-spaced page, size 12 font for each prompt.

Prompt 1 - Embracing Diversity and Promoting Social Justice
Woodring College of Education strives to be inclusive of all individuals from diverse populations including, but not limited to, those who have experienced systematic social injustices based on their ethnicity, race, gender, gender identity, age, disability, sexual orientation, language, socio-economic status, or religion/creed.

Think of a critical moment that challenged the way that you think about diversity. It could be a time when you were the target of, a witness to, or became aware of a diversity-related incident. In preparing your response, include your thoughts about the following:

A) How might that critical moment influence your perspective on becoming a teacher?
B) How does this experience inform your understanding of the Woodring College Vision:

Fostering community relationships and a culture of learning that advance knowledge, honor diversities, and promote social justice.

Prompt 2 - Exploring the Department Guiding Principles
In developing your response to the scenario below, consider the following ideas from the Early Childhood Program Guiding Principles:

We believe that all children are capable, have potential, and unique strengths. All children should be made to feel valued and respected.

The teacher demonstrates a willingness to accept, embrace, and navigate the complexity of teaching and learning in collaboration with others.

Scenario: You are working on a group presentation for one of your Early Childhood Education courses. The course seminar assignment involves you working as a part of a group with two of your fellow WWU teacher candidates. Your group will be sharing their observations and interpretations of the behavior of kindergarten children during a small group discussion of their classroom agreements or guidelines. You each have different ideas about how to approach, plan, and complete this assignment.

What dilemmas and considerations come to mind as you think about how to approach the assignment and work with your fellow WWU teacher candidates?
<table>
<thead>
<tr>
<th>Experience</th>
<th>Beginning/End Dates (month/day/year)</th>
<th>Total # of hours</th>
<th>Ages/Grade Levels of children/youth</th>
<th>Total # of children/youth</th>
<th>Approximate # of children/youth</th>
<th>Contact person for verification</th>
<th>Brief description of responsibilities, including responsibilities</th>
<th>Brief summary of experiences, including responsibilities, including why you bring to the classroom what you will bring to the classroom</th>
<th>Description of experiences with children and/or youth (15 points)</th>
</tr>
</thead>
</table>
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 all Woodring College Early Childhood Education students.

Early Childhood 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.

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

The Early Childhood Education program includes three consecutive quarters of practica/internship that are preferably completed in a single classroom. There are two important items you must consider as you plan for your internship and program completion:

- Outside employment may not conflict or interfere with the required or necessary hours of attendance during your school-based field experience or your ability to meet the expectations of your internship. Working during the full-time portion of your internship is very difficult and likely to interfere with your ability to meet all requirements, including outside preparation and planning.

- Because the student teaching internship should be completed in a single classroom for all three quarters, it is most likely that you will be placed in a school within Whatcom or Skagit counties. Please be advised that you may not be able to complete your internship in a school or school district of your choice. Exceptions to this rule will be made for students approved by Early Childhood Education to enroll in the Educators Abroad Student Teaching Program or in a school distinctly different than what can be offered in the local area. Such requests require a formal petition submitted to the Office of Field Experiences.

I understand and agree to these terms.

_________________________________________  ______________
Applicant Signature                                Date
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 Early Childhood Education faculty after the due date.

- Enrollment restrictions apply for each quarter. Applications are evaluated to determine the most qualified applicant.

- When you apply to the Early Childhood Education Program, you will be asked to participate in a group interview as part of the admission process. We believe that teacher candidates will develop and enact a commitment to the fundamentally collaborative nature of teaching and learning. As a teacher you will engage in different types of partnerships with children, families and colleagues and the ways you communicate with others to contribute your ideas and glean ideas from others are key to the well-being of collaborative partnerships. The interview questions are intended to get to know you better and for you to have an opportunity to meet the Early Childhood Education faculty members and ensure that you have selected the program that best suits your career goals. When conducting the interview we hold the following beliefs:
  
  - Listening to others is important
  - Each person holds a different temperament
  - Each person holds a unique cultural conversational style
  - Each person holds unique ideas and perspectives

You should plan for a about a 45 minute group interview to address a few questions in a discussion format. If you have further questions about the Early Childhood Education Program, you will have an opportunity to ask about them at the time of the interview.

- Applicants will be selected for admission on the basis of faculty evaluation of the interview in conjunction with scores on the following elements:
  
  - College Credits (see table)
  - GPA (see table)
  - 15 Maximum points for Description of Experiences
  - 25 Maximum points for Writing Prompt #1
  - 25 Maximum points for Writing Prompt #2

<table>
<thead>
<tr>
<th>GPA Application Points</th>
<th>College Credit Application Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.80+ = 15 points</td>
<td>91+ credits = 5 points</td>
</tr>
<tr>
<td>3.70 = 13.5 points</td>
<td>71-90 = 4 points</td>
</tr>
<tr>
<td>3.60 = 12 points</td>
<td>51-70 = 3 points</td>
</tr>
<tr>
<td>3.50 = 10.5 points</td>
<td>30-50 = 2 points</td>
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<tr>
<td>3.40 = 9 points</td>
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<tr>
<td>3.30 = 7.5 points</td>
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<tr>
<td>3.20 = 6.0 points</td>
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<td>3.10 = 4.5 points</td>
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<td>3.00 = 3.0 points</td>
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<tr>
<td>2.75 = 1.0 point</td>
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</table>

Applicant, please sign below acknowledging review of the above review procedure.

__________________________________________
Applicant Signature

__________________________________________
Date