



Center for Professional Education
Add-on Endorsement
Handbook
2021-2022

Policies and Procedures for K-12 Educators
Adding Endorsements:

- ELL
- Reading
- Health Fitness
- Special Education
- Elementary Education
- Library Media

Application, Transcript Review, Candidate Responsibility and Program Timeline

Applying to the Program: Participants in the endorsement program are considered non-matriculated students by the University and are not eligible for financial aid. The application is online and is separate from the general university application; CPE endorsement candidates do NOT need to apply to SPU in general.

Candidates are subject to the endorsement requirements in place at the time of program application and admission; therefore, candidates are strongly encouraged to apply prior to or as soon as they begin taking courses. *If admitted after completing coursework, only courses that meet the current plan of study will be transferred.*

Applications to the endorsement program MUST be received 90 days prior to the application for EDCN 5730 Field Experience. If a candidate does not meet this deadline, a \$75.00 expedited processing fee may apply.

Transcript Reviews & Excusing Coursework: CPE may accept course substitution credits from past coursework from other 2-4 year accredited colleges or universities provided that the courses meet the required competencies of the endorsement. Coursework must have been taken within 10 years to be considered.

Candidates must submit a course substitution self-analysis form and a) corresponding course syllabi or course descriptions, b) transcript for each proposed course c) any supplemental materials or rationale.

Transcripts will only be evaluated after the candidate has applied to the program. If the candidate chooses to request a transcripts review prior to applying to the program, there is an additional fee of \$75.00 payable to SPU. Allow two weeks for your CSSA results.

Independent Plan of Study & Candidate Responsibility: This is a self-motivated program, meaning candidates complete courses at their own pace within CPE's Endorsement Retention Policy of 5 years from admission date. Therefore, it is the candidate's responsibility to be aware of course offerings and program requirements. CPE will send out reminders as we are able, but candidates should not rely solely on office notifications. We encourage candidates to reach out with any questions to endorse@spu.edu

Program Timeline:

- Complete all required courses as outlined in the Plan of Study.
 - Submit CSSA for transcript review if applicable.
 - Submit official transcripts for all coursework completed outside of SPU: c/o Endorsements, Center for Professional Education suite 209
- Pass applicable state testing (WEST-E/NES) and have official scores sent electronically to SPU.
 - Scores may take up to 5 weeks to arrive—plan ahead and test at least 5 weeks prior to your Field Experience application date!
- Apply online to join next applicable EDCN 5730 Field Experience cohort. (Only open to candidates once coursework and testing have been completed.)
- Complete Field Experience & be recommended for endorsement to OSPI

EDCN 5730: Field Experience Pedagogy Assessment

This is a quarter-long (ten week) course available Fall, Winter, and Spring. It is \$1450.00 for five 5000-level credits.

Applying for a Field Experience Cohort: Candidates are eligible to submit their online application for Field Experience if testing is complete and they have a plan to complete coursework prior to cohort start date. Cohorts often fill—apply as soon as you are able.

Application deadlines for 2021-22: Fall 2021—July 31st, Winter 2022—October 31st, Spring 2022—January 31st.

Course Curriculum Overview: The candidate will develop and teach a showcase unit of study in their new subject area. The unit can be only one lesson per period/day for 5 to 10 days. Instruction can take place during the regular student day or in an extended day setting before and/or after school. The assigned SPU supervisor will formally observe the candidate teaching a minimum of two lessons from that unit, either in person or via video recording.

Candidates will also complete a portfolio consisting of a series of reflection papers demonstrating ability to have a positive impact on student learning, as well as knowledge and teaching skills in the new endorsement area. Detailed instructions will be available for review in Canvas once a student registers for the course.

Frequently Asked Questions: Field Experience

If I am currently teaching in the new subject area and/or have many years of experience teaching this subject, do I have to complete a field experience?

Yes. The Field Experience course is a requirement of SPU's endorsement program. SPU wants one of our faculty members to observe and document effective instructional skills in the new endorsement area before we recommend a candidate for an endorsement. Since SPU is listed as the recommending agency, we feel a moral obligation to only recommend candidates whom we have seen demonstrate effective instructional strategies.

How can I complete a field experience while I am teaching full-time?

SPU's program is designed specifically for current teachers who are pursuing an additional endorsement. The field experience allows a teacher to complete the field experience by spending as little as one period a day over approximately 10 days in another classroom, often during a preparation period. If your current classroom is an appropriate setting, we encourage you to use it as your Field Experience setting.

How can I complete a field experience if I am NOT currently working in a school?

Students who do not have easy access to a classroom setting may either contact fellow teachers in the subject area to request that they open their classroom for 5-10 days OR contact a district HR department to request help finding a placement for the field experience. The Endorsement Program does not provide placement for candidates, and we do *not* use district agreements or MOUs, but we will assist you with any correspondence required by a school district to secure your placement.

Will SPU find a placement for me or assign a Mentor Teacher?

A candidate must secure an appropriate setting and a mentor teacher who holds the endorsement the candidate is pursuing and has three years of experience in that endorsement area. This is a volunteer position. The candidate will also be assigned an SPU supervisor after registering for the course.

Withdrawal from EDCN 5730: Field Experience

Do not register for the course until you are sure you are ready to take it, as all requests for withdrawal with a **50% refund** must be made within 14 days of the course start date. No refunds will be given after that date. **Please contact endorse@spu.edu to request a withdrawal.** Petitions for special circumstances must be made through Student Academic Services.

Admitted Candidate Retention Policy

The average endorsement candidate will typically complete all endorsement requirements within 2-3 calendar years. Since the Professional Educator Standards Board (PESB) updates endorsement competencies regularly, **a candidate needs to complete the endorsement program within 5 years of admitted date.** If a candidate does not complete the endorsement requirements in 5 years the candidate will need to re-apply at which time there will be an evaluation of courses needed to complete the endorsement based on current endorsement program requirements. If two calendar years lapse without any progress or communication from the candidate toward program completion, the candidate's file will be closed and archived, and the candidate will be considered withdrawn. The candidate will need to re-apply if still interested in adding the endorsement. If a candidate withdraws from the program but later requests re-admittance, they will need to pay to reapply, and may also face additional program requirements as they will be re-admitted under the new coursework program.

Academic Appeal Process and Field Experience Policies

If a student decides to appeal an academic decision, he or she should contact endorse@spu.edu for more detailed information and assistance. The University provides a process whereby a student may appeal an academic decision, including, but not limited to, grades on course activities, evaluations, course grades, decisions on program admissions, and decisions on fulfillment of program and graduation requirements.

Academic appeals can be made only on grounds of unfair treatment against the stated standards, not against the professional judgment of the faculty member(s). The intent is always to resolve the appeal at the most immediate level. Only in extraordinary circumstances, when a resolution cannot be obtained at the first level, is the process moved to the next level.

In each case, the student shall bring the appeal in writing to the person or committee who made the original decision. If a resolution is not obtained at that level the student may appeal to the next level in the school or University administrative structure.

Guidelines

Appeals on final grades must be submitted within one quarter of the grade being awarded. For appeals on academic decisions such as grades on course activities, evaluations, course grades, and decisions on program admissions, the levels to be followed, in order, are as follows:

1. Faculty member at the course level
2. Graduate program director
3. Dean
4. Vice president for academic affairs
5. President

Academic petitions regarding general university matters such as decisions on registration policies, graduation requirements, or other *Graduate Catalog* academic regulations may be made in the following order:

1. Program director or SAS (Check with SAS for the appropriate venue for petition.)
2. Graduate Policy and Evaluation Committee
3. Dean
4. Vice president for academic affairs
5. President

The decision of the president in any student appeal shall be final:

1. An appeal must be made in writing within five calendar days of receiving the decision from the faculty member or committee.
2. Every attempt shall be made at each level to resolve the issue according to ethical practices, accreditation standards and University policy.
3. The person making the appeal should provide the necessary supportive information to substantiate the appeal.
4. If, for any reason, a case is appealed beyond the faculty member or faculty committee, an appeal file shall be created. This file will contain written documentation related to the case including, but not limited to, the student's written appeal and the faculty response. The appeal file shall be open to all principals in the case, including the student appellant.

Field Experience Withdrawal or No Credit

Field Experience Withdrawal: In some circumstances, it is necessary for an endorsement candidate to withdraw, be reassigned, or be suspended from internship. Each situation involving withdrawal, suspension, or reassignment is unique and considered on a case-by-case basis. Some procedures related to withdrawal, suspension, and reassignment from internship include the following:

1. Voluntary withdrawal is precipitated by the endorsement candidate who will communicate intent and rationale to the field supervisor and program chair. Common reasons for voluntary withdrawal include illness, family emergencies, or a change in professional goals.
2. Candidates who withdraw from Field Experience without the recommendation of the field supervisor, mentor teacher, or program administrators must petition for reapplication.
3. A NC grade in Field Experience is preceded by one or more of the following:
 - Pattern of unsatisfactory performance on program standards or assessments
 - Failure to adhere to the Disposition and Academic Expectations for CPE Field Experience Candidates (distributed at the start of the Field Experience course).
 - Referral by the building administrator or mentor teacher for unsatisfactory performance or violation of professional conduct
 - Referral by program administrators or instructors for unsatisfactory academic performance or violation of professional conduct
 - Candidates petitioning for readmission to internship may appeal the decision for removal from internship according to University policies entitling students to due process.
 - After a candidate receives a NC in EDCN 5730, the candidate **may** be given one additional chance to enroll in the course, depending on the situation and submission of appropriate documents (see below).

University Policy for Re-Entry to Endorsement Program after NC or Withdrawal

If a candidate is unsuccessful in the Endorsement program and/or the Field Experience course and receives a NC, the candidate will be given one additional chance to enroll in the course based on the recommendation of the program director, director of placements, and field supervisor.

A written petition for re-entry is required, and letters of recommendation from both supporting administrator and mentor teachers must be submitted. Additionally, a re-admittance interview may be scheduled for candidates hoping to re-enter the program after withdrawal.

Conceptual Framework

Vision Statement

The Vision of the Seattle Pacific University School of Education is to influence the region, the nation, and the world through the equipping of educational leaders for public and private schools.

Mission Statement

The Mission of SPU SOE is to equip educators for service and leadership in schools and communities by developing their professional competence and character, to make a positive impact on learning.

The Four Commitments

The School of Education's mission statement and the mission statement and Education Plan of the University share a common commitment to themes, informed by our Christian faith and values as articulated in *Micah 6:8: And what does the LORD require of you? To act justly and to love mercy and to walk humbly with your God.* The themes include the commitment to leadership and service in the community, and the commitment to character and competence. All of these commitments are focused on the professional and personal growth of our graduates, and speak to the conception of educator as master of a particular discipline, but also as a person who finds meaning and hope in a professional vocation, a "calling." For this reason, the commitments include professional competence, and leadership in one's area of responsibility, but they also include a commitment to character and to a larger vision of service to the educational community and beyond. Through its integration of service, leadership, character and competence, the School of Education's mission captures the distinctiveness of a Christian University that prepares educators who are capable and committed to have a positive impact on the learning of a diverse community of K-12 learners.

SERVICE: Effective educators are committed to service, an idea that is deeply imbedded in the language of education. The goal at Seattle Pacific is to find ways to integrate the idea of "vocation" and Christian service in a winsome and appropriate way in the predominantly secular field of education. This need has prompted such terms as "servant leadership," an approach to leadership and service in which serving others is emphasized and "service learning," a form of experiential education that combines occupational and/or academic learning with service to community. Both of these aspects of service shed light on ways in which SPU candidates can fulfill their mission of service in an ever-changing world.

LEADERSHIP: Effective educators acknowledge the responsibility of each educator for the learning and growth of children. It is inspirational, but also participatory. It includes demonstration of the ability to motivate and direct others, to create and support principle-based ideas, to accomplish tasks in group situations, to help teams work toward goals, and to manage them to completion. Leadership involves bringing groups together in order to share learning, and construct meaning and knowledge collectively and collaboratively.

COMPETENCE: Effective educators demonstrate competence in carrying out their respective roles in learning communities. As competent practitioners, SOE graduates are expected to demonstrate excellence and mastery in their ability to plan and deliver instruction, use technology to support the learning of all students, and address the diverse needs of all students and their communities.

CHARACTER: Effective educators demonstrate character which acknowledges the dispositional implications of teaching and learning. Graduates will be able to motivate and lead people, they must have a heart for service to students and the community, and they must be able to demonstrate significant professional expertise, but all of these within a framework of strong personal values and support for the explicit and implicit ethical standards for professional educators.