Bates TECHNICAL COLLEGE
Continuing Education

WAIVER REQUEST FORM

CTE Teacher Preparation
Plan 2 Business & Industry Route

The transcript review is the process by which we determine if any of your previous coursework is equivalent to and can be substituted for required Career and Technical Education (CTE) teacher preparation courses at Bates. If you have a degree in education or are a current teacher, you are likely a candidate for course waivers. If you believe you have taken courses equivalent to one or more of the required CTE courses, you may request a transcript review by following the process outlined below.

Please submit this Waiver Request Form and ALL documentation to the Bates CTE Teacher Prep Program at CTEteacher@batestech.edu

Required documents:

☐ This Waiver Request Form

☐ Relevant unofficial transcripts. Note:
   a. Courses may not be more than 10 years old.
   b. Equivalent classes must be highlighted on your transcript or deliberately indicated somehow on transcript.
   c. The same course from your transcript will not count toward more than one of the courses you want to waive.

☐ Course descriptions for classes highlighted on your transcript must be included.

☐ Relevant professional development documentation in the form of certificates or training completion emails.

☐ A paragraph explanation that covers the following:
   a. A brief description of your background in education.
   b. Anything else/any other relevant information that should be considered along with your waiver request.

Courses that may be waived with appropriate documentation:

- EDU 101 - Introduction to School Law
- EDU 105 - Methods of Teaching
- EDU 151 - Abuse and Neglect of Children
- EDU 229 - Diverse Needs of Students
- Courses with matching curriculum from another approved Plan 2 Business & Industry Route CTE Teacher Prep Program.

Submission Process:

1. The Teacher Candidate (you) completes Sections A, B, and, C of this Form **(All sections are required).**
2. Submit the required documents (listed above) along with this waiver form to the CTE Director of your local school district.
3. The District CTE Director may then submit the waiver recommendations (in writing) and appropriate documentation to CTEteacher@batestech.edu.

Review Process:

- Bates will review for final approval and send you the official results in an email.
- Waived courses will not appear on your Bates Technical College transcript.

Resubmission Process: To appeal courses not waived—email your justification to CTEteacher@batestech.edu for reconsideration. Please include additional documentation to support your request.

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SECTION A: TEACHER CANDIDATE PERSONAL INFORMATION

Teacher Candidate's Full Name: **Phone#:** **Teacher Certification number (optional):**

Email: **Birthdate:** **ctcLink ID (if known):**

SECTION B: WAIVER REQUEST INFORMATION

Waiver Request	Bates CTE Course Title	Equivalent Course Title & Documentation to be Submitted	Relevant Documents Attached?	CTE Director Approve?	CTE Director comments
☐	EDU 101 Introduction to School Law		☐	☐	
☐	EDU 105 Methods of Teaching		☐	☐	
☐	EDU 151 Abuse and Neglect of Children		☐	☐	
☐	EDU 229 Diverse Needs of Students		☐	☐	
CTE Specific Classes (below): *Only waivable if taken through another Plan 2 Business & Industry Route CTE Teacher Prep Program*					
☐	EDU 102 Industrial Safety		☐	☐	
☐	EDU 106 Occupational Analysis		☐	☐	
☐	EDU 104 Philosophy of CTE		☐	☐	
☐	EDU 226 CTE Student Leadership Orgs.		☐	☐	
☐	EDU 228 Work-Based Learning Coord.		☐	☐	

SECTION C: TEACHER CANDIDATE SIGNATURE AND DATE

By signing this course **Waiver Request Form**, I attest that the above information is true and accurate to the best of my knowledge, and that the following relevant documents are all included:

- ☐ **This Waiver Request Form**
- ☐ **Relevant unofficial transcripts.** Note:
  - d. Courses may not be more than 10 years old.
  - e. Equivalent classes must be highlighted on your transcript or deliberately indicated somehow on transcript.
  - f. The same course from your transcript will not count toward more than one of the courses you want to waive.
- ☐ **Course descriptions** for classes highlighted on your transcript must be included.
- ☐ **Relevant professional development documentation** in the form of certificates or training completion emails.
- ☐ A **paragraph explanation** that covers the following:
  - c. A brief description of your background in education.
  - d. Anything else/any other relevant information that should be considered along with your waiver request.

Teacher Candidate's Name (print) _____

Teacher Candidate's Signature: _____ Date: _____

SECTION D: CTE DIRECTOR OF THE SCHOOL DISTRICT SIGNATURE AND DATE

By signing this course **Waiver Request Form**, I attest that I have checked that all necessary paperwork listed above is included, and that I approve these classes to be waived for the teacher candidate.

The CTE Director's Full Name: _____

The teacher candidate taught in _____ school district for the past _____ years (2000 hours = 1year).

Signature of the CTE Director of the School District: _____ Date: _____

Please submit this Waiver Request Form and ALL documentation to the Bates CTE Teacher Prep Program at CTEteacher@batestech.edu

Bates Technical College is a publicly funded accredited college that complies with all federal rules and regulations in providing equal access and opportunities in both the learning and employment environments. Bates subscribes to a harassment-free workplace and is an equal opportunity college.

COURSE DESCRIPTIONS

BATES CTE COURSE TITLE	WAIVABLE OR NOT?
EDU 101 Introduction to School Law	Waivable with relevant transcripts or professional development paperwork
EDU 102 Industrial Safety	Only waivable if taken through another Plan 2 Business & Industry Route CTE Teacher Prep Program
EDU 104 Philosophy of CTE	Only waivable if taken through another Plan 2 Business & Industry Route CTE Teacher Prep Program
EDU 105 Methods of Teaching	Waivable with relevant transcripts or professional development paperwork
EDU 106 Occupational Analysis	Only waivable if taken through another Plan 2 Business & Industry Route CTE Teacher Prep Program
EDU 107 Course Organization	Only waivable if taken through another Plan 2 Business & Industry Route CTE Teacher Prep Program
EDU 151 Abuse and Neglect of Children	Waivable with relevant transcripts or professional development paperwork
EDU 226 CTE Student Leadership Orgs	Only waivable if taken through another Plan 2 Business & Industry Route CTE Teacher Prep Program
EDU 228 Work-Based Learning Coord.	Only waivable if taken through another Plan 2 Business & Industry Route CTE Teacher Prep Program
EDU 229 Diverse Needs of Students	Waivable with relevant transcripts or professional development paperwork
EDU 235 Teaching Practicum-CTE	Not waivable

EDU101 Introduction to School Law

This course is about the law that affects what goes on in classrooms and schools every day. You will be introduced to the basic legal framework found within the public school system pertaining to students, employees, and parents.

Upon successful completion of this course, the teacher candidate will be able to:

1. Identify and discuss negligence/torts.
2. Describe the structure of the court system as it relates to litigation schools may be involved with.
3. Describe the process through the State Supreme Court and the US Supreme Court; what kinds of cases usually go to each.
4. Identify a minimum of three resources that a teacher may check in order to get information pertaining to school law.
5. Discuss negligence and torts, including the basis for a tort.
6. Identify common risk areas that might lead to a lawsuit.
7. Identify and discuss key components of FERPA, providing examples that might be considered a breach of FERPA laws.
8. Discuss the responsibilities of the school staff, student, and parent/guardian, under the HIB laws (Harassment, Intimidation, and Bullying).
9. Research court cases that relate to Student Rights and/or Discipline; be able to discuss the results of the case, how did the courts rule and why.
10. Through individual research, students will develop their own Students with Disabilities Resource guide, paying specific attention to State and Federal laws around SPED.
11. Familiarize themselves with their own district's Collective Bargaining Agreement and be prepared to discuss key elements that are of interest to them.
12. Describe recent legislation around School attendance, including the process their district has in place for holding a Community Truancy Board.

EDU105 Methods of Teaching

This course provides tools and strategies for effective teaching and learning in a lab setting or career and technical education classroom.

Upon successful completion of this course, the teacher candidate will be able to:

1. Demonstrate ability to craft specific, measurable goals and objectives at varying levels of the Bloom's Taxonomy.
2. List, define, and identify in writing the essential characteristics of Bloom's domains of learning. (Those domains are cognitive, affective, and psychomotor.)
3. Distinguish between appropriate and inappropriate elements of classroom climate.
4. Review CTE course frameworks/standards and state their relationship to academic standards, lesson planning and 21st Century Skills.
5. Identify the components of effective lesson planning and delivery.
6. List, define, identify in writing and demonstrate the essential elements of lesson design.
7. Name and define the types of tests, the characteristics of a good test, write sample question for simple tests, and develop a rubric for scoring tests.
8. Develop and teach a lesson plan for a job-skill demonstration using the identified instructional design process.
9. Analyze mini teaching demonstrations of self and classmates using an established rubric.

EDU151 Abuse and Neglect of Children

This course is an introduction to the causes, extent, and dynamics of child abuse and neglect. The course focuses on how educators respond as mandatory reporters to observable evidence and signs of suspected child abuse or neglect. FERPA regulations and requirements that may intersect with mandatory reporting rules are also discussed.

Upon successful completion of this course, the teacher candidate will be able to:

1. Understand the first- and second-hand evidence, and likely signs of child abuse and neglect which includes physical, sexual, and substance abuse, and impact of abuse on learning and behavior.
2. Understand and develop possible course of actions and decisions to provide assistance to a victimized child. What classroom teachers should and shouldn't do when learning about, or confronted with evidence of suspected child abuse or neglect.
3. Develop familiarity with one's legal standing as a mandatory reporter, and understand the regulations, laws, and procedures concerning child abuse and neglect.
4. Develop basic knowledge and understanding of FERPA (Family Educational Rights and Privacy Act).
5. Research and discuss case studies of how a teacher should (or could) modify their practices to address the challenges of student right to privacy in a classroom setting.
6. Research and discuss classroom environment community practices that build resilience and abuse prevention skills.

EDU229 Diverse Needs of Students

In this professional development course, teachers and teacher candidates seeking CTE certification will be exposed to a broad spectrum of diversity issues that affect students in their classes. Emphasis will be placed on how a teacher's views and knowledge of diversity impact instruction and students' learning.

Upon successful completion of this course, the teacher candidate will be able to:

1. Define diversity and explain how that definition has or will affect their teaching and their students' learning.
2. Articulate how they create or will create an inclusive learning atmosphere in which all students will feel welcome and engaged in learning.
3. Discuss and share how their philosophy of education incorporates their beliefs about creating an inclusive classroom environment.
4. Discuss and share how they will take students' individual differences into account when planning and implementing lessons.
5. Demonstrate understanding of multiple intelligences/learning styles.
6. Research and report on current educational leaders whose expertise is in the field of diversity and related areas.
7. Explain understanding of and identify basic Special Education terminology and what Special Education services may be available in a high school or district.
8. Obtain and explain diversity numbers/data for a school or district, i.e., number of students on free or reduced lunch, percentage of students having IEP's, ethnicity breakdown, etc.
9. Create a current diversity profile (number of students on free or reduced lunch, percentage of students having IEP's, ethnicity breakdown, etc.) of a WA high school or a WA school district and discuss how this information is helpful to classroom teachers.
10. Demonstrate how they would scaffold/and or differentiate instruction in a course they currently teach or one they might teach.
11. Review Cultural Competency Standards for teachers and discuss why it is important for all teachers to demonstrate cultural competencies
12. Express knowledge about Since Time Immemorial legislation and describe how they might partner with a tribe.
13. Review Social Emotional Learning Standards and describe and discuss their importance to teachers and students.
14. Explain how meeting the diverse needs of students fits in with WA State's current teacher evaluation system (TPEP).

EDU102 Industrial Safety (CTE specific course)

In this course, instructors will learn about general safety principles and strategies that correspond to workplace environments which will help educators in examining their own instructional areas for any safety hazards or concerns that may need to be corrected. This course will also introduce the legal requirements as it pertains to safety in Washington State as administered by WISHA, which is the State agency responsible for labor and industry issues. These same principles and strategies are to also be used in educating students on how to be safe in the classroom and in the real workplace.

Upon successful completion of this course, the teacher candidate will be able to:

1. 1.Instructors instill safety awareness in their students by understanding general safety principles and guidelines.
2. Instructors meet the CTE standard of providing safe and appropriate environments, which include the following principles:
3. Facilities and equipment meet or exceed the related federal, state and county safety standards.
4. Laboratory and equipment meet industry training standards and facility safety standards.
5. Learning and equipment stations are sufficient quality to ensure safe and appropriate supervision, delivery of instruction and student skill development.
6. Alert educator and staff of their legal responsibilities to ensure and maintain a safe environment for students and techniques to reduce accidents and exposure to litigation.
7. Instructors learn and become familiar with general safety principles and rules in the following areas:
    a. Personal Protective Equipment (PPE)
    b. Hazardous Communication
    c. Fire Safety

EDU104 Philosophy of CTE (CTE specific course)

This course explores the evolution, philosophy, and framework of career and technical education.

Upon successful completion of this course, the teacher candidate will be able to:

1. Understand the historic roots of Career & Technical Education in the United States.
2. Understand the key educational philosophers of CTE and how their philosophies have shaped current CTE programs.
3. Discuss Washington State graduation reform and how it affects the focus of CTE for all students in the state.
4. Identify how to make the employment connection with students.
5. Demonstrate ability to integrate education policies with school, home and community.
6. Recall CTE State Standards, Career Clusters, CIP Codes, Frameworks and Program Approval Process.
7. Identify and recall CTE Advisory groups and CTSO for their specific program area.
8. Demonstrate the ability to use audiovisual materials, computer and other technology development for instruction.
9. Explain, describe and demonstrate their knowledge of specialization, how to evaluate themselves for professional growth, be committed as a professional to teaching CTE and demonstrate enthusiasm in their teaching.
10. Prepare a CTE Candidate Portfolio that will demonstrate their competencies as a professional educator, planner, learner and citizen.

EDU106 Occupational Analysis (CTE specific course)

This course is an online learning designed to provide the participant with the essential skills for performing an occupational analysis of industry jobs utilizing various sources online and class discussion. The participant will learn what an occupational analysis is, why it is used and how to produce one. Participants will also learn the makeup of an advisory group and the role advisors play in supporting CTE programs. This course is designed for individuals preparing for K-12 Career and Technical Education teacher certification in Washington State and business and industry professionals who seek certification in technical education.

Upon successful completion of this course, the teacher candidate will be able to:

1. 1.Use online resources including O*net and other online tools to gather occupational data.
2. Define the use of advisory members and how to create an advisory board.
3. Successfully write an occupational analysis.

EDU107 Course Organization (CTE specific course)

This course focuses on essential skills for developing and organizing a course in a career and technical education setting.

Upon successful completion of this course, the teacher candidate will be able to:

1. Identify the components in developing a course following the Office of Superintendent of Public Instruction (OSPI) program planning documents.
2. Using an OSPI model, develop or edit a CTE framework to include contact hours, performance assessments, performance expectations related to common core state standards and 21st Century Leadership Skills.
3. Describe and review Industry Skill Standards as related to CTE course development.
4. Develop a CTE syllabus using the Bates (or district) syllabus template.
5. Comprehend the components of a Program of Study (POS).
6. Describe/recall an occupational analysis process and the relationship to CTE course content.
7. Describe/recall instructional strategies for unit/lesson planning.
8. Discuss and identify current models of teacher evaluation in the state of Washington.
9. Describe the CTE role of equivalency credit in the high school curriculum to meet graduation requirements.
10. Understand the teacher certification process for new CTE instructors.

EDU226 CTE Student Leadership Organizations (CTE specific course)

This course focuses on planning for establishment and management of CTSO clubs. Identifying successful instructional practices and CTE skills competitions which support CTE Student Leadership Organizations and student attainment of industry certifications, trainings or exams.

Upon successful completion of this course, the teacher candidate will be able to:

1. Understand the guidelines and expected practices, including teacher generated reports that differentiate a CTSO Club from student clubs that operate solely under school district rules.
2. Understand the procedures, rules, and frameworks for establishing a CTSO club within teacher's CTE content area.
3. Understand and discuss best practices for CTSO club management that provide opportunities for student leadership growth and development.
4. Research and identify relevant CTSO club competitive activities within teacher's CTE content area like Skills USA or similar events which challenge students to showcase their CTE skills and knowledge to industry experts or evaluators.
5. Develop and practice instructional skills and techniques that integrate student leadership learning outcomes into daily classroom activities.
6. Research and identify useful and transferrable industry recognized certifications and/or specific training modules or exams that are applicable to teacher's CTE content area.
7. Develop the knowledge and procedures for establishing and implementing teacher's CTE frameworks including the leadership strands into a quarter, semester, or annual course outline and structure.

EDU228 Work-Based Learning Coordination (CTE specific course)

This course focuses on building a functional framework to coordinate a work-based learning program. It meets the state requirement for the Worksite Learning Coordinator (V600097) and Career Choices (V600092) endorsements.

Upon successful completion of this course, the teacher candidate will be able to:

1. Become familiar with all of the essential elements identified in the WSL Coordination Manual.
2. Articulate the connection between the student educational plan and WSL experience.
3. Create a plan for identifying, developing and qualifying appropriate worksites.
4. Comprehend state laws and rules that pertain to WBL.
5. Differentiate between Instructional WSL and Cooperative WSL: Worksite learning and work-based learning.
6. Become familiar with the state WSL Manual, WACS related to WBL and CTE program standards.
7. Gain an understanding of the role of the WSL Coordinator.
8. Understand the importance of marketing the program, teaming with teachers and employers and connecting school-based learning with work-based activities.
9. Gain awareness & understanding of providing student leadership for all WBL students.
10. Become aware of the various professional organizations & their services.