EVERGREEN

THE EVERGREEN STATE COLLEGE

Master in Teaching Program

Student Guidebook

to
Policies, Procedures, and Resources

Updated July 2006

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Introduction

Guidebook Purpose
This Master in Teaching Program's *Student Guidebook to College & Program Policies & Procedures* serves as an introduction and reference guide for Master in Teaching Program (MIT) students and others interested in the MIT program and The Evergreen State College. Other published information about the MIT program is available in the MIT *Catalog* and in the MIT *Student Teaching Handbook*.

Master in Teaching Program on the Web
The Master in Teaching Program web page address is: http://www.evergreen.edu/mit

Current information and important documents for MIT students, prospective students, and alumni are available at this site, as well as links to individual MIT cycle web sites.

MIT students and faculty often have their own home pages which can be accessed from the main Evergreen website at http://www.evergreen.edu.

Administrative Support Offices
MIT program administrative offices are located on the 3rd floor of Seminar II E with the Public Service Centers. A campus directory of all Evergreen faculty, staff, and administrative offices is available at http://www.evergreen.edu/phonedirectory

Principles That Guide Evergreen's Educational Programs
Teaching is the central work of the faculty at both the undergraduate and graduate levels. Supporting student learning engages everyone at Evergreen-faculty and staff.

Academic offerings are interdisciplinary and collaborative, a structure that accurately reflects how people learn and work in their occupations and personal lives.

Students are taught to be aware of what they know, how they learn, and how to apply what they know, allowing them to be responsible for their own education, both at college and throughout their lives.

College offerings require active participation in learning, rather than passive reception of information, and integrate theory with practical applications.

Evergreen supports community-based learning, with research and applications focused on issues and problems found within students' communities. This principle, as well as the desire to serve diverse populations, guides Evergreen's community-based programs at Tacoma and Tribal Reservations.

Because learning is enhanced when topics are examined from the perspectives of diverse groups and because such differences reflect the world around us, the college strives to create a rich mix in the composition of its student body, staff, and faculty, and to give serious consideration to issues of social class, age, race, ethnicity, gender, and sexual orientation.

Faculty and staff continually review, assess and modify programs and services to fit changing needs of students and society.

As evidenced by these principles, an important part of Evergreen's educational mission is engagement with the community, the state, and the nation. One focus of this engagement is through the work of public service centers that both disseminate the best work of the college and bring back to the college the best ideas of the wider community.

Relation of the MIT Program to Evergreen's Academic Administration and the State

The following organizational chart outlines how the Master in Teaching Program fits within the academic structure of Evergreen and is responsible to the state of Washington.
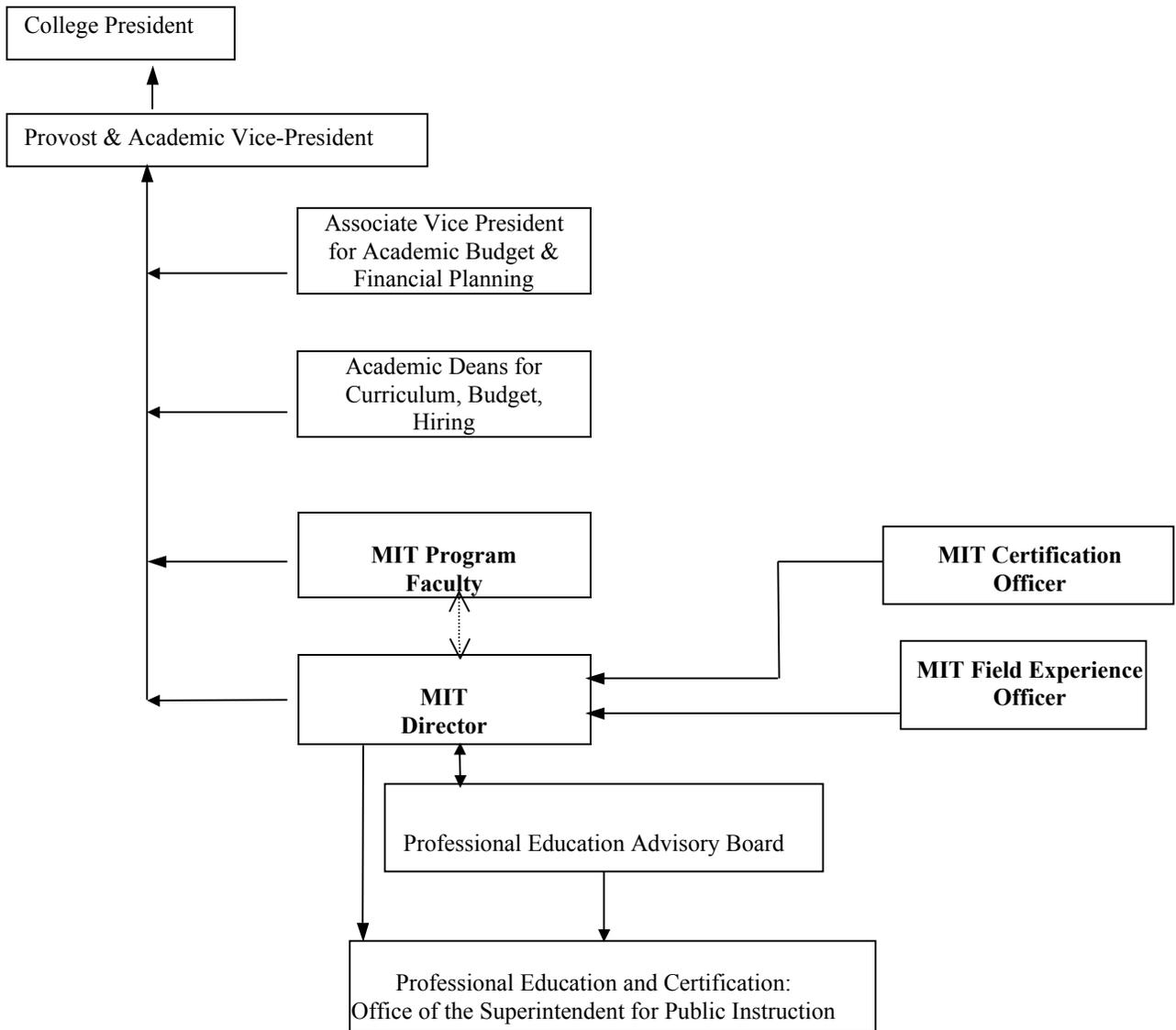
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Accreditation Status

The Evergreen State College's Master in Teaching Program is accredited by the Washington Professional Standards Board under Washington Administrative Code (WAC) standards for pre-service teacher education programs. Excerpts from these WACs are described later in this guide. The Evergreen Master in Teaching Program received its most recent five-year re-accreditation in January 2003.

Conceptual Framework and Program Themes

The Master in Teaching (MIT) program faculty believe the MIT program's success lies as much in the learning processes used to investigate the content as it does in the content itself. Though particular subject matter content is taught, the processes are also "content." Community building, seminars, collaborative learning, group problem solving, extensive field experiences and critical and reflective thinking are not just ideas MIT students read about and are then directed to use when they teach. Rather, these are the processes used daily in the program to help graduate students learn to become skilled, competent professionals who can assume leadership roles in curriculum development, child advocacy, assessment and anti-bias work.

The MIT program is centered on the exploration of how public education might meet the needs of the diverse groups of people who live in this democracy. The program examines what it means to base teacher education and public education on a multicultural, democratic, developmental perspective and how performance-based assessment can promote these values. Using an interdisciplinary approach, the following three major themes inform both the content and associated processes of the program throughout the MIT curriculum.

Democracy and Schooling

We look at schooling from the perspective of what it means to work and learn in our democracy. We help students both to understand the evolution of our current democracy and to critique the practices that exclude particular groups from equitable participation in our society. Democracy is presented as a multidimensional concept as prospective teachers are guided toward professional action and reflection on the implications for the role of the teacher in enacting (a) democratic school-based decision making that is inclusive of parents, community members, school personnel and students and (b) democratic classroom learning environments that are learner-centered and collaborative.

Multicultural and Anti-Bias Perspective

The curriculum reflects Evergreen's strong commitment to diversity because we believe that both teaching and learning must draw from many perspectives and include a multiplicity of ideas. We believe in preserving and articulating differences of ethnicity, race, gender and sexual orientation rather than erasing or marginalizing them. We seek to expose MIT students to the consequences of their cultural encapsulation in an effort to assist future teachers in the acquisition of a critical consciousness. We believe that future teachers must be ready to provide children and youth with culturally responsive and equitable schooling opportunities.

Developmentally Appropriate Teaching and Learning

We understand that no instructional model or limited set of methods responds to the complex cognitive processes associated with K-12 subject matter learning. Our curriculum reflects the social, emotional, physiological and cognitive growth processes that shape how children and

youth receive, construct, interpret and act on their experiences of the world. A broad-based curriculum that is interdisciplinary, developmentally appropriate, meaningful and guided by a competent and informed teacher, as well as by learner interests, results in active learning.

Program Structure
The MIT program reflects the Evergreen coordinated studies model; the curriculum is organized around themes or questions. An interdisciplinary team of faculty and a cohort of approximately 45 full-time students join together in a community of learners to pursue inquiry into the curricular themes.

This approach removes traditional course constraints and facilitates a flexible, intensive schedule that creates a climate in which interactive learning may occur. Competition among students is de-emphasized and collaboration encouraged; ranking of students or faculty is absent. Student input is highly valued. Faculty members are facilitators of learning and co-learners with students and colleagues as well as experts. Composed of one faculty member to approximately 15 MIT students, seminars on readings and field experiences are a central component of this coordinated studies model.

The MIT program at Evergreen is a full-time, six-quarter, two-year professional teacher preparation program leading to the MIT degree and residency teacher certification in Washington State. Students are expected to carry no other academic credit during the six program quarters and to avoid outside employment during the two quarters of full-time, daily student teaching.

The program interrelates theory and practice by including two full quarters of student teaching and substantial field experiences. During the first year of the program, approximately one-fourth of program time is spent in the field observing and working with students and the remaining time is devoted to on-campus seminars, workshops and lectures. During the second year, nearly 70 percent of MIT student time is allocated to direct involvement in K-12 schools.

The following is an outline of the structure for the six quarters.

Year 1

Fall Quarter	*Winter Quarter*	*Spring Quarter*
• building a learning community	• seminars, lectures, workshops	• seminars, lectures, workshops
• seminars, lectures, workshops	• guided participation in schools	• curriculum development & guided
• guided observations in schools	• candidacy review for Year 2	teaching in schools
• begin master's project	• continue master's project	• continue master's project

Between Year 1 & 2

Summer
• complete any outstanding subject matter endorsement requirements prior to the beginning of Year 2 student teaching.
• complete master's projects if necessary (no credit).

Year 2

Fall Quarter	*Winter Quarter*	*Spring Quarter*
(late-August – November)	• intensive reflection	• full-time student teaching
• full-time student teaching	• seminars, lectures, workshops	• weekly seminar
• weekly seminar	• present master's project	• job placement file completed

A note regarding **transportation**: MIT students are responsible for finding transportation to and from field sites and other related program activities.

Differences Between Calendars in Years 1 and 2

In Year 1, MIT students follow the same schedule as other Evergreen students. In this first year, MIT students register in the Fall for all three quarters. For Year 2, MIT students must register for the Fall Quarter during the Spring Quarter of Year 1 and register for Winter and Spring quarters separately. Failure to be registered for the beginning of Year 2 — which for MIT students starts in mid-August with a student teaching orientation meeting — will result in the cancellation of the student teaching placement for that quarter and places a student in jeopardy of being dismissed from the program. Although this particular quarter begins earlier than the official Evergreen academic calendar so that MIT students are able to be in student teaching sites for the opening of the K-12 school year, *tuition payments and financial aid disbursements follow the normal Evergreen schedule*. Fall Quarter program time for MIT students generally concludes after final evaluation conferences with faculty on-campus in mid-November.

MIT Year 2 students must register for the Winter Quarter during the Fall Quarter according to the procedures established by the Registrar's Office. Winter Quarter of Year 2 follows the same calendar as the regular Evergreen calendar.

MIT Year 2 students must register for the Spring Quarter during the Winter Quarter according to the procedures established by the Registrar's Office. Spring Quarter of Year 2 for MIT students begins the Monday following the end of Winter Quarter. That is to say, *Spring Quarter begins for student teaching on the Monday that starts Evergreen's Spring Break*. MIT Year 2 students take their one-week spring holiday according to the holiday calendar of the school district to which they have been placed.

Student Teaching Experience

Each MIT teacher candidate has *two full-time* student teaching experiences for a total of 20 weeks. Consistent with our goals for graduate-level teacher preparation, an interim quarter is provided between the two student teaching assignments for professional reflection and attention to professional development topics.

In most cases the two placements are at different grade levels and in different schools so that the MIT graduate will have a well-rounded exposure to teaching in their particular subject endorsement area(s) with a variety of public school students. MIT student teachers are placed in public school classrooms where cooperating teachers have been identified by school districts as appropriate mentors for our teacher candidates.

School Districts used for Student Teaching Placements are as follows:

School District	County
Bethel	Pierce
Centralia	Lewis
Chehalis	Lewis
Clover Park	Pierce
Elma	Grays Harbor
Griffin	Thurston
Hood Canal	Mason
Mary M. Knight	Mason
Montesano	Grays Harbor
North Mason	Mason
North Thurston	Thurston
Oakville	Grays Harbor
Olympia	Thurston
Pioneer	Mason
Rainier	Thurston
Shelton	Mason
Southside	Mason
Steilacoom	Pierce
Tacoma	Pierce
Tenino	Thurston
Tumwater	Thurston
Wa He Lut	Thurston
Yelm	Thurston

These School Districts have been chosen because they are located within an approximate 35 mile radius from Evergreen. The 35 mile limit is due to costs and travel time associated with faculty visits required during student teaching. This list of districts may not be all-inclusive, as the Field Experience Office may need to use other school districts when no other appropriate placements are possible.

The first student teaching experience begins in late August or early September in accordance with the public school calendar. Research on beginning teachers indicates that having a student teaching experience in the opening weeks of the school year contributes positively to the success of a first year teacher. Evergreen's model reflects this reality.

The second student teaching assignment generally begins in early spring and continues toward the end of the academic year. With this second student teaching opportunity, MIT students are able to (a) build upon their previous teaching experience, (b) gain an understanding of how teachers organize the curriculum in the closing months of the school year, and (c) make comparisons between different school settings and grade levels.

The narrative evaluation of student teaching performance is based upon the Evergreen faculty supervisor's observations in combination with the assessment of the cooperating classroom teacher. Evergreen's evaluation of student teaching is *performance based*. We use a nationally recognized assessment methodology that we have adapted for pre-service teacher education. We take the guesswork out of what it means to be successful by describing the kinds of teacher actions that are expected. In concert with our own assessment instrument, we also use the

required State of Washington Performance-Based Pedagogy Assessment, with its important focus on student outcomes. For details on both student teaching assessment instruments, see the *MIT Student Teaching Handbook*.

Evaluations
Narrative evaluations for the purposes of official college transcripts are completed by faculty and students at the end of the Spring quarter for Year 1 and at the end of each quarter during Year 2.

Program Credit and Credit Equivalencies
Each quarter MIT students are awarded 16 credits for a total of 96 credits over the two years of the program. The narrative evaluation of each quarter's work that serves as a student's Evergreen transcript always concludes with a list of descriptive "credit equivalencies." Credit equivalencies are similar to course titles and credit hour totals at other institutions. Credit equivalencies are determined at the conclusion of a quarter and are based on actual student work completed.

Credit equivalencies in the MIT program reflect the Washington Administrative Code's "knowledge and skills" expectations for beginning teachers and the MIT program's conceptual framework.

In keeping with the interdisciplinary nature of the MIT program, the content and experiences associated with credit equivalencies are woven throughout the curriculum. The following list includes *examples* of the kinds of credit equivalency topics that have been granted in the MIT program.

- Social, Historical and Philosophical Foundations of Education
- Learning Theories and Grade-Level Teaching Strategies
- Approaches to Classroom Management
- Group Process and Governance
- Subject-Area Endorsements: Unit Planning, Grade-Level Curriculum Development, Theory-to-Practice Strategies
- Design and Issues of Assessment
- Thematic Lesson Planning and Curriculum Development
- Relationship of Washington Essential Academic Learning Requirements to Curriculum Planning
- Integrating Special Needs Students into the Regular Education Classroom
- School Law, Educational Policy and Cross-Cultural Ethics

The Program Covenant

Introduction

Every faculty team provides MIT students with a covenant of mutual responsibilities and program requirements. The information presented here applies to all MIT program cycles and acts as a foundational framework. *Cycle-specific covenants from faculty teams may expand upon and/or provide more detailed explanatory information.* College-wide policies as related to the social contract, due process, and other pertinent policies apply to the Master in Teaching Program.

Expectations and Responsibilities of Faculty

A. General Program Responsibilities -- Students and faculty can expect faculty to:
1. Support the development of each MIT student while acknowledging ultimate responsibility to the community, which includes the children and youth who attend public schools, their parents, and their caregivers;
2. Model by language and behavior commitment to the program's conceptual framework;
3. Prepare and facilitate workshops, learning activities, and lectures that supplement and highlight the major ideas of the program themes and readings;
4. Prepare for, convene, and assist students in applying the programmatic content to academic, personal and professional situations;
5. Read, comment upon, and return in a timely fashion, students' required written work turned in for review, including the Master in Teaching Project and portfolios;
6. Attend all program activities, team business meetings and faculty seminars when not ill or absent for familial, religious, professional activities, or extraordinary circumstances;
7. Schedule student conferences, adhere to the principles of the social contract, and provide environments free from sexual harassment and discrimination;
8. Send written notice by the end of the 5th week of each quarter to any student who is having academic trouble and may be in danger of receiving reduced credit;
9. Conduct advancement to candidacy interviews, confirming students' qualifications to continue in the program; notify in writing students who fail candidacy review informing them that they did not pass review;
10. Write and conduct evaluation conferences;
11. Observe, evaluate, and confer with students during student teaching as described in the *Student Teaching Handbook*, which includes returning assessment forms to the MIT Field Placement Office at the end of each student teaching experience;
12. Meet the annual requirement for all teacher education program faculty members to teach in a K-12 classroom to the extent possible.

B. Respect for Differences
1. All faculty members acknowledge our own and each other's health, strengths and challenges. We agree to take our work seriously and also maintain our sense of humor and sense of joy. We agree to support one another personally and professionally.
2. We agree to discuss fully, promptly, and openly any personal disagreements with care and mutual respect.

Expectations and Responsibilities of Students
A. Committing to Program Goals, Focus and Direction

State certification and the award of the Master in Teaching Degree depends upon satisfactory completion of all aspects of the program including, but not limited to, full credit each quarter, successful advancement to candidacy and student teaching, and the completion of the Master in Teaching Project. A successful graduate of the program, who has met all college and Washington State requirements, will receive the Master in Teaching degree from The Evergreen State College and be certified to teach in the state of Washington.

The program integrates studies from diverse but complementary disciplines, including areas required by the Washington Administrative Codes (WACs). Some segments of the program might be described as the equivalent of conventional courses, but even those will be integrated into the whole program in a way that continually stresses the integration of information. A primary purpose of the program is to help students learn to bring together materials from many sources and fields, integrate them critically, and apply them to the real world responsibly. Assessment includes faculty and peer evaluations of program members' written and oral work, exams, behaviors, and portfolios; public school teachers' evaluations of student teaching; and self-assessments.

B. Remaining in "Good Academic Standing"
    Students are expected to remain in good academic standing, which includes, but is not limited to:

  1. Meeting all financial obligations of the program. These include quarterly tuition; each quarters' required books, printed material and program activity costs, including duplicating materials for portfolios, curriculum projects and research; transportation to all field placement sites; costs for the Master in Teaching Project; background check expenses (fingerprinting); graduation, placement file and certification application fees. There may be other expenses not listed here.
  2. Regular attendance and active participation in all program activities on time, for the full duration and with preparatory work fully completed. Students are expected to attend all program activities when not ill or absent for familial or religious reasons or unanticipated emergencies. Activities include, but are not limited to, scheduled workshops, lectures, seminars, computer or library research labs, announced luncheon events, conferences, panels, classroom observations and student teaching.
  3. Successful and timely completion of all program assignments, including portfolios and the Master in Teaching Project.
  4. Successful completion of Advancement to Candidacy Review, as determined by faculty during Year 1. Students must demonstrate through their program work, through their portfolios, and orally, that they:
     • have the knowledge and the writing, reading, and thinking skills to complete successfully the MIT program;
     • have the interpersonal communication and collaboration skills to support their successful work with children, parents, other teachers, and administrators; and
     • are able to work with and respect gender differences, people of various ages, abilities, and talents, ethnicity and race, sexual orientations, religion, etc.

> NOTE: *Advancement to Candidacy does not imply automatic certification.* The faculty will determine certification recommendations at the conclusion of the second required quarter of student teaching in Year 2 of the MIT program.

5. Demonstrations of graduate level writing, thinking and oral communication skills, as determined by the professional judgment of the faculty.
6. Demonstration of mastery of program knowledge and skills requirements. Students must show evidence of this mastery, determined by the faculty and public school cooperating teachers, as observed in program seminars and projects, required portfolio materials and student teaching.
7. Demonstrations of professional interpersonal communication skills necessary for K-12 teaching and for interacting effectively with professional colleagues, as determined by the professional judgment of faculty and public school cooperating teachers.
8. Successful completion of all remaining content-area endorsement requirements as articulated in individual MIT program admission letters before the Fall Quarter of student teaching.
9. Clearance from the Office of the Superintendent of Public Instruction's Office of Professional Practice in order to be placed in a student observation or student teaching assignment.
10. Successful completion of two quarters of student teaching, as determined by faculty, in which the student earns full credit.

> NOTE: *Completion of two quarters of student teaching does not mean automatic certification.* The MIT faculty team must recommend students for certification. The MIT program expects each student to complete 20 weeks of practice teaching (two quarters). Student teachers must complete a minimum of three weeks of full-time solo teaching both Fall and Spring Quarters. This requirement, and all other policies and procedures related to student teaching, is contained in the program's *Student Teaching Handbook.*

C. Requirements for the Master in Teaching Project

As a Master's level program, the MIT Program is expected to provide students with a significant experience in the process of research. Therefore, all Evergreen Master in Teaching students are required to complete a Master in Teaching Project that includes a focused review of relevant educational research. The project selected requires pre-approval by the faculty and must meet graduate level expectations as determined by the faculty. Please refer to the current faculty team's *Master's Project Guidelines* for further information.

D. Award of Credit

Students receive credit for fulfilling program requirements and meeting graduate level college standards. Credit will be awarded at the end of Year 1 for full participation in all program activities and for satisfactory completion of all the work of the program. Year 2 credit is awarded on a quarterly basis.

Reduction of credit will automatically trigger dismissal from the program. If, for any reason, a student leaves the program before completion, she/he may receive the credit earned up to that point. In many programs at Evergreen, it is possible for a student to attend regularly yet receive reduced credit because of unsatisfactory performance or missing work. In the MIT program, however, such a loss of credit means that a student will not be able to complete the program.

E. Leave of Absence

If a student has been regularly admitted and registered and has attended at least one quarter, s/he may be eligible for a leave of absence of no more than one year. A leave of absence is only considered in exceptional cases and for a student who is in good academic standing. A student wishing to apply for a leave of absence must began the process by submitting a written petition to her/his faculty.

F. Requirement of Academic Honesty

All forms of academic dishonesty, including cheating, fabrication, facilitating academic dishonesty, and plagiarism are violations of the Evergreen Social Contract. Plagiarism is defined as representing the works or ideas of another as one's own in any academic exercise. It includes, but is not limited to, copying materials directly, failing to cite sources of arguments and data, and failing to explicitly acknowledge joint work or authorship of assignments (see also "Evergreen's Social Contract" regarding "Intellectual freedom and honesty").

G. State Requirements for Residency Certification

Students seeking state of Washington Residency teacher certification must meet all appropriate requirements outlined in the Washington Administrative Code (Chapter 181-78A) in addition to all program requirements of Evergreen's Master in Teaching Program. [NOTE: The appendix to this guidebook contains pertinent excerpts from the WACs.]

Program Conflict Resolution Procedures

Evergreen has long promoted a policy that conflict and grievances should be first dealt with between the parties themselves; given this policy, the following procedures should be followed initially:

• **Student-to-student disagreement**: anyone in the program who feels seriously offended by another student is urged to mindfully raise the issue with that person first. The faculty may provide advice and support as appropriate, and mediation if necessary, but encourage student-to-student discussion as a first step.

• **Programmatic concern:** when a student encounters a problem with some aspect of the program, s/he is to bring the concern to her/his seminar leader. If the problem is not resolved to the student's satisfaction after meeting with the seminar leader, the student will be advised to put the concern in writing and submit it to the faculty team coordinator. A student also has the option of presenting the written concern in person to the MIT faculty team. If the student is not satisfied with the results after the above steps, s/he may schedule a meeting with the MIT Program Director or his or her designee.

• **Student-faculty disagreement**: when a student has a significant disagreement with an individual program faculty member or with an evaluation from a program faculty member, s/he should schedule a meeting with that faculty member and try to resolve the disagreement without further action. If the disagreement is not resolved to the student's satisfaction, then the student will be advised to state the concern in writing and submit it to the faculty team coordinator. A student is also welcome to make arrangements to present the written disagreement in person to the MIT faculty team. If student is not satisfied with the results after the above steps, s/he may schedule a meeting with the MIT Program Director or his or her designee.

Grounds for Program Dismissal
A student may be dismissed from the program if his or her academic work and/or behavior fails to adhere to the program's expectations (see "Conceptual Framework" and program syllabi). Reduction of credit will automatically trigger dismissal from the program.

Dismissal is a serious matter that is decided upon only after serious deliberations among all members of the faculty team. A student who wishes to appeal the faculty's decision to dismiss may do so by submitting a written request to the MIT Director within 30 calendar days after receiving the letter of dismissal or receiving notice of reduced credit. The MIT Director, or his or her designee, will meet with the student and the available cohort faculty to hear the arguments surrounding the dismissal. The MIT Director will then prepare a written decision stating the grounds for his or her findings and final decision.

The following diagram outlines the due process procedures for appealing a notice of dismissal from the MIT program:

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│ upheld   │    │ reversed │                      │ make FERPA   │
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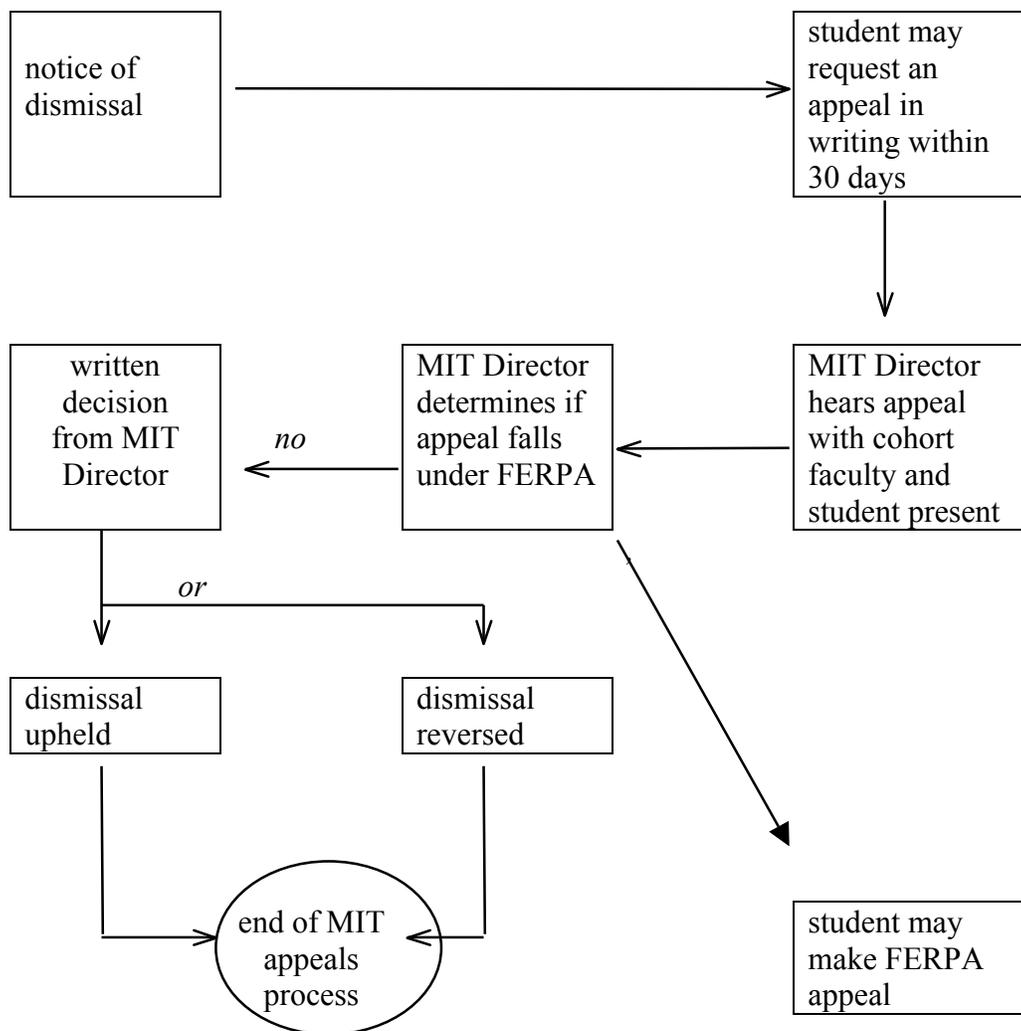
Other Information for MIT Students

Background Check for Teacher Certification
The State of Washington requires a background check on all individuals participating in a teacher education program. *This process is initiated when new MIT students complete and submit all appropriate forms to the MIT Field Experience Officer at the MIT Orientation Day in September.* There are three pieces to this process:

1. Fingerprint Requirement
Washington State law requires that any applicant who does not hold a valid Washington certificate at the time of application be fingerprinted for state and national background checks. Since this process could take eight to ten weeks <u>or longer</u>, you are urged to initiate this process as soon as possible.

The background check requires the applicant to submit a fingerprint card to the Washington State Patrol (WSP) Identification and Criminal History Section. The WSP Identification Section will collect appropriate fees for both the state and Federal Bureau of Investigation (FBI) fingerprint checks, and it will forward the fingerprints to the FBI.

The process will take longer if an individual has a criminal history that must be cleared through the Office of Professional Practices (OPP) after the fingerprint information is completed. *OPP does not begin their clearance process until they receive the fingerprint information; therefore it cannot be emphasized strongly enough how important it is to begin this process as soon as possible.*

2. Institutional Application for a Teacher's Certificate
As a teacher education program we are required by the state of Washington to have a current Institutional Application for a Teacher's Certificate on file to request a fingerprint/background check. *The school districts that participate with the MIT program in the student teaching process require that student teachers have been cleared through a background check prior to beginning student teaching.*

At the end of the program students are asked once again to update the Institutional Application for a Teacher's Certificate. At this time a $35 fee will be required.

3. Character and Fitness Supplement Form
This form consists of a series of yes/no questions in a variety of categories related to personal information, professional fitness, and criminal history. Character references are also a part of this form. This supplement is filled out at the beginning of the program and updated at the completion of the program. Students must not omit anything from their background. *Be honest.* If an individual falsely answers a question and it comes out that the student's clearance is denied, that individual will not receive a teacher certificate.

The MIT Field Experience Officer tracks the clearance status on each student and periodically informs students and faculty of the current status. *All students must be completely cleared prior to student teaching.*

Certification Questions and Answers

What is a certificate?

A teaching certificate is a license to practice. Like a driver's license, it is important that it is kept valid. Certificates exist as a means of protecting the public, which is particularly significant in education because the client, the student, has little if any choice of his/her teacher.

Who needs a certificate?

Individuals teaching in grades K-12 in public schools and grades 1-12 in private schools must have a valid teaching certificate unless the individual is teaching only religion.

How many levels of certificates are there in Washington?

There are two levels. "Residency Teaching Certification" is the first level of certification and is issued to individuals who have completed an approved teacher education program. Teachers between their 2nd and 5th years of teaching earn the second level of teacher certification, "Professional Teacher Certification".

When do certificates need to be renewed?

A. The Residency Teaching Certificate is valid for five years after you have completed provisional status with your school district. (WAC 181-79A-145)
B. The Professional Teaching Certificate is valid for five years and may be renewed for five-year periods by completing 150 clock hours. {WAC 181-79A-505(2)(b) and WAC 181-79A-250(4)}

How can a Residency Teaching Certificate be renewed? (WAC 181-79A-250)

A. Individuals who hold, or have held, a Residency Certificate and are enrolled in a Professional Certificate program may have the certificate renewed for an additional **two** years upon verification that the individual is making satisfactory progress in a Professional Standards Board approved Professional Certificate program.
B. All students completing the MIT program are initially issued a Residency Certificate without an expiration date. Individuals not employed as contracted teachers in Washington continue to hold valid certificates.

What are the requirements for a Professional Certificate? (WAC 181-78A-505, WAC 181-78A-535, 181-78A-540)

A. The individual must have completed provisional status as a teacher in a public school pursuant to RCW 28A.405.220, or the equivalent in a State Board of Education approved private school.
B. Candidates for the Professional Certificate must complete an approved Professional Certificate program, offered by a college/university.

Curriculum Room

As part of the MIT program's collaborative relationship with the college's library and The Evergreen Center for Educational Improvement, a *Curriculum Room* is maintained in the library. The Curriculum Room houses current books and curriculum development materials of interest to pre-service and current K-12 teachers.

Field Experience Liability Insurance

During all MIT field experiences, including student teaching internships and Year 1 practica, MIT students are covered by a liability insurance policy issued by United Educators Insurance. This policy protects students against fraudulent or untrue allegations arising from performance of

practicum or student teaching duties. The policy will NOT cover any damage or injury that was intended, any action that was not a direct consequence of performing your field experience duties, any action that was illegal, any action which involved the ownership or use of a vehicle, or any action that involved the dispersal or investigation of pollutants.

Under the conditions of this policy, in order to be covered you must report to the MIT Field Experience Officer any claim, or circumstances that you may reasonably believe may give rise to a claim, as soon as possible, but no later than one year after the end of the quarter during which the event took place. If you are involved in a claim, you are asked to cooperate with United Educators Insurance and the attorney they will appoint to defend you, including providing any information they may reasonably request. Finally, United Educators requires that you not admit any responsibility, make any payment or assume any other obligation related to the claim without their prior authorization. If you have any questions about this or would like to see the full policy, please contact the MIT Field Experience Officer.

Placement Files
A placement file is a set of documents assembled by the student to support his/her application for a teaching position. It includes information about your education, professional experience, and professional references. Your file is housed permanently in the MIT Program Office. Your placement file will be important to you throughout your career in education. You will be expected to update the information in your file and add new written references whenever you look for a new position. As an educator, your placement file is an important professional record.

You will start your placement file in Year 2 of the program after receiving the necessary information and forms. It is important to request references from both your Fall and Spring cooperating teachers and building principals. Reference forms and instructions are available on the MIT web site and completed forms should be returned to the Field Placement Office.

Student Workshops and Meetings Held by MIT Staff
Introduction
The MIT Field Experience Officer and the MIT Certification Officer conduct meetings and workshops for MIT students at various times during the two years of a program cycle.
These meetings and workshops are usually scheduled during non-instructional times. Students are notified of dates and times through e-mail or by way of handouts distributed through MIT faculty.

Endorsement Meetings: Individual meetings with the Certification Officer about certification requirements – including communicating about any recently completed or outstanding endorsement requirements – are held at various times throughout the program; typically meetings will be held during the Fall and Spring of Year 1 and at the beginning of Year 2.

Student Teaching Application Workshop: A meeting is held with the Field Experience Officer during Winter quarter of Year 1 in preparation for the Fall student teaching placement – the application is due in March. Student teaching applications for Spring are due in October.

Job Search Workshop(s): these are organized by the Field Experience Officer during Winter quarter of Year 2 and normally include:
• Job search/Employment information specific to teaching
• Resumes
• Job Fair

- Completing Applications for teaching positions
- The interview process
- Practice (mock) interviews between MIT students and visiting school district personnel (e.g., principals, personnel directors, staff development personnel, etc.)

Exit Meetings: During Evaluation Week of the Spring Quarter of Year 2, MIT students are required to meet with the MIT Certification Officer to finalize paperwork for certification and program completion.

Note: Individual teacher certificate applications are not processed and forwarded to the State of Washington until the MIT student has turned in all necessary paperwork to complete his or her graduation and/or program requirements.

At the completion of the program students receive their *teaching permit* (if all program requirements have been met), which will be valid for six months. Graduates may use a copy of this permit when applying for jobs prior to receiving their final teacher certificate, which they can expect to receive mid-summer after graduation.

Teaching in Other States
Washington has signed the National Association of State Directors of Teacher Education & Certification (NASDTEC) Interstate Contract with the following states. This agreement is renewed every five years; check www.nasdtec.org for the latest information.

Alabama	Kansas	North Carolina
Alaska	Kentucky	North Dakota
Arizona	Louisiana	Ohio
Arkansas	Maine	Oklahoma
California	Maryland	Oregon
Colorado	Massachusetts	Pennsylvania
Connecticut	Michigan	Rhode Island
Delaware	Minnesota	South Carolina
District of Columbia	Mississippi	South Dakota
Florida	Missouri	Tennessee
Guam	Montana	Texas
Georgia	Nebraska	Utah
Hawaii	Nevada	West Virginia
Idaho	New Hampshire	Wisconsin
Illinois	New Jersey	Wyoming
Indiana	New Mexico	
Iowa	New York	

The following information is from the NASDTEC web site. You can find additional related information at that site.

The NASDTEC Interstate Contract facilitates the movement of educators among the states and other jurisdictions that are members of NADTEC and have signed the Contract. Although there may be conditions applicable to individual jurisdictions, the Contract makes it possible for an educator who completed an approved program and/or who holds a certificate or license in one jurisdiction to earn a certificate or license in another state or jurisdiction. Receiving states may impose certain special requirements, which must be met in a reasonable period of time. If you completed an approved teacher education program and/or hold a valid teacher's certificate or license in one state and seek certification under the terms of the NASDTEC Interstate Contract, contact the teacher certification/licensure office in the intended receiving state or jurisdiction.

Teacher Education and the Washington Administrative Code
Three chapters of the Washington Administrative Code (WAC) regulate teacher education and teacher certification: WAC 181-78A (teacher education programs), WAC 181-79A (teacher certification), and WAC 181-82A (updates teacher certification and teacher education program guidelines in conjunction with state endorsement competencies).

You can read these WACs at http://www.k12.wa.us/certification/general/regsreports.aspx and the Endorsement Competencies at http://www.k12.wa.us/certification/profed/competency.aspx. Sections from these chapters of particular relevance to the MIT program and its students are given on the following pages.

<u>WAC 181-78A Excerpts</u>
Program design
Building on the mission to prepare educators who demonstrate a positive impact on student learning, the following evidence shall be evaluated to determine whether each preparation program is in compliance with the program design standard of WAC 181-78A-140(4):
(1) The curriculum is guided by a conceptual framework and is based on current research and best practice, is cohesive and integrated, is performance-based, and supports the state's student learning goals and for teacher preparation programs reflects the essential academic learning requirements.
(2) Candidates who demonstrate potential for acquiring the content and pedagogical knowledge and skills for success as educators in schools are recruited, admitted, and retained (see WAC 181-135 Candidate admission policies). These candidates include members from underrepresented groups.
(3) Candidates attain/demonstrate academic competence in the educator role for which they are being prepared.
(4) A set of criteria/performances for program completion are established and published.
(5) The preparing institution shall assure that candidates are provided with appropriate course work and experiences in teaching methods for each endorsement area. The methods shall include:
Instructional strategies.
Curriculum frameworks (essential academic learning requirements).
Assessment strategies, including performance-based measurements of student work.
Unit/lesson planning.
(6) Field experiences are integrated throughout the preparation program and include experience with diverse populations in a variety of settings.
(7) Candidates complete an internship in which they demonstrate the required knowledge and skills...

Knowledge and skills
Building on the mission to prepare educators who demonstrate a positive impact on student learning based on the Improvement of Student Achievement Act of 1993 (1209), the following evidence shall be evaluated to determine whether each preparation program is in compliance with the program approval standards of WAC 181-78A-220(5):
TEACHER. Teacher candidates will complete a well-planned sequence of courses and/or experiences in which they acquire and apply knowledge about:
Foundational knowledge
(a) The state goals and essential academic learning requirements.
(b) The subject matter content for the area(s) they teach, including the essential areas of study for each endorsement area for which the candidate is applying (chapter 181-79A WAC).
(c) The social, historical, and philosophical foundations of education, including an understanding of the moral, social, and political dimensions of classrooms, teaching, and schools.
(d) The impact of technological and societal changes on schools.
(e) Theories of human development and learning.

(f) Inquiry and research.

(g) School law and educational policy.

(h) Professional ethics.

(i) The responsibilities, structure, and activities of the profession.

(j) Issues related to abuse including the identification of physical, emotional, sexual, and substance abuse, information on the impact of abuse on the behavior and learning abilities of students, discussion of the responsibilities of a teacher to report abuse or provide assistance to students who are the victims of abuse, and methods for teaching students about abuse of all types and their prevention.

(k) The standards, criteria and other requirements for obtaining the professional certificate.

Effective Teaching

(l) Research and experience-based principles of effective practice for encouraging the intellectual, social, and personal development of students.

(m) Different student approaches to learning for creating instructional opportunities adapted to learners from diverse cultural or linguistic backgrounds.

(n) Areas of exceptionality and learning – including, but not limited to, learning disabilities, visual and perceptual difficulties, and special physical and mental challenges.

(o) Effective instructional strategies for students at all levels of academic abilities and talents.

(p) Instructional strategies for developing reading, writing, critical thinking, and problem solving skills.

(q) The prevention and diagnosis of reading difficulties and research-based intervention strategies.

(r) Classroom management and discipline, including:

> (i) Individual and group motivation for encouraging positive social interaction, active engagement in learning, and self-motivation.
>
> ii) Effective verbal, nonverbal, and media communication for fostering active inquiry, collaboration, and supportive interactions in the classroom.

(s) Planning and management of instruction based on knowledge of the content area, the community, and curriculum goals.

(t) Formal and informal assessment strategies for evaluating and ensuring the continuous intellectual, social, and physical development of the learner.

(u) Collaboration with school colleagues, parents, and agencies in the larger community for supporting students' learning and well-being.

(v) Effective interactions with parents to support students' learning and well-being.

Professional Development

(w) The opportunity for candidates to reflect on their teaching and its effects on student growth and learning.

(x) Educational technology including the use of computer and other technologies in instruction, assessment and professional productivity.

(y) Strategies for effective participation in group decision making.

WAC 181-79A Excerpts

Good moral character and personal fitness—Necessary supporting evidence by applicants

All applicants for certification shall submit the following:

(1) An affidavit from the applicant indicating that he or she has not been convicted of any crime or a complete disclosure of all arrests and subsequent dispositions of such arrests. In the event of a conviction for any arrest, the applicant shall state reasons why such conviction does not reflect adversely on the requirement to possess good moral character and be personally fit.

(2) An affidavit from the applicant that he or she has no history of serious behavioral problems or a complete disclosure of the nature and status of all such problems, including the names and addresses of health practitioners who have treated the applicant within the past ten years and an executed consent form permitting the superintendent of public instruction to contact and consult with such health practitioners and for such health practitioners to fully disclose medical information related to such behavioral problems.

(3) An affidavit from the dean of the college or school of education or one or more officials designated by such dean, or, if none, by the college or university president, where the applicant completed his or her approved preparation program, that indicates that a designated college or university official has contacted several faculty members who personally know or knew the applicant and has no knowledge of any relevant information related to the applicant's character or fitness that would adversely affect the applicant's ability to serve in a certificated role or a statement from such applicant of the reasons why it is not possible to make such an affidavit.

(4) *Provided*, That, if the affidavit described in subsection (3) of this section is impossible or impractical to obtain, the applicant shall submit to the superintendent of public instruction the following:

(a) A statement as to why it is impossible or impractical to secure the affidavit required by subsection (3) of this section;

(b) A complete employment history, including the names, addresses, and phone numbers of the immediate supervisor of such applicant when an employee; and
(c) The names, addresses, and phone numbers of three character references that are not related to the applicant.

Affidavits from applicants. An individual's application for certification shall be signed under oath that the statements therein are true and correct. The application if not notarized by a notary public must conform to the formalities prescribed in RCW 9A.72.085. In addition, the application shall state that any knowingly false statement therein is punishable under perjury laws of the state of Washington.

Temporary permits. Temporary permits may be issued by the superintendent of public instruction and designated agents under the following conditions:
(1) Temporary permits may be issued under this section to those persons who have filed an application for certificate; who, based on available documentation, including affidavits or other evidence that appears reliable which substantiates the existence of missing documentation, appear to have completed all requirements for certification; and who do not disclose any information which indicates that such applicant fails to meet the character requirement of WAC 181-79A-150(2).
(2) An individual may apply for a permit directly to the superintendent of public instruction or designated agents—i.e., educational service districts or Washington State institutions of higher education.
(3) A permit entitles the holder to serve as a teacher, educational staff associate or administrator consistent with the endorsement(s) on his/her permit.
(4) A permit is valid for one hundred eighty consecutive calendar days unless prior to the expiration date the superintendent of public instruction determines the applicant is ineligible to receive a valid certificate or endorsement. In such cases, the temporary permit shall expire on the date notice of cancellation is received by the applicant and/or the employer.
(5) The temporary permit may be reissued only upon demonstration that the applicant has made a good faith effort to secure the missing documentation.
(6) Issuing authority. The superintendent of public instruction either directly or through a designated agent shall issue all permits and shall provide institutions of higher education and educational service districts with forms and instructions relevant to application for a permit.

WAC 181-82A Excerpts
Purposes of endorsement competencies referenced in this chapter.
(1) To align requirements for endorsements with the state's learning goals and essential academic learning requirements;
(2) To align requirements for endorsements with the specialty organization standards where appropriate;
(3) To maintain rigorous standards for obtaining endorsements;
(4) To provide school districts with teachers who are able to demonstrate a positive impact on student learning; and
(5) To complement a performance-based teacher certification system.

Certificate endorsements. Teacher certificates shall be endorsed as follows:
(1) **All levels:**
   (a) Bilingual education.
   (b) Designated arts: Dance.
   (c) Designated arts: Theatre arts.
   (d) Designated arts: Music: Choral, instrumental or general.
   (e) Designated arts, visual arts.
   (f) Designated world languages.
   (g) English as a second language.
   (h) Health/fitness.
   (i) Library media.
   (j) Reading.
   (k) Special education.
(2) **Early childhood:**
   (a) Early childhood education.
   (b) Early childhood special education.
(3) **Elementary education.**
(4) **Middle level:**
   (a) Middle level -- Humanities.
   (b) Middle level -- Math/science.

(5) **Secondary level:**
   (a) Designated science: Biology.
   (b) Designated science: Chemistry.
   (c) Designated science: Earth science.
   (d) Designated science: Physics.
   (e) Designated career and technical education: Agriculture education, business education, family and consumer sciences education, marketing education, and technology education.
   (f) English language arts.
   (g) History.
   (h) Mathematics.
   (i) Science.
   (j) Social studies.
   (k) Traffic safety.

WAC 181-82A-204 Endorsement requirements. (1) Candidates completing endorsements required to obtain a residency certificate, shall complete college/university teacher preparation programs approved by the Professional Standards Board pursuant to chapter 181-78A WAC, which include methodology (see WAC 181-78A-264(5)) and field experience/internship (see WAC 181-78A-264(6)) and pursuant to endorsement program approval requirements in this chapter.

(2) In order to add an additional endorsement, the candidate shall have completed a state-approved endorsement program which includes methodology (see WAC 181-78A-264(5)) and addresses all endorsement-specific competencies adopted by the Professional Standards Board and published by the superintendent of public instruction. The requirement for field experience shall be at the discretion of the college/university. Provided, that in cases where programs require a field experience/internship, the colleges/universities should make every attempt to allow the individual to complete field-based requirements for the endorsement within the confines of the individual's teaching schedule.

(3) Candidates from out-of-state shall be required to present verification that they completed a state-approved program (equivalent to a major) in a Washington endorsement area.

(4) Course work used to meet endorsement requirements must be completed through a regionally accredited college/university.

(5) Only course work in which an individual received a grade of C (2.0) or higher or a grade of pass on a pass-fail system of grading shall be counted toward the course work required for the approved endorsement program.

(6) Nothing within this chapter precludes a college or university from adopting additional requirements as conditions for recommendation, by such college or university, to the superintendent of public instruction for a particular subject area endorsement.

WAC 181-82A-206 Endorsement program approval. (1) The Professional Standards Board shall approve endorsement programs at Washington colleges and universities pursuant to the requirements of this chapter. Only colleges and universities with Professional Standards Board approved residency certificate teacher preparation programs are eligible to apply for approval to offer endorsement programs.

(2) The Professional Standards Board will establish performance/competency criteria for obtaining an endorsement. Revision in adopted endorsement competencies may occur only as approved by the state board.

(3) The superintendent of public instruction will publish, and make available, competencies for all endorsement areas identified in chapter 181-82A WAC.

(4) Each college or university desiring to establish an endorsement program shall comply with the following:
   (a) Identification of opportunities for candidate to develop the capacity to demonstrate each competency;
   (b) Identification of strategies that will be used to assess candidate capacity/performance on each competency;
   (c) A description of evidences that candidates will provide to document candidates' positive impact on student learning in the respective endorsement area; and
   (d) A description of the process by which summaries of candidates' assessment data, relative to performance on each competency, will be compiled, analyzed, and used for program improvement.

(5) The Professional Standards Board shall approve endorsement programs for a maximum of five years. Each institution shall submit endorsement programs for review when requested by the Professional Standards Board to ensure that the endorsement programs meet the competencies and to provide assessment data relative to candidate performance.

(6) The Professional Standards Board shall determine the schedule and process for endorsement program reviews.

Implementation policies. (1) In order to offer an endorsement program after August 31, 2003, the endorsement program shall be reviewed and approved under the approval standards of this chapter. All teachers who obtain endorsements after September 1, 2003, shall meet the requirements in this chapter. (2) Teachers shall be required to obtain a minimum of one endorsement.

Access for Students With Disabilities
Evergreen welcomes students with disabilities. The Access Services for Students with Disabilities Office is committed to providing equal access to the benefits, rights and privileges the college offers students through its services, programs and activities. To help Access Services identify services appropriate to your needs, please contact us as soon as possible upon admission to the college. Access Services must receive written documentation of a disability prior to provision of services.

• Access Services, 867-6348, TDD: 867-6834

Campus Bookstore
The Evergreen Bookstore, located in the CAB, is the place to find all program books and materials. The Bookstore also features general reading and reference books; video, computer and software sales; film processing; ticket sales; novelty items and the latest in Geoduck leisure wear.

Campus Parking
Motor vehicles must display valid parking permits. Daily permits can be purchased at the information booth on the front entrance road to campus. Longer-term passes can be purchased at the Parking Office, SEM I 2150. Parking is permitted in designated areas only. Parking in or alongside roadways is hazardous and prohibited. Illegally parked vehicles will be cited or impounded at the expense of the vehicle owner or driver. The college does not assume responsibility for any vandalism or theft while vehicles are parked on campus.

Convenient parking is available for persons with disabilities. A Washington state disabled parking permit must be displayed when a vehicle is parked in a disabled parking space. Persons with temporary disabilities may obtain a permit through the Parking Office. Additionally, an Evergreen daily pass or parking permit must be purchased and displayed.

For more information on campus parking, call 867- 6352.

Campus Public Safety
The campus Public Safety staff is responsible for providing services that enhance the safety and welfare of Evergreen community members and maintain the security of campus buildings and property, both public and private. The Public Safety Office will also assist students, staff and faculty with personal property identification and will register bicycles at no charge. Although the college assumes no responsibility for lost property, the chance for recovery of lost or stolen items is improved if the owner can be easily identified.

The Public Safety Office is open 24 hours a day, seven days a week and is staffed by state-commissioned police officers trained in law enforcement and problem-resolution skills. While charged with enforcing laws and regulations, the staff works to resolve issues using the college's Social Contract whenever possible. The Public Safety Office is located in SEM I 2150. Reach the office by telephone at 867-6140 or 866-6832.

Center for Mediation Services
Evergreen's Center for Mediation Services offers a safe, constructive way for persons in conflict to negotiate their differences. Trained volunteers help students, faculty and staff in conflict

examine individual needs, identify common interests and begin to craft an agreement that is mutually beneficial. In addition, center staff offer conciliation and referral. Over the telephone or face-to-face, the mediation process is free of charge, voluntary and confidential. Training opportunities are available. For more information, call the center at 867- 6656.

Child Care Center
The Child Care Center is certified by the Washington State Department of Social and Health Services. Breakfast, lunch and a snack are served daily and funded by the USDA Child Care Food Program. The center is open Monday through Friday, 7:30 a.m. to 5:30 p.m. and enrolls children of students and staff (infants to seven years). Student rates depend on family size and income level; please contact the center for more information at 867- 6060.

Computing Services
In Academic Computing the emphasis is on students and technology. Students are encouraged to use computers throughout the curriculum -- from writing evaluations to working with graphic images to solving complex statistical, scientific or computer science problems. The use of computer facilities, the Internet and the World Wide Web continues to grow as computing becomes an integral aspect of Evergreen's curriculum. There is no charge to students for the use of computing facilities.

Located in the Library Building, the Computer Center is a place where individual attention comes first. The Computer Center's student consultants provide general assistance and consultation on the use of Computer Center resources.

The college's Computer Center resources include computer laboratories and computer classrooms with application software such as Word, Excel, Photoshop, and Dreamweaver. These facilities also provide access to worldwide information resources through the Internet.

Evergreen's computing laboratories include IBM-compatible and Macintosh computers networked to central servers and Internet resources. Laboratories include video and audio projection equipment. Labs are networked to share printers, peripherals and application resources and provide students with graphics, word processing, imaging and scanning and desktop publishing capabilities for academic projects.

Equipment for the physically challenged is also available in the Computer Center (scanners, sound synthesizers, image enlargement). Microcomputers designed for science applications are available in the Computer Applications Lab (CAL), located in the Lab II building. The Graphic Imaging Lab provides facilities for graphics and imaging projects.

Equal Opportunity
The Evergreen State College expressly prohibits discrimination against any person on the basis of race, color, religion, creed, national origin, gender, sexual orientation, marital status, age, disability or status as a disabled or Vietnam-era veteran.

Responsibility for protecting this commitment extends to students, faculty, administration, staff, contractors and those who develop or participate in college programs at all levels and in all segments of the college. It is the responsibility of each and every employee of the college community to ensure that this policy is a functional part of the daily activities of the college.

Copies of the equal opportunity policy are available in the Equal Opportunity Office, LIB 3103. Persons who wish information on equal opportunity may contact Paul Gallegos, special assistant to the president for equal opportunity, ext. 6368. Persons who believe they have been discriminated against at Evergreen are also urged to contact Paul Gallegos.

Evergreen Center for Educational Improvement
The mission of the Evergreen Center for Educational Improvement is to work "with school communities across Washington State to reach their objectives for improving K-12 education programs." The Center focuses on improving student learning by working primarily with in-service teachers (a) on curriculum development utilizing conceptually-based integrated studies and the state's Essential Academic Learning Requirements and (b) on classroom-based assessment of learning.

One way in which the MIT program attends to education reform in Washington State is by consulting with the director of the Center when designing that aspect of the MIT curriculum, which infuses the state's Essential Academic Learning Requirements (K-12). The Center director also provides the MIT program with an additional theory-to-practice connection by sharing Center experiences and expertise in moving in-service teachers from the stated purposes and goals of education reform in Washington to the actual work and results of restructuring at the school district level. The Evergreen Center is located along with the MIT Administrative Offices in Seminar II E3120.

Evergreen's Social Contract
When you make the decision to come to Evergreen, you are also making the decision to become closely associated with its values. A central focus of those values is freedom -- freedom to explore ideas and to discuss those ideas in both speech and print; freedom from reprisal for voicing concerns and beliefs, no matter how unpopular. It is this freedom that is so necessary in a vibrant, dynamic learning community.

As members of the Evergreen community, we acknowledge our mutual responsibility for maintaining conditions under which learning can flourish -- conditions characterized by openness, honesty, civility and fairness. These conditions carry with them certain rights and responsibilities that apply to us both as groups and as individuals. Our rights . . . and our responsibilities . . . are expressed in Evergreen's Social Contract, a document that has defined and guided the college's values since its very beginning.

The Social Contract is an agreement . . . a guide for civility and tolerance toward others . . . a reminder that respecting others and remaining open to others and their ideas provides a powerful framework for teaching and learning.

The Social Contract -- A Guide for Civility and Individual Freedom
Evergreen is an institution and a community that continues to organize itself so that it can clear away obstacles to learning. In order that both creative and routine work can be focused on education, and so that the mutual and reciprocal roles of campus community members can best reflect the goals and purposes of the college, a system of governance and decision making consonant with those goals and purposes is required.

Purpose
Evergreen can thrive only if members respect the rights of others while enjoying their own rights. Students, faculty, administrators, and staff members may differ widely in their specific

interests, in the degree and kinds of experiences they bring to Evergreen and in the functions that they have agreed to perform. All must share alike in prizing academic and interpersonal honesty, in responsibly obtaining and in providing full and accurate information, and in resolving their differences through due process and with a strong will to collaboration.

The Evergreen community should support experimentation with new and better ways to achieve Evergreen's goals. Specifically, it must attempt to emphasize the sense of community and require members of the campus community to play multiple, reciprocal, and reinforcing roles in both the teaching/learning process and in the governance process.

Freedom and civility
The individual members of the Evergreen community are responsible for protecting each other and visitors on campus from physical harm, from personal threats, and from uncivil abuse. Civility is not just a word; it must be present in all our interactions. Similarly, the institution is obligated, both by principle and by the general law, to protect its property from damage and unauthorized use and its operating processes from interruption. Members of the community must exercise the rights accorded them to voice their opinions with respect to basic matters of policy and other issues. The Evergreen community will support the right of its members, individually or in groups, to express ideas, judgments, and opinions in speech or writing. The members of the community, however, are obligated to make statements in their own names and not as expressions on behalf of the college. The board of trustees or the president speaks on behalf of the college and may at times share or delegate the responsibility to others within the college. Among the basic rights of individuals are freedom of speech, freedom of peaceful assembly and association, freedom of belief, and freedom from intimidation, violence and abuse.

Individual and institutional rights
Each member of the community must protect: the fundamental rights of others in the community as citizens; the right of each member in the community to pursue different learning objectives within the limits defined by Evergreen's curriculum or resources of people, materials, equipment and money; the rights and obligations of Evergreen as an institution established by the state of Washington; and individual rights to fair and equitable procedures when the institution acts to protect the safety of its members.

Society and the college
Members of the Evergreen community recognize that the college is part of the larger society as represented by the state of Washington, which funds it, and by the community of greater Olympia, in which it is located. Because the Evergreen community is part of the larger society, the campus is not a sanctuary from the general law or invulnerable to general public opinion. All members of the Evergreen community should strive to prevent the financial, political, or other exploitation of the campus by any individual or group.

Evergreen has the right to prohibit individuals and groups from using its name, its financial or other resources, and its facilities for commercial or political activities.

Prohibition against discrimination
There may be no discrimination at Evergreen with respect to race, sex, age, handicap, sexual orientation, religious or political belief, or national origin in considering individuals' admission, employment, or promotion. To this end the college has adopted an affirmative action policy approved by the state Human Rights Commission and the Higher Education Personnel Board.

Affirmative action complaints shall be handled in accordance with state law, as amended (e.g., Chapter 49.74 RCW; RCW 28B.6.100; Chapter 251-23 WAC).

Right to privacy
All members of the college community have the right to organize their personal lives and conduct according to their own values and preferences, with an appropriate respect for the rights of others to organize their lives differently.

All members of the Evergreen community are entitled to privacy in the college's offices, facilities devoted to educational programs and housing. The same right of privacy extends to personal papers, confidential records and personal effects, whether maintained by the individual or by the institution.

Evergreen does not stand in loco parentis for its members.

Intellectual freedom and honesty
Evergreen's members live under a special set of rights and responsibilities, foremost among which is that of enjoying the freedom to explore ideas and to discuss their explorations in both speech and print. Both institutional and individual censorship are at variance with this basic freedom. Research or other intellectual efforts, the results of which must be kept secret or may be used only for the benefit of a special interest group, violate the principle of free inquiry.

An essential condition for learning is the freedom and right on the part of an individual or group to express minority, unpopular, or controversial points of view. Only if minority and unpopular points of view are listened to and given opportunity for expression will Evergreen provide bona fide opportunities for significant learning.

Honesty is an essential condition of learning, teaching or working. It includes the presentation of one's own work in one's own name, the necessity to claim only those honors earned, and the recognition of one's own biases and prejudices.

Open forum and access to information
All members of the Evergreen community enjoy the right to hold and to participate in public meetings, to post notices on the campus, and to engage in peaceful demonstrations. Reasonable and impartially applied rules may be set with respect to time, place and use of Evergreen facilities in these activities.

As an institution, Evergreen has the obligation to provide open forums for the members of its community to present and to debate public issues, to consider the problems of the college, and to serve as a mechanism of widespread involvement in the life of the larger community.

The governance system must rest on open and ready access to information by all members of the community, as well as on the effective keeping of necessary records.

In the Evergreen community, individuals should not feel intimidated or be subject to reprisal for voicing their concerns or for participating in governance or policy making.

Decision-making processes must provide equal opportunity to initiate and participate in policy making, and Evergreen policies apply equally regardless of job description, status or role in the community. However, college policies and rules shall not conflict with state law or statutory,

regulatory and/or contractual commitments to college employees.

Political activities

The college is obligated not to take a position, as an institution, in electoral politics or on public issues except for those matters, which directly affect its integrity, the freedom of the members of its community, its financial support and its educational programs. At the same time, Evergreen has the obligation to recognize and support its community members' rights to engage, as citizens of the larger society, in political affairs, in any way that they may elect within the provision of the general law.

Facilities and Related Policies

Alcoholic Beverages

No liquor is allowed on campus or in campus facilities unless a banquet permit has been issued by the State Liquor Control Board. However, rooms in the residence halls and modular units are considered private homes and drinking is legally permissible for students 21 years of age or older. For students choosing to live in a substance-free environment, Housing provides alcohol/drug-free residences.

Bicycles

Bicycles should be locked in parking blocks at various locations around campus. They should not be placed in or alongside buildings and should not be locked to railings. Bicycle registration licenses that aid in recovery of lost or stolen bicycles are available at Campus Public Safety for a small fee.

Firearms

The college discourages anyone from bringing any firearm or weapon onto campus; however, firearms that must be brought onto campus property will be checked in and retained by Campus Public Safety. A special written explanation must accompany the retention request and be filed with the chief of Campus Public Safety. Persons in possession of unchecked firearms on campus will be subject to immediate expulsion from Evergreen or to criminal charges or both.

Pets

Pets are not allowed on campus unless under physical control by owners. At no time are pets allowed in buildings. Stray animals will be turned over to Thurston County Animal Control.

Smoking

No smoking is allowed inside main campus buildings or near building entrances. In campus housing, smoking is prohibited in public areas, including lobbies, laundry rooms, TV rooms, elevators and public hallways. Smoking is allowed within apartments with roommates' permission. Members of the campus community are expected to respect smoking restrictions and accept shared responsibility for enforcement.

Use of College Premises

Evergreen's facilities may be used for activities other than education as long as suitable space is available, adequate preparations are made and users meet eligibility requirements.

Arrangements for conferences or group gatherings by outside organizations are made through Conference Services, CAB 211, 867- 6192.

Reservations for space and/or facilities are made through Space Management, ext. 6314. Allocations of space are made first for Evergreen's regular instructional and research programs, next for major all-college events, then for events related to special interests of groups of students, faculty or staff, and then for alumni-sponsored events. Last priority goes to events sponsored by individuals and organizations outside the college.

All private and student vendors must schedule tables through the Student Activities Office. Student vendors are provided tables for a $30 fee. For most private vendors and alumni, the fee is $30. Non-student vendors are limited to two tables per day and three days per quarter.

Family Educational Rights and Privacy Act of 1974 (FERPA)
The Evergreen State College must insure that information contained in student records is treated responsibly with due regard for its personal nature, and for the students', college's, and community's needs. The following guidelines are taken in part from TESC's general policy and respond to the requirements of Public Law 93-380 (Family Educational Rights and Privacy Act of 1974).

WAC 174-280-045 NOTICE OF RIGHTS
In accordance with the requirements of the federal statute, the college through the office of the dean of enrollment services will annually notify all enrolled students of their rights under WAC 174-280-010 through 174- 280-045 to include:

(1) The types of educational records and information contained therein which are directly related to students and maintained by the institution.
(2) The name and position of the official responsible for the maintenance of each type of record, the persons who have access to those records, and the purposes for which they have access.

Definitions Specific to MIT
For the purposes of this information, the following terms shall have the definitions shown:

(1) *Student*: any person who is or has been registered at Evergreen, with respect to whom Evergreen maintains educational records or other information personally-identifiable by name, identification number, or other names of recognition.
(2) MIT *Student Files*: those student files held by the Master in Teaching program.
(3) *Directory Information*: the student's name, address, telephone number, dates of attendance, date and place of birth, major field of study, participation in officially recognized activities and sports, degrees and awards received, and the most recent previous educational agency or institution attended by the student.

Disclosure to Student
(1) Students have the right to inspect their MIT student files.
(2) Recommendations, evaluations, or comments concerning a student, whether or not provided in confidence, either expressed or implied, as between the author and the recipient, shall nonetheless be made available to the student.
(3) The MIT Certification Officer is the official custodian of MIT student files.

Requests and Appeals Procedures
(1) A request by a student for review of information should be made in writing to the Certification Officer.

(2) The Certification Officer must respond to a request for educational file within a reasonable period of time, but in no case more than 30 days after the request has been made.

(3) After reviewing his or her file, a student may challenge the content of the file if the student believes them to be inaccurate, misleading or otherwise in violation of the privacy or other rights of the student. In such cases the student should notify the Certification Officer. If a student has been unable to negotiate correction of or deletion of inaccurate, misleading or otherwise inappropriate data, he or she may contact the MIT Director for resolution. If the student is still unable to reach resolution he or she may pursue the grievance procedures in chapter 174- 108 WAC and may place a written statement of rebuttal in his or her official file.

Release of Personally Identifiable Information

The Master in Teaching Program shall not permit access to or the release of education files or personally identifiable information contained therein, other than "directory information," without the written consent of the student to any party other than the following:

(1) Evergreen staff, faculty, and student employees when the information is specifically required for a legitimate educational interest within the performance of their assigned responsibilities to the college, with the understanding that its use will be strictly limited to the performance of those assigned responsibilities.

(2) Federal and state officials requiring access to educational records in connection with the audit and evaluation of a federally- or state-supported education program or in connection with the enforcement of the federal or state legal requirements which relate to such programs. In such cases the information required shall be protected by the federal or state official in a manner which will not permit the personal identification of students to other than those officials, and such personally identifiable data shall be destroyed when no longer needed for such audit, evaluation or enforcement of legal requirements.

Food Services

Located in the CAB, the dining services are designed to meet your food-service needs. The Deli, Greenery and the SEM II Café offer a wide variety of food choices for your pleasure and convenience. A declining-balance credit card that allows freedom of choice without carrying cash can be purchased at the Food Services Office, CAB 107.

Graduate Student Association

The Graduate Student Association (GSA) exists to represent and strengthen the graduate student community through social, political, and educational collaboration. Its membership is open to all graduate students. A coordinating board, consisting of two members selected from each graduate program, has the responsibility to ensure representation of the graduate students to the Evergreen and off campus communities.

Library

The Daniel J. Evans Library hires people who are not only experts in media and information management and retrieval, but who want to share what they know with you. The selection of books, equipment and other materials is carefully coordinated with the college's academic programs. Staff members are always on hand to help you relate the Library's resources to your academic work and personal enrichment.

The Library's resources are the "what" of information usage while the Library's staff provides the "how" through research and media instruction across the curriculum, as well as through various courses in the use of media equipment and basic media.

"What" you will find in the Library includes 4,200 items of media loan equipment (including cameras, projectors, tape recorders and video/audio equipment) more than 240,000 books, 30,000 reference volumes, four well-equipped recording studios, a complete video production system, films, recordings, maps, documents, editing benches and 2,000 periodical subscriptions.

In addition to resources on hand, Evergreen's Library offers you access to books and periodicals through computerized databases. Evergreen students and faculty borrow more interlibrary loan materials and more of the general collections per capita than at any of the other four-year public institutions in the state.

Policy Information

Detailed information about many of Evergreen's policies, including the Student Conduct Code, and policies on Conflict Resolution, Sexual Harassment, the American's with Disabilities Act (ADA), FERPA, Equal Opportunity and Discrimination, can be found at: http://www.evergreen.edu/studentaffairs/rightsandresponsibilities.htm.

Sexual Harassment

The Evergreen State College endeavors to promote, maintain and encourage a learning and work environment free from all forms of discrimination, including sexual harassment. Students, staff, faculty and the public should be aware that the College is committed to the prevention and elimination of sexual harassment. All members of the college community have the responsibility to conduct themselves in such a way as to contribute to an environment free of sexual harassment. Taking positive educational steps to sensitize employees and students with respect to this issue is also a responsibility of college administration. Should an administrator, supervisor, faculty member or student have knowledge of conduct involving sexual harassment or receive a complaint of sexual harassment that involves a member of the community under his or her administrative jurisdiction, immediate steps must be taken to deal with the matter appropriately. Resolution processes include a range of options from seeking clarification to mediation to filing a formal complaint with the civil rights officer.

Glossary of "Evergreen" Terms

CAB: College Activities Building.

Chaos: It's spelled KAOS and it's the college's FM community radio station.

Coordinated Study Programs: An academic program with a faculty team of two to five and 40 to 100 students. Primarily full-time and one or more quarters in length, coordinated studies focus on interdisciplinary study and research on a particular theme or topic.

CPJ: It's the Cooper Point Journal, Evergreen's student newspaper.

Credits: Full-time students at Evergreen earn 12 to 16 credits, or quarter hours, per quarter; the maximum allowed for MIT students is 16; undergraduates can take up to 20 credits. The amount of credit earned in a program is clearly specified at the end of the evaluation of the student's academic performance.

DTF: DTFs are Disappearing Task Forces. Evergreen's planners wanted to avoid permanent committees, so they created DTFs to study problems, make recommendations and then disappear. Several DTFs are active each academic year and students are encouraged to participate. Contact the Office of the Vice President for Student Affairs.

Equivalencies: The approximate course titles and credit hours listed at the end of the program descriptions. These will be listed as final "course equivalencies" at the end of a faculty evaluation of your academic work. This is the way Evergreen translates interdisciplinary studies into course titles similar to those at other institutions. Students may earn equivalencies in four to six disciplines. For example, you might be awarded credit in history, mathematics, science and writing for your work in a single coordinated studies program.

Evaluation: Evergreen's grading system consists of a narrative evaluation of a student's academic work at the end of each quarter. Faculty members write evaluations of each student's work and progress, and each student writes a self-evaluation. These become official documents, making up your permanent transcript. Students also write evaluations of faculty members, which become a part of the faculty member's official portfolio.

Evaluation Conference: A quarterly conference in which a faculty member and student discuss their evaluations of the student's work. Conferences occur during Evaluation Week, the 11th and final week of each quarter.

First Peoples: At Evergreen, the term First Peoples refers to people of color -- often referred to in the United States as minorities. The name is in recognition of the unique indigenous heritage of all people of color.

Geoduck: The campus mascot -- a legacy from Evergreen's early humorists. Pronounced "gooey-duck," the geoduck is an oversized clam native to this area and noted for digging deep and fast.

Governance: An ongoing process at Evergreen, demonstrating our commitment to working together to make decisions. Students participate in governance along with staff and faculty

members, usually through a DTF established to study a problem and seek solutions. Participatory democracy is hard work and time-consuming, but you have a voice in what happens at Evergreen if you choose to exercise this unusual and valuable franchise.

Greener: Short for Evergreener.

Interdisciplinary: Study that covers more than one academic discipline. Many Evergreen programs involve study in three or more disciplines, and all require some cross-disciplinary work. Thus, you may find yourself learning about both science and art in the same program, or about social science and human development, or combining studies of history with exploration of literature.

Potluck: A tradition at Evergreen where a faculty member and his or her students bring food for lunch or dinner.... These occasions are perfect for mixing academic and social life.

Planning Units: Evergreen does not have the formal academic departments found at most colleges. It does however have five planning units that facilitate curriculum planning – CTL, ES, EXA, SPBC, and SI. Most MIT program faculty belong to the SPBC planning unit.

Programs: To distinguish Evergreen's offerings from traditional courses or classes at other institutions, we use the term "programs" to indicate an academic offering that is multidisciplinary and full- or half-time. Students enroll in one program at a time, often for a full year of study.

Retreat: Many academic programs go on retreats during the year, often off campus. Retreats allow for secluded work on a particular project or the finale to an entire year's studies.

Self-Evaluation: Your evaluation of your own academic work as measured against your objectives at the beginning of a quarter and the requirements of your program, contract or internship. Student self-evaluations are part of formal academic records.

Seminars: One of the central experiences of an Evergreen education, seminars usually meet weekly to discuss the readings assigned in a particular program. The discussion group consists of a faculty member and 15 to 25 students. Participants are expected to prepare for the seminar by reading and analyzing the material to be discussed.

Social Contract: Evergreen's planning faculty wanted the college to function as a community, so they wrote their ideas about social ethics and working together into the Social Contract.