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## INTRODUCTION

Welcome to the Master in Teaching Elementary (MIT-Elementary) program at Washington State University Vancouver (WSU Vancouver). This program integrates research, theory, and practice to prepare students admitted to the program (referred to in this handbook “interns”) for a successful career in teaching. University faculty, staff, and field supervisors partner with mentor teachers in local school districts to provide interns with rigorous learning experiences that support them in applying the latest research on teaching and learning in classrooms and school communities. The College of Education’s conceptual framework (below) is evident throughout all aspects of the teacher preparation program, from the application process through student teaching.



*The College of Education contributes to the theory and practice of the broad field of education and dedicates itself to understanding and respecting learners in diverse cultural contexts. We facilitate engaged learning and ethical leadership in schools and clinical settings. We seek collaboration with diverse constituencies, recognizing our local and global responsibilities to communities, environments, and future generations.*

The MIT-Elementary program emphasizes engaged learning through inquiry approaches in course work and interactive experiences with K-8 students in field placements. Faculty members facilitate engaged learning and also provide the pedagogical tools for future teachers so that they, too, can facilitate engaged learning in their classrooms. The emphasis on diversity and responding to learners in a cultural context are themes woven into all aspects of the program. Course assignments and field experiences are based on an inquiry-oriented reflective model that includes a process of asking questions related to social justice, creating safe spaces, democratic processes, fairness, inclusion, choice, authenticity, and respect for personalized learning. Ethical leadership in the field of education is an expectation for all of our teacher candidates.

## PROGRAM DESCRIPTION

The MIT-Elementary Program at WSU Vancouver (WSU Vancouver) is an intensive, integrated 15-month course of study of 53 credits, including field experiences, which provide all coursework to meet the State of Washington certification requirements with a primary endorsement in Elementary Education (K-8). This program is for individuals who hold baccalaureate degrees in any field. Students admitted (interns) each year are selected through a careful screening process, which seeks to identify those who are both academically capable and have demonstrated a commitment to the education of children.

Interns begin their coursework in early May, then continue classes and add pre-internship (field) experiences at school sites during the fall semester. In the spring semester, interns begin full-time student teaching (internship) five days a week for approximately 10 weeks, and then continue in the internship three days/week and take courses two days/week for the rest of the spring semester. Coursework is completed the following summer. A series of program requirements that complement and extend coursework are also undertaken throughout this course of study.

Included in these experiences are a diversity field experience, the creation of an interdisciplinary unit plan, and the final master's degree project and presentation.

The pre-internship and internship experiences are designed to ensure that MIT-Elementary graduates are successful, confident, and independent, self-monitoring professionals. An individualized, progressive sequence of responsibilities and experiences are supported through dialogue between the intern, mentor teacher, and supervisor. These help the intern think beyond observed behaviors to develop a deep understanding of teaching and learning.

There are many people to support interns throughout their program of study, including the Academic Director, Program Coordinator, the Academic Coordinator, and the Co-Directors of Field Experiences, faculty, supervisors, and mentor teachers. Each of these people welcome ongoing communication with interns, and interns are encouraged to bring their questions and concerns to the appropriate person in a timely fashion. The Academic Coordinator serves as a central resource for program and university questions.

### *Program Goals*

The goals of the MIT-Elementary program are:

1. To prepare outstanding entry-level P-12 teachers with a focus on teacher inquiry as a paradigm for practice. Successful graduates inform their practice and stewardship of public schools by...
  - a. using and generating deep content and pedagogical knowledge to inform their teaching.
  - b. developing relevant, rigorous, and developmentally appropriate curricula.
  - c. modifying curriculum and instruction based on the diverse assets, abilities, and needs of their students.
  - d. using assessment of their students' learning and their own teaching to inform future planning and teaching.
  - e. attending to the social, emotional, and civic development of their students.
  - f. working respectfully and collaboratively with colleagues and community to promote professional learning and quality instructional programs.
2. To guide students in their development as practitioner-researchers in P-12 school settings. Successful graduates inform their practice and stewardship of public schools by...
  - a. applying scholarly habits of curiosity, inquiry, reflection, and skepticism.
  - b. articulating problems of practice and then generating student-centered solutions by synthesizing research literature, and applying that synthesis to problems of practice.
  - c. effectively communicating scholarly work through professional and social media.
  - d. making decisions grounded in evidence and professional knowledge.
  - e. demonstrating professional habits and dispositions

## *Core Practices*

MIT-Elementary faculty and supervisors emphasize four core practices across methods courses and in the field. These allow interns to develop a deep understanding of and the ability and disposition to apply a few key instructional practices across multiple disciplines. The core practices are:

1. Engage K-8 students in productive discourse related to the specific content.
2. Develop clear and meaningful lesson-level learning targets that help children build understanding of big ideas, concepts, processes, and practices.
3. Use evidence from formative assessments and students' self-assessments and adapt and differentiate instruction to respond to this evidence.
4. Co-construct, with K-8 students, a classroom climate where K-8 students feel safe to be who they are, take academic risks, and make mistakes.

## *Awards*

### *J. Kenneth Miller Outstanding MIT-Elementary Student Award*

Each year, the WSU Vancouver College of Education faculty and internship field supervisors select one student who has demonstrated excellence in both coursework and the field experience to be honored as the recipient of the J. Kenneth Miller Outstanding MIT-Elementary Student Award. The winner is presented with the award at a celebration ceremony and is announced at Commencement in May.

Dr. Ken Miller, the first faculty member on the WSU Vancouver campus, established the J. Kenneth Miller Outstanding MIT-Elementary Student Award upon his retirement in 2000. Dr. Miller served the Education unit in various capacities, including Director, Coordinator of Field Experiences, Field Placement Coordinator, field supervisor, and course instructor. Dr. Miller continues to demonstrate his lifelong commitment to students and to the teaching profession through this award.

## *Part-Time Option*

The purpose of the part-time (PT) option is to allow MIT-Elementary interns to complete the program on a part-time basis. PT interns must design their academic programs in coordination with the MIT-Elementary Program Coordinator and the Academic Coordinator prior to enrolling in their first semester of coursework. PT interns generally complete the program within 27 months of enrolling. The program of study of PT interns is identical to that of full-time interns, with a few minor exceptions due to field demands. It is highly recommended that PT interns follow a course sequence designed for completing the program in 27 months.

In the first academic year, the PT intern takes a 1-credit practicum each semester to ensure regular access to a K-8 classroom. The practicum differs from a pre-internship in that there is no supervisor mentorship. The PT intern will participate in the pre-internship in the fall of the second year and the internship in the spring semester.

## 2018-2019 PROGRAM SCHEDULE

**Summer 2018:** Session I: May 7 - June 15 / Session II: June 18 - July 27

**Fall 2018:** August 20 - December 14

**Spring 2019:** January 7 - May 3

**Summer 2019:** Session I: May 6 – June 14 / Session II: June 17 - July 26

### Summer Sessions I & II (2018)

Course #	Course Title	Credits
MIT 504	Social Foundations of Education for Teachers	2
MIT 509	Instruction & Assessment for Elementary Teachers	3
T&L 521	Advanced Educational Psychology	2
MIT 531	Literacy Development I	3
		Total 10

### Fall Semester (2018)

Course #	Course Title	Credits
MIT 505	Classroom Management	3
MIT 530	Elementary School Social Studies Methods	3
MIT 532	Literacy Development II	3
MIT 533	Elementary School Mathematics Methods	3
MIT 534	Elementary School Science Methods	3
MIT 537	Problem Solving in Elementary Mathematics	1
MIT 571	Pre-Internship & Seminar*	2
		Total 18

\* The pre-internship requires interns to be at their placement schools two full school days a week, Mondays and Tuesdays, plus attend seminar once a week.

### Spring Semester (2019)

Course #	Course Title	Credits
SpecEd 520	Teaching in inclusive Classrooms	2
MIT 512	ESL Methods for General Educators K-8	2
MIT 506	Integrating Technology in Classroom Teaching	2
MIT 575	Internship & Seminar *	
		10
		Total 16

\* Interns begin the spring term and take spring break according to their placement school calendars, not the WSU calendar, and are at their placement schools five full school days per week (for first 9-10 weeks). The internship is reduced to three days/week and interns attend classes two days/week for the final weeks of the semester.

### Summer Sessions I & II (2019)

Course #	Course Title	Credits
KINES 536	Methods of Health & Physical Education	2
MIT 507	Teacher Inquiry & Praxis	2
MIT 535	Integrating Fine Arts into K-8 Curriculum	2
MIT 702	Master's Examination	3
		Total 9

Recommendation for the Residency Teaching Certificate occurs after summer grades post in August 2019. Upon successful completion of all requirements, the MIT degree is awarded in August 2019.

### RESEARCH IN THE MIT-ELEMENTARY PROGRAM: MIT 702

The MIT-Elementary 702 project is an inquiry-based extension of the internship experiences, coursework in the MIT program, and a review and synthesis of research literature relevant to a question or questions about teaching and/or learning. In this project, each intern will generate one or more researchable questions based upon experiences and/or an artifact(s) from the internship. Each will conduct a review of literature related to this question(s) and develop a paper that introduces the research focus, provides some background as to why this focus was chosen, synthesizes related and reviewed literature, includes a reflective commentary based on what is learned from the literature review, and discusses the implications of the findings on the intern's continued growth as a professional teacher. Interns share their findings in an oral presentation.

### FIELD EXPERIENCE DESCRIPTIONS

#### *Diversity Field Experience*

An understanding of diversity within the school context is essential to interns' effectiveness. The MIT-Elementary program is committed to training culturally competent teachers. To support this, interns engage in an exploration of a school community, including the human, physical, and structural resources used by families in the community. Based on 25 hours of engagement in the community, interns develop a portfolio that represents the interactions and learning they experienced. They present this to the cohort. This experience is associated with MIT 504.

#### *MIT 575 Pre-Internship*

During fall semester, interns will observe and participate in K-8 classroom activities during Monday and Tuesday of each week. Interns will begin to integrate their course work and knowledge with the content and operation of classrooms serving K-8 students. During the weekly campus seminar, interns will discuss and develop strong connections among planning, instruction, and assessment. They will have an opportunity to describe, analyze, and evaluate the Education Teacher Performance Assessment (edTPA). Interns will also consider effective ways to create productive and respectful classroom learning environments, which are responsive to the diverse needs of K-8 students.

## *MIT 575 Internship and Seminar*

Interns will be based at their placement schools for full school days, Monday-Friday, beginning in the first week of January (depending on district calendars) through March 8<sup>th</sup>. For the balance of the spring semester, interns will be at their placement schools for full days, Tuesday-Thursday. During weekly campus seminars, interns will continue to strengthen their instructional decision-making, expand their repertoire of instructional and assessment skills and strategies, and address the challenges and opportunities presented by teaching developmentally and culturally diverse students. They will also complete the edTPA, prepare employment documents, develop job search strategies and skills, and demonstrate the standards of professionalism.

### **edTPA DESCRIPTION**

**To obtain the Washington Residency Teaching Certificate, each intern must pass the edTPA portfolio assessment (WA Version) during the internship.** The Teacher Performance Assessment (edTPA) is modeled after the National Board Certification process and is part of a national effort to define a single instrument to be used nationally to evaluate beginning teachers. This is the required student teaching assessment for all teacher preparation programs in Washington. It requires interns to describe, analyze, and evaluate the teaching of a “learning segment” in their student-teaching classroom and submit a short video of that learning segment and additional artifacts and commentaries as evidence of their teaching ability. The intern is expected to share the edTPA directions and materials with their Mentor Teacher. Further information on the edTPA is provided in the MIT Field Experience Guidelines. The edTPA portfolio is scored by outside scorers employed by Pearson, Inc. The cost of the edTPA is \$300. If an intern does not pass the edTPA, some or all of the tasks may be resubmitted with additional cost to the intern.

### **THE ROLE OF THE WSU FIELD SUPERVISOR**

Field supervisors are responsible for coordinating the MIT-Elementary field experiences. They work with partner districts to identify appropriate school sites and mentor teachers, orient/inform teachers so they can become effective mentors, work with mentor teachers and MIT-Elementary interns to implement a constructivist teaching preparation model to ensure successful growth experiences, and monitor and evaluate intern performances in emerging professional teaching roles. The field supervisor’s major responsibilities include:

- *Emphasizing constructivist teaching principles.*
- *Helping interns gain familiarity with school personnel and the school environment.*
- *Observing and conferencing with interns to promote their growth as professionals. Supervisors support interns in working with a variety of teachers, grade levels, and diverse student populations.*
- *Supporting interns in creating opportunities to carry out in-school assignments for their methods classes.*
- *Negotiating program adjustments as needed for interns who might need additional experience or time in the field.*

## **IMPORTANT POLICIES FOR THE MIT-ELEMENTARY INTERN**

### ***Testing***

Interns must pass a basic skills test (WEST-B, SAT/ACT) before the program begins in early May. The NES for Elementary Education (both subtests) must be successfully passed before December 1<sup>st</sup> of the semester before the internship begins (usually the spring semester). Interns that are not able to pass the NES tests will not be allowed to enter into the internship in the spring semester until they are able to pass both subtests of the NES for Elementary Education.

### ***Background Clearance and Fingerprinting Requirements***

Interns are required to go through a background check and submit their fingerprints to OSPI prior to beginning their field experiences. In addition to successful completion of all MIT-Elementary coursework, interns are required to maintain a valid Pre-Residency Clearance from the Washington State Patrol and the FBI before being eligible for the residency teaching certificate. This clearance is obtained by means of a fingerprint check and completion of the Pre-Residency Clearance. Upon admission to the program, you will receive all of the necessary paperwork and fingerprinting information for clearance.

The fingerprinting process is mandated by the state and is implemented to insure the safety of students. The fingerprinting process consists of providing a clear set of fingerprints at an approved location and sending them out to the FBI and Washington State Patrol for clearance. The latter can take several weeks, and the entire fingerprinting process must be completed and approved prior to working in schools during the fall semester. Therefore, MIT-Elementary interns must provide a set of fingerprints prior to the beginning of the first summer session (approximately early May).

### ***Liability Insurance***

Interns must show proof of professional liability coverage (\$1,000,000 minimum) before starting any field experience in K-12 classroom. Three options are available:

1. Provide proof of your own coverage from your local insurance provider. This may be an additional rider on your current policy.
2. Join the Student National Education Association (fee is \$22.50 per year) program; this fee entitles you to receive selected professional journals and job opportunities/postings. Interns may enroll online at the following website: <https://ims.nea.org/JoinNea/>
3. Purchase coverage through Washington State University's Experiential Learning Intern Policy for approximately \$7.50 per year. Interns may obtain the form from the College of Education office.

Proof of the coverage must be submitted to the Academic Coordinator in the Undergraduate Classroom Building office 307, before beginning your pre-internship in fall semester. This proof can be a copy of any of the three options listed above. Failure to provide proof of your insurance



coverage will cause the university to pull you from your practicum/internship placement.

### *Automatic Denials*

Listed below you will find all of the conditions which would automatically prevent any intern from being awarded a teaching certificate in the state of Washington.

Conviction, including guilty pleas, involving any of the following:

1. Physical neglect of a child under chapter 9A.42 RCW.
2. Physical injury or death of a child under chapter 9A.32 or 9A.36 RCW (except motor vehicle violations under chapter 46.61 RCW).
3. Sexual exploitation of a child under chapter 9.68A RCW.
4. Sexual offenses under chapter 9A.44 RCW where a minor is the victim.
5. Promoting prostitution of a minor child under chapter 9A.88 RCW.
6. Sale or purchase of a minor child under chapter 9A.64.030 RCW.
7. Violations of similar laws to the above in another jurisdiction.

### *Academic Standards*

The following represent Graduate School minimum requirements for the award of a graduate degree: A student must have a 3.0 cumulative WSU GPA and a 3.0 program GPA. Grades of C or greater will be figured into the GPA and cannot be repeated for a higher grade. Students earning a grade of C- or lower must repeat the course and not on a pass/fail basis.

All coursework from fall semester must be completed with a B- grade or above before, the official internship begins in the spring semester.

### *Incomplete Grades*

An Incomplete (“I”) is the term indicating that a grade has been deferred. It is given to a student who, for reasons beyond the student’s control, is unable to complete the assigned work on time. Incomplete grades are granted at the sole discretion of the course instructor. Interns will have up to one year (unless a shorter time is specified by the instructor) to complete work for which they received an “I” grade; after one year the “I” grade for the course will become an F. Interns will not be permitted to begin internship until all Incompletes have been removed from their transcripts. Students admitted conditionally or on academic probation may not be allowed an incomplete grade option.

### *Class Attendance*

It is a standing policy of the MIT-Elementary program that interns will not be excused from university classes to attend school-based events, parent conferences, IEP meetings, or any other school event that conflicts with the intern’s course schedule.

### *Fall Semester Field Week*

The class schedule at the beginning of Fall Semester is typically rearranged so that the majority of interns can be in their placement classrooms for the first day of school. In Fall, 2018, for those districts beginning before Labor Day, interns will attend the opening days at their placement school during the week of August 27-31. There will be no classes at WSUV between 8:00-4:00 during that week. Class schedules will resume as normal on September 5<sup>th</sup>.

### *Spring Break*

WSU Vancouver College of Education takes spring break with local school districts and does not observe WSU Spring Break.

## **EARLY WARNING SYSTEM FOR PRE-SERVICE TEACHERS (Interns)**

### *Intent and Rationale*

This system is designed to provide early feedback for interns who might be experiencing difficulty in the teacher preparation program. The system is based upon the concept of remediation and calls for clear feedback to the intern about the concern and the development of a plan of remediation to correct the situation. The system is also an acknowledgement that while the majority of interns will not have problems, not every person is suited to be a teacher. This process is designed to provide feedback and, when necessary, to counsel the intern out of the program. The process is confidential and is designed to be supportive of individual differences and needs.

The Early Warning System standards for classroom performance and behavior listed below are adapted from the standards of the Interstate New Teacher Assessment and Support Consortium (INTASC). They parallel the standards and expectations for interns working toward certification in Washington. These dispositions reflect the WSU expectations about the way those who teach children comport themselves as well as the expectations of faculty, prospective employers, future colleagues, and the public.

The faculty sees these standards as an important component of learning to be an effective teacher. Faculty believe that, in addition to what a intern knows and can do, their professional disposition in the classroom indicates their readiness to perform at a professional level as a teacher. The MIT-Elementary program committee is tasked with identifying current and potential problems through its faculty and staff. The expectation is that instructors will most often observe these behaviors. However, warnings may be submitted by anyone in the Washington State University Vancouver professional community, as defined by the National Council for the Accreditation of Teacher Education (NCATE). NCATE defines this community as including all faculty, staff, students, and administrative personnel on the university campus and in the local educational community who interact with interns and have an opportunity to observe their development of professional skills and knowledge.

The MIT-Elementary program will hold interns accountable for the Professional Disposition Standards. Students enrolled in teacher education programs must also adhere to the *Washington*

*State University Standards of Conduct for Students* as presented in the Student Handbook and Calendar (most recent edition). These standards detail laws and regulations about academic dishonesty, harassment, alcohol and drugs, firearms and dangerous weapons.

Note: The Early Warning System would be waived in the case of inappropriate behaviors, including harassment, assault/battery, or use/abuse of drugs or under the influence in a learning environment. These behaviors, if the investigation provides confirmation, shall result in a range of consequences from warning and a personal contract to immediate removal from the program, depending on the severity of the instance.

### ***Orientation***

Interns are first apprised of the Early Warning System as part of their program orientation session. Written information (this handbook), an oral explanation of the process, and some sample scenarios are provided at that time by the Academic Director. The written information includes a clear description of appropriate professional behaviors, or dispositions, interns are expected to develop and demonstrate throughout the teacher preparation program as well as the steps taken in the Early Warning System Process. This written information is also included in the program handbook, on the program website, and is referenced in course syllabi. The records are kept in the Director's office in a confidential file and are destroyed when the intern completes or leaves the program.

### ***Safeguards***

Because potential consequences to interns are so high, these procedural safeguards and processes are followed:

- Interns will not be counseled out of Teacher Education programs solely because of problems that arise in one class or with one instructor (unless University regulations or state laws have been broken).
- Instructors will talk individually with interns before completing an Early Warning form. The faculty understands that there may be additional information or alternative interpretations regarding what they may have observed in an intern's behavior.
- The Academic Director will treat the matter as confidential and insist that all instructors do the same.
- Should the intern be dissatisfied with the findings of a meeting or the Early Warning System process, they may appeal to the Director. As per the Student Handbook and Calendar (most recent edition), interns are entitled to further appeal through University channels.

### ***During the Instructional Program***

Instructors deal with issues/inappropriate behavior problems as a class-related matter. The following process would be used if they were unable to remedy the situation or if it was very serious.

- The instructor talks with the intern to share the Early Warning System (EWS) form. The intern signs the form after having the opportunity to write their version of the events.
- The instructor submits a copy of the EWS form to the Director and that person contacts the intern's other instructor(s) that semester to see if the intern is having any difficulties in any other classes. The Director uses discretion about possible further investigation related to the issue.
- The Director then contacts the program coordinator to schedule a conference with the instructor, the intern, and an advocate for the intern (if desired by the intern) to discuss the situation, hear both sides, and decide on a plan for remediation of the problem. The intern may bring witnesses if they and the program coordinator agree it would be helpful if facts or interpretations are disputed. A follow-up conference is scheduled as part of the plan. The plan might need to extend into the next semester and would be handled in a confidential way with the intern's instructor(s).
- If a second EWS form was received for the same intern or if the initial behavior was deemed as very serious or illegal behavior, another conference is scheduled (same participants as above plus the Director) to discuss whether the intern should continue in the program and under what conditions.

## **PROCEDURES FOR A PROGRAM OR FIELD PLACEMENT MODIFICATION**

A program modification may be needed if additional time is required to complete required coursework before the internship begins, or there is a change in the field placement in the pre-internship or internship assignment.

A change in the placement during the internship phase may be needed for a variety of reasons. The Co-Directors of Field Experiences enact changes in placement. If issues arise in the placement, a field supervisor or a mentor teacher may initiate a three-way conference to discuss and problem-solve the situation. If it is decided in the conference that the problem cannot be resolved, the field supervisor informs the Program Coordinator. The Co-Directors of Field Experiences will convene and facilitate a meeting among the intern, field supervisor, and Academic Coordinator. The intern may wish to have the Program Coordinator present at the meeting. From this meeting, modifications are made if necessary and a plan formulated. The Co-Directors of Field Experiences submit the written plan to the Academic Director and Program Coordinator.

The Department of Teaching and Learning reserves the right to remove or replace any intern from any practicum/internship situation at their discretion. If the intern has concerns about their placement, the school climate, or the responsibilities expected of them during their field experiences, the following steps should be followed:

1. Confer with university supervisor.
2. If no resolution, contact should be made with the Co-Directors of Field Experiences.
3. If concerns continue, the next level of resolution should be made to the Program Coordinator.
4. Final contact should be the College of Education Academic Director.

If the mentor teacher, building administrator, or university supervisor has concerns regarding placement or performance during the field experience, the following steps will be implemented:

- Remediation: a clear, written plan (Plan of Improvement) upon which all parties agree (mentor teacher, intern, and university supervisor).
- Probation: a written contract explaining that the intern will be evaluated on a weekly basis to ensure that they is meeting expectations; they are not allowed to continue teaching the following week unless expectations are met.
- Extension: used in cases where progress is being made but it is agreed that additional time is needed to demonstrate competency. This extends responsibilities for the mentor teacher and university supervisor; it usually requires additional tuition.
- Removal: The Department of Teaching and Learning reserves the right to remove or replace any intern from any practicum/internship situation at their discretion or when one or more of the following occurs:
  - a. The mentor teacher and/or the building principal request that the experience be terminated.
  - b. The university supervisor indicates that after repeated feedback and observation, documented in writing, sufficient progress is not being achieved.
  - c. The intern violates the student code of conduct and/or the Professional Dispositions of Teachers (see PDEFE).

In the event an intern is removed from a practicum/internship placement, the following will occur:

1. Department personnel (in this case the Co-Directors of Field Experience at WSU Vancouver) will gather information from school personnel, the university supervisor, and others as appropriate to document the reason for removal. The intern is required to work through department personnel and his/her university supervisor to resolve issues regarding his/her placement and may not directly contact school district personnel regarding the placement unless authorized by the department to do so.
2. A meeting is scheduled to discuss the situation and next steps. The attendees will include the intern and, if desired, a support person or other mutually agreeable third party and a Department committee consisting of at least three of the following: Academic Director, Co-Director of Field Experiences, University Supervisor, Program Coordinator, Faculty Member, Academic Coordinator. At the meeting, the intern may present additional information as the situation is discussed and options are explored.
3. The Committee will make a final decision regarding removal and next steps, communicate the decision to the intern in writing, and copy the Department Chair. Possible next steps include, but are not limited to, the following:
  - a. A new placement is recommended and the intern begins again as soon as a placement can be arranged. The internship may need to be extended to meet time requirements. If reassigned, every effort will be made to make the placement in a different district with a different field supervisor. A formal letter stipulating conditions for the continuation of the field experience is provided to the intern, who must indicate his or her agreement to the conditions in writing.

- b. The intern is advised to withdraw from the field experience and must meet university criteria and the published university deadlines to withdraw from the internship or cancel enrollment.
- c. The intern receives a failing grade for the field experience and may be removed from the teacher preparation program. In the event the intern is removed from the program, he or she may be able to continue in/graduate from a departmental degree program, but without recommendation to the state for teacher licensure. The degree change may necessitate additional coursework.

The decision of the committee may be appealed to the Department Chair and if not resolved to the intern's satisfaction, through the formal grievance procedure outlined in the WSU student policies.

***Appeal Procedure:***

1. Vice Chancellor for Academic Affairs or designee
2. Teaching & Learning Department Chair or designee
3. College of Education Dean or designee

**TECHNOLOGY REQUIREMENTS**

All official WSU communication requires use of university email accounts. Students must establish an official Washington State University email address and use it when conducting any program-related communication, including use with the MIT-Elementary email listserv.

To support student technology needs, Washington State University Vancouver provides two open access computer labs. Students with valid student ID cards are welcome to use computers at designated locations during lab hours. The two open student computer labs offer a variety of hardware and software to meet the needs of students. Lab assistants staff both labs during the open hours to provide hands-on help.