

EASTERN
MICHIGAN UNIVERSITY
COLLEGE of EDUCATION



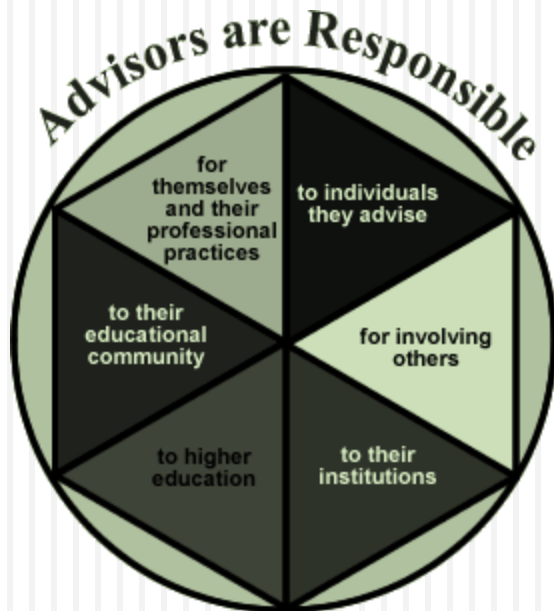
ACADEMIC ADVISING HANDBOOK

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National Academic Advisement Association (NACADA) & Council for the Advancement of Standards in Higher Education (CAS)

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- ❖ This handbook was designed using NACADA and CAS standards
- ❖ The National Academic Advising Association (NACADA) is comprised of professional and faculty advisors, administrators, students, and others with a primary interest in the practice of academic advising. With diverse backgrounds, perspectives, and experiences, NACADA members advise in a variety of settings and work to promote quality academic advising within their institutions.
- ❖ NACADA recognizes and celebrates the contributions of professional, faculty, para-professional, and peer advisors to the advising profession. NACADA acknowledges the complex nature of higher education institutions and the role academic advising plays within them, the wide variety of settings and responsibilities of academic advisors, and advisors' diverse backgrounds and experiences. NACADA provides a Statement of Core Values to affirm the importance of advising within the academy and acknowledge the impact that advising interactions can have on individuals, institutions and society.

NACADA

The Statement of Core Values of Academic Advising

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Declaration

1) Advisors are responsible to the individuals they advise.

- ❖ Academic advisors work to strengthen the importance, dignity, potential, and unique nature of each individual within the academic setting. Advisors' work is guided by their beliefs that students:
 - ❖ have diverse backgrounds that can include different ethnic, racial, domestic, and international communities; sexual orientations; ages; gender and gender identities; physical, emotional, and psychological abilities; political, religious, and educational beliefs
 - ❖ hold their own beliefs and opinions
 - ❖ responsible for their own behaviors and the outcomes of those behaviors
 - ❖ can be successful based upon their individual goals and efforts
 - ❖ have a desire to learn
 - ❖ have learning needs that vary based upon individual skills, goals, responsibilities, and experiences
 - ❖ use a variety of techniques and technologies to navigate their world.
- ❖ In support of these beliefs, the cooperative efforts of all who advise include, but are not limited to, providing accurate and timely information, communicating in useful and efficient ways, maintaining regular office hours, and offering varied contact modes.
- ❖ Advising, as part of the educational process, involves helping students develop a realistic self-perception and successfully transition to the postsecondary institution. Advisors encourage, respect, and assist students in establishing their goals and objectives.
- ❖ Advisors seek to gain the trust of their students and strive to honor students' expectations of academic advising and its importance in their lives.

NACADA

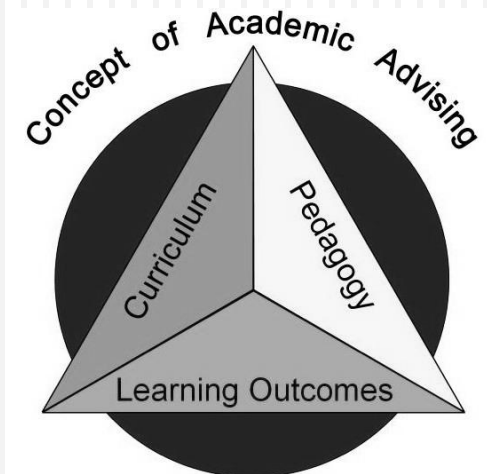
The Statement of Core Values of Academic Advising

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2) Advisors are responsible for involving others, when appropriate, in the advising process.

Effective advising requires a holistic approach. At many institutions, a network of people and resources is available to students. Advisors serve as mediators and facilitators who effectively use their specialized knowledge and experience for student benefit. Advisors recognize their limitations and make referrals to qualified persons when appropriate. To connect academic advising to students' lives, advisors actively seek resources and inform students of specialists who can further assess student needs and provide access to appropriate programs and services. Advisors help students integrate information so they can make well-informed academic decisions.



NACADA

The Statement of Core Values of Academic Advising

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3) Advisors are responsible to their institutions.

Advisors nurture collegial relationships. They uphold the specific policies, procedures, and values of their departments and institutions. Advisors maintain clear lines of communication with those not directly involved in the advising process but who have responsibility and authority for decisions regarding academic advising at the institution. Advisors recognize their individual roles in the success of their institutions.

4) Advisors are responsible to higher education.

Academic advisors honor academic freedom. They realize that academic advising is not limited to any one theoretical perspective and that practice is informed by a variety of theories from the fields of social sciences, the humanities, and education. They are free to base their work with students on the most relevant theories and on optimal models for the delivery of academic advising programs. Advisors advocate for student educational achievement to the highest attainable standard, support student goals, and uphold the educational mission of the institution.

NACADA

The Statement of Core Values of Academic Advising

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5) Advisors are responsible to their educational community.

Academic advisors interpret their institution's mission as well as its goals and values. They convey institutional information and characteristics of student success to the local, state, regional, national, and global communities that support the student body. Advisors are sensitive to the values and mores of the surrounding community. They are familiar with community programs and services that may provide students with additional educational opportunities and resources. Advisors may become models for students by participating in community activities.

6) Advisors are responsible for their professional practices and for themselves personally.

Advisors participate in professional development opportunities, establish appropriate relationships and boundaries with advisees, and create environments that promote physical, emotional, and spiritual health. Advisors maintain a healthy balance in their lives and articulate personal and professional needs when appropriate. They consider continued professional growth and development to be the responsibility of both themselves and their institutions.

Introduction

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➤ Eastern Michigan University's College of Education believes...

- That academic advisement is critical to student success.
- Success of the advisement process hinges on the extent to which both students and faculty meet their individual responsibilities.
- Faculty must be prepared to offer students accurate and timely information and advice.
- Students must be prepared to use the information and advice in ways that will help them establish and meet their own educational goals.

➤ With this in mind, the College of Education...

- Is taking steps to establish an effective and efficient advisement process working with both faculty and students to recognize and implement their responsibilities regarding advisement.
- Affirms that the influence academic advising can have on student retention can be most positive when those involved (faculty, staff and students) view it as a comprehensive developmental process rather than a technical procedure attached to a student's course registration.

Introduction

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➤ This handbook is one indication that the College of Education places great value on advisement.

- It is designed to provide faculty with information needed to advise students effectively and should provide a quick and convenient reference to help faculty deal with frequent and challenging problems that arise during advisement.
- While the handbook will be most useful to new faculty, it is also a helpful tool for experienced advisors.
- Information will be added to the handbook throughout the year as the process is refined and/or changes are made.
- If you need additional information or desire an explanation of any of the material in this handbook, please feel free to contact Christine Lancaster, College of Education Advising Coordinator at clancaste@emich.edu or 734.487.7120 x2544.

Frequently Used Advising Contact Information

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[The Office of Academic Services](#)

Interim Associate Dean for Academic Accountability: Jon Margerum-Leys

Associate Dean for Field and Clinical Experiences: Barbara Gorenflo

Advising Coordinator: Christine Lancaster

Continuing Certification and Post-baccalaureate Advisor: Amy Eastman

- Admission to the Initial Teacher Preparation Program, Student Teaching, Continuing Certification, Post-baccalaureate Certification, LiveText and data management.

206 Porter Building

487-1416

<http://www.emich.edu/coe/oas/>

[The Dean's Office](#)

Dean: Jann Joseph

Associate Dean Faculty, Professional Development & Administration: Shawn Quilter

Webmaster: Paul Vuocolo

310 Porter Building

487-1414

<http://www.emich.edu/coe/dean/index.html>

[The Department of Special Education](#)

Interim Department Head: Phillip Smith

- Undergraduate and Graduate Programs in special education and speech pathology
- Courses: SPCI, SPEI, SPGN, SPHI, SPLI, SPPI, SPSI, SPVI

128 Porter Building

487-3300

<http://www.emich.edu/coe/sped/index.html>

[The Department of Teacher Education](#)

Department Head: Donald H. Bennion

- Initial teacher certification (Elementary and Secondary). Graduate programs (Curriculum and Instruction, Elementary and Secondary Education, Educational Media and Technology, Social Foundations, Reading, Education Psychology).
- Courses: CURR, ECE, EDMD, EDMT, EDPS, FETE, RDNG, SOFD

313 Porter Building

487-3260

<http://www.emich.edu/coe/ted/index.html>

Frequently Used Advising Contact Information

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<p><u>College of Arts and Sciences</u> <u>Dean:</u> Thomas K. Venner</p> <ul style="list-style-type: none">• Biology, Chemistry; Communication, Media & Theatre Arts; Computer Science, Earth Science, Economics; English Language, Literature and Writing; French Language, Geography, German Language, History, Mathematics, Music, Physics, Political Science, Psychology, Spanish Language, Teaching English as a Second Language, Visual Arts	<p>214 Pray-Harrod 487-4344 http://www.emich.edu/cas/</p>
<p><u>School of Health Promotion and Human Performance</u> <u>Health Education Program Coordinator:</u> Kathleen Conley <u>Physical Education Program Coordinator:</u> Laura Sweet</p>	<p>318 Porter Building 487-0090 http://www.emich.edu/hphp/</p>
<p><u>School of Technology Studies</u> <u>School Director:</u> John Boyless</p> <ul style="list-style-type: none">• Business Management, Marketing & Technology; Technology and Design, Vocational Technical	<p>122 Sill Hall 487-1161 http://www.emich.edu/sts/</p>
<p><u>University Advising and Career Development Center (UACDC)</u> • Academic advising, career exploration and preparation</p>	<p>200 McKenny Hall 487.0040 http://www.emich.edu/uacdc/</p>

List of Elementary, Secondary, K-12, and Special Education Advisors:

http://www.emich.edu/coe/students/docs/list_of_advisors.pdf

Frequently Used Contact Information

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<u>Admissions Office</u>	401 Pierce Hall 487-3060 http://www.emich.edu/admissions/
<u>Bonisteel Computer Lab</u>	205 Porter Building 487-0152 http://www.emich.edu/coe/bonisteel/
<u>Educational Resource Center (ERC)</u>	100 Porter Building 487-7157 http://www.emich.edu/coe/erc/
<u>College of Education Speech, Hearing, and Counseling Clinic</u>	135 Porter Building 487-4410 http://www.emich.edu/coe/speech/index.html
<u>Office of Records and Registration</u>	303 Pierce Hall 487-4111 http://www.emich.edu/registrar/
<u>Student Business Services</u>	203 Pierce Hall 487-3335 http://www.emich.edu/sbs/
<u>Office of Urban Education & Education Equality</u>	104 Porter Building 487-1060 http://www.emich.edu/coe/oue/index.html

CPED²S Conceptual Framework for the Initial Teacher Preparation Program at EMU

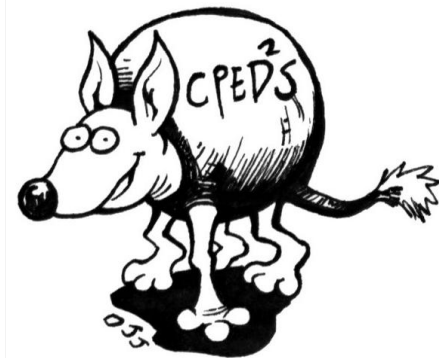
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- ❖ Eastern Michigan University prepares *Caring, Professional Educators for a Diverse and Democratic Society*.
- ❖ Professional education courses are designed around the CPED²S conceptual framework. They are designed to facilitate and develop the knowledge, skills, and dispositions in becoming a caring, professional educator for a diverse and democratic society.
- ❖ As a faculty member, lecturer, or adjunct, you are part of a large professional education unit that prepares approximately one thousand new teachers each year. These new teachers complete a rigorous program – one that aims to develop caring professional educators for a diverse and democratic society. You play a key role in helping new teachers develop the knowledge, skills, and attitudes that will make them successful in the classroom.
- ❖ CPED²S handbook can be found at:

http://www.emich.edu/coe/oas/docs/manuals/cped2s_manual.pdf

The CPED²S Faculty Guide can be found at:

http://www.emich.edu/coe/oas/docs/manuals/cped2s_faculty_guide.pdf



Advising Procedures

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- ❖ Student responsibilities:
 - ❖ Seek an advisor at least once per year
 - ❖ Clarify personal values and goals
 - ❖ Take notes during the advising session
 - ❖ Participate fully in advising session
 - ❖ Accept responsibility for decisions
 - ❖ Follow through with referrals made by the advisor
 - ❖ Keep all advising materials organized and bring materials along to all advising appointments.
 - ❖ Materials include:
 - ❖ Notes taken at previous advising sessions
 - ❖ Admission information
 - ❖ Transcripts
 - ❖ Group Advising packet
 - ❖ List of prepared questions for the advisor



Advising Procedures

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❖ Advisor responsibilities:

- ❖ Provide student with a review of the advising syllabus.
- ❖ Review the “Things to Consider” questions with students to establish their specific requirements.
- ❖ Follow the advising checklist
- ❖ Help students define and develop realistic goals
- ❖ Maintain confidentiality
- ❖ Be accessible to meet with students
- ❖ Demonstrate sensitivity in working with diverse student populations
- ❖ If unsure about an advising question, contact the appropriate office for answers.

Advising Resources

Self-Service Banner: Faculty Services

<http://www.emich.edu/training/selfservice/faculty/faculty-0-over.php>

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❖ **Advising Checklist:**

http://www.emich.edu/coe/oas/docs/manuals/advising_checklist_ed_majors.pdf

❖ **Advising Syllabus:**

http://www.emich.edu/coe/oas/docs/manuals/advising_syllabus.pdf

❖ **Student Group Advising Handbooks:**

Elementary:

http://www.emich.edu/coe/oas/docs/manuals/elementary_group_advis_hbook.pdf

Secondary:

http://www.emich.edu/coe/oas/docs/manuals/secondary_group_advis_hbook.pdf

❖ **An Advisor's Guide to Pre-Student Teaching**

http://www.emich.edu/coe/oas/docs/manuals/itpp_advisors_guide_field_experience.pdf

❖ **What counts as a Learning Beyond the Classroom (LBC) credit?**

<http://www.emich.edu/gened/documents/LBCFacultyStaffManual.pdf>

❖ **Change of Major or Minor (for students already admitted to the Initial Teacher Preparation Program):**

http://www.emich.edu/coe/oas/docs/forms/request_change.pdf

❖ **Do I take FETE or PRCT?**

Elementary:

http://www.emich.edu/coe/oas/presentations/academic_advising_handbook/who_takes_prct_fete_elementary.pdf

Secondary:

http://www.emich.edu/coe/oas/presentations/academic_advising_handbook/who_takes_prct_fete_secondary.pdf

❖ **Undergraduate Catalog (current & archived):**

<http://catalog.emich.edu/>

❖ **Useful Forms:**

<http://www.emich.edu/coe/oas/forms.html>

❖ **General Policies and Procedures Manual:**

http://www.emich.edu/coe/oas/docs/manuals/general_policies_procedures.pdf

❖ **Is Online Learning for Me?**

http://www.emich.edu/coe/oas/docs/manuals/online_learning.pdf

Things to Consider When Advising

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- ❖ **Does the student have a MACRAO agreement?**
 - ❖ MACRAO modifies a student's General Education requirements
 - ❖ **MACRAO Agreement:**
http://www.emich.edu/coe/students/undergraduate/docs/using_macrao_transfer_emu.pdf
- ❖ **Which General Education program is the student following?**
 - ❖ Pre Fall 2007 **OR** Fall 2007 and after (<http://catalog.emich.edu/content.php?catoid=10&navoid=1278>)
 - ❖ Determines which set of General Education requirements are to be followed.
- ❖ **When was the student admitted to the Initial Teacher Preparation Program?**
 - ❖ Pre July 1, 2010 **OR** July 1, 2010 and after
 - ❖ Indicates date of recent Elementary program change
- ❖ **Has the student been to a Group Advising Session?**
<http://www.emich.edu/coe/oas/sessions.html>

Program Overview

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Each teacher candidate's program of study has **three components**:



The program also includes several pre-student teaching field experiences. The capstone field experience is student teaching. Each program requires its candidates to meet specific standards, including specified grade point averages (GPAs), passing scores on teacher certification tests, and course grade requirements, just to name a few.

Pathways to Certification

There are **four pathways** a teacher candidate can follow in order to earn initial teacher certification in Michigan.

	Program Name	Teacher Candidates
→ Certification earned as part of a bachelor's degree	Bachelor of Arts or Bachelor of Science with Teacher Certification <i>Undergraduate level</i>	Students native to EMU or transfer students from community colleges and other universities
→ Certification earned AFTER the bachelor's degree – undergraduate level classes	Post-Baccalaureate Teacher Certification Program <i>Undergraduate level – earn a Post Baccalaureate Certificate in Teacher Preparation</i>	Students who already have a bachelor's degree or higher and want to complete the requirements for teacher certification
→ Certification earned AFTER the bachelor's degree – undergraduate and graduate level classes	Special Education Master's in Teaching (SEM-T)	Students who already have a bachelor's degree or higher and want to complete the requirements for teacher certification with a special education endorsement.
→ Certification earned AFTER the bachelor's degree – graduate level classes	Master of Art in Teaching	Students who already have a bachelor degree in science or mathematics and want to earn a masters degree and a secondary teaching certificate with an endorsement in their undergraduate major

18 Steps to Becoming a Teacher through EMU

(General Instructions and Timeline for Undergraduate Students)

**Not applicable for Post-Baccalaureate Students*

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- **Step 1: Apply to EMU** as an undergraduate student. Send all official transcripts from other institutions to the Office of Admissions (401 Pierce, 734.487.3060).
- **Step 2: Attend an Group Advising Session** at your earliest convenience. See <http://www.emich.edu/coe/oas/sessions.html> for dates and times. This step is not required for secondary education majors in music education or physical education.
- **Step 3: Meet with a General Advisor** in the University advising and Career Development Center (200 McKenny, 734.487.2171) or attend Fast Track to learn about general education and academic requirements at EMU.
- **Step 4: Investigate Majors and Minors** as early as possible. Consider the marketability of various majors and minors. Remember that major and minor options can change prior to your admission to the Initial Teacher Preparation Program. Declare your intended major and minor by the time you have earned 45 credits. The form is only appropriate up until the point that you are admitted to the Initial Teacher Preparation Program.
- **Step 5: Meet with Advisors in the Department of Teacher Education or Special Education** for: course requirements, scheduling information, to ask your advising questions, and plan ahead. This step should be repeated every year. **Secondary Education majors** meet with advisors in your major and minor departments for advising.

18 Steps to Becoming a Teacher through EMU

- **Step 6: Take the Michigan Test for Teacher Certification (MTTC) Basic Skills Test.** Take this test as soon as possible. Registration and testing information is available at www.mttc.nesinc.com. The Basic Skills test is offered in January, April, July, October, and November in paper-pencil format. The test offered in computer format in February, March, May, June, August, September, and December. Study materials are available at the MTTC website and at EMU's library.
- **Step 7: Apply to the Initial Teacher Preparation Program** as soon as you have met the admission criteria. Applications are available online at <http://www.emich.edu/coe/students/undergraduate/admission/initial.html>. Complete the application online and then print it. Submit the completed application and other required application materials to the Office of Academic Services (206 Porter, 734.487.1416).
- **Step 8: Maintain Requirements** to continue in the program. Continuance in the Initial Student Teacher Preparation Program requires that you continue to meet all admission requirements and university continuance requirements. Be sure that you are seeking advising and that you understand the policies around repeating classes. Also, if you are seeking financial aid, be sure to understand federal requirements about academic progress.
- **Step 9: Take your Professional Education Classes** while completing pre-student teaching requirements and practicum classes. Field experience requirements vary by major and Initial Teacher Preparation Program admission date. Be sure you are clear on requirements specific to you.

18 Steps to Becoming a Teacher through EMU

- **Step 10: Apply for Student Teaching** 7-8 months in advance of your intended student teaching semester (Fall or Winter only). Student Teaching applications are available online at http://www.emich.edu/coe/students/undergraduate/student_teaching/applications.html. Complete the application online, print it, and submit your materials to the Office of Academic Services (206 Porter, 734.487.1416). The deadline to apply for Fall student teaching is January 15th; the deadline to apply for Winter student teaching is June 15th.
- **Step 11: Request a Degree Audit** in the Office of Records and Registration (303 Pierce, 734.487.4202 or at http://www.emich.edu/registrar/graduation/undergrad_degreeaudit.php) at the same time that you apply for student teaching. This audit will come to you a few weeks before your last semester. You can use it to verify the self-audit you have done with your advisors.
- **Step 12: Take the MTTC Subject Area Tests.** A good time to take these tests is the last semester of your professional education courses (i.e. right before student teaching). Make sure you are registering for the appropriate test(s). Registration and study guides are available for free download at <http://www.mttc.nesinc.com>. Elementary Education majors: If you would like endorsements in grades 6-8 associated with your major and/or minor(s), take the appropriate subject area test(s).
- **Step 13: Apply for Graduation and Certification** in Student Business Services (201 Pierce Hall, 734.487.3331) during the first week of your last semester at EMU. This should be your student teaching semester. The application can be found at <http://www.emich.edu/registrar/graduation/index.php>.
- **Step 14: Visit University Advising and Career Development** (200 McKenny Hall, 734.487.0400) if you need assistance with a job search, résumé preparation, or interviewing skills. EMU's University Advising and Career Development hosts a job fair for teachers each April. See www.career.emich.edu in February for more information.

18 Steps to Becoming a Teacher through EMU

- **Step 15: Earn Certification in Adult and Child CPR and First Aid.** Current certification is required at the time that you are recommended for your teaching certificate. Submit Adult and Child CPR and First Aid certification cards to the Office of Records (303 Pierce, 734.487.4202).
- **Step 16: Submit a Current Statement of Civil/Criminal Conviction** in your final semester. This form will ask civil and criminal history questions and will be signed at the end of student teaching. The Michigan Department of Education can deny teacher certification based on civil/criminal convictions.
- **Step 17: Apply for Certification** using MOECS. Visit www.michigan.gov/moecs to create an account, register, and apply for certification through the State of Michigan. After review and approval you will receive an email with a link to pay the fee online. Once the fee is paid and approval is given you will receive your certificate in the mail. For registration process help call: 517.373.3310.
- **Step 18: Continue your Education, as Appropriate,** to maintain a provisional teaching certificate or earn a professional certificate. Your first provisional certificate is valid for 5-6 years. Information on requirements for renewing your certificate will come with your provisional certificate. For questions, the Michigan Department of Education can be contacted at 517.373.3310. See also www.michigan.gov/mde or <https://mdoe.state.mi.us/teachercert/> to check your certification status.

General Education and Program Requirements

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Elementary Education

- ❖ EMU General Education Program
 - ❖ Requirements: <http://www.emich.edu/gened/students/requirements.php>
 - ❖ Checklist: <http://www.emich.edu/gened/documents/GenEdChecklist.pdf>
- ❖ Undergraduate Programs:
 - ❖ <http://www.emich.edu/coe/programs/undergraduate/index.html>
- ❖ Liberal Arts for Elementary Education Majors:
 - ❖ <http://www.emich.edu/coe/students/undergraduate/types/elementary.html>
- ❖ Liberal Arts Major for Elem. Ed. with Special Education:
 - ❖ <http://www.emich.edu/coe/students/undergraduate/types/special.html>
- ❖ Second Major and Minor Program Guide Sheets:
 - ❖ *Found in 206 or 313 Porter Building*
- ❖ Professional Education Program:
 - ❖ http://www.emich.edu/coe/oas/presentations/academic_advising_handbook/elementary_professional_education.pdf

General Education and Program Requirements

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Secondary Education

- ❖ EMU General Education Program
 - ❖ Requirements:
<http://www.emich.edu/gened/students/requirements.php>
 - ❖ Checklist:
<http://www.emich.edu/gened/documents/GenEdChecklist.pdf>
- ❖ Undergraduate Programs:
 - ❖ <http://www.emich.edu/coe/programs/undergraduate/index.html>
- ❖ Major/Minor Program Guide Sheets:
 - ❖ *Found within each department.*
- ❖ Professional Education Program:
 - ❖ http://www.emich.edu/coe/oas/presentations/academic_advising_handbook/secondary_k12_professional_education.pdf

Pre-Student Teaching/Field Experiences

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❖ An Advisor's Guide to Pre-Student Teaching:

http://www.emich.edu/coe/oas/docs/manuals/itpp_advisors_guide_field_experience.pdf

- ❖ All teacher candidates in the initial teacher preparation program are required to clock at least 100 hours of time spent in classroom and/or clinical settings. “Field experiences” is a National Council for Accreditation of Teacher Education (NCATE) term for what we typically call pre-student teaching, practicums, and pre-clinicals.
 - ❖ There are four basic requirements that teacher candidates need to meet during their pre-student teaching field experiences.
 - ❖ 1. Each teacher candidate must keep a log of field experience clock hours on the Pre-student Teaching Field Experiences Verification Form.
 - ❖ 2. Field experiences can be no more than three years old at the commencement of the student teaching semester.
 - ❖ 3. At least 50 clock hours must be in a grade appropriate classroom with a teacher licensed in the subject area in which the teacher candidate will be licensed.
 - ❖ 4. At least one field experience must be in an urban or multicultural setting (multicultural can be linguistic, ethnic/race, or socioeconomic as long as 30% or more of the students in the classroom represent a form of one of those diversities).
- *A portion of these hours will be completed in combination with coursework, another portion will have to be completed by the student independently.*

FERPA

Student Rights Under the Family Educational Rights and Privacy Act

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The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records.

They are:

1. The right to inspect and review the student's education records within 45 days of the day EMU receives a request for access.
 - Students should submit to Eastern Michigan University's (EMU) Office of Records and Registration written requests that identify the record(s) they wish to inspect. A university official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the university official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading.
 - Students may ask the university to amend a record that they believe is inaccurate or misleading. They should write the university official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the university decides not to amend the record as requested by the student, the university will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

FERPA

Student Rights Under the Family Educational Rights and Privacy Act

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3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.
 - One exception that permits disclosure without consent is disclosure to school officials with legitimate education interests. A school official is a person employed by EMU in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom EMU has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Regents; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.
 - A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
 - Upon request, the university discloses education records without consent to officials of another school in which a student seeks or intends to enroll. The University may, without the student's permission, release certain information to parents or guardians of students under the age of 21 found responsible for violating any law, rule or university policy pertaining to drugs or alcohol.

FERPA

Student Rights Under the Family Educational Rights and Privacy Act

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- Right to Non-Disclosure of Public or Directory Information:
 - EMU has designated the following items as directory information and these items may be included in publications or disclosed upon request without consent: the student's name; address; electronic-mail address; telephone listing; date and place of birth; enrollment status, major field of study; participation in recognized activities and sports; weight and height of members of athletic teams; dates of attendance; degrees and awards received (including, but not limited to, the Dean's List); and the most recent previous educational agency or institution attended by the student.
 - EMU reserves the right to make directory information public unless a student's written objection (specifying the category of information not to be made public without prior consent) is filed at the Office of Records and Registration within 14 days after each term begins.
- Directory Exclusion:
 - * Students who do not want to be included in the annual EMU Student Directory or the online directory should complete a Directory Exclusion form and return it to the Records and Registration Office, 303 Pierce Hall. The forms must be turned in by September 15 to be excluded from that academic year's printed directory and all subsequent directories.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by EMU to comply with the requirements of FERPA. The name and address of the office that administers FERPA is: Family Policy Compliance Office U.S. Department of Education 400 Maryland Ave. SW Washington DC 20202-4605 To Request that directory information remain confidential. Complete and return the Confidentiality Request Form.

Adopted from Records and Registration: http://www.emich.edu/registrar/registration_info/ferpa.php

Admission to the Initial Teacher Preparation Program

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Where is the application form located?

<http://www.emich.edu/coe/oas/forms.html>

What can teachers teach?

http://www.emich.edu/coe/oas/presentations/academic_advising_handbook/what_can_be_taught.pdf

What are the admission requirements & materials?

- ❖ Completion of 56 credit hours.
- ❖ Appropriate cumulative GPA. One of:
 - ❖ An overall EMU GPA of 2.5 or higher. At least 12 of the 56 credit hours taken at EMU with an EMU GPA of 2.5 or higher in your major (each of your majors if declaring a double major). You must complete at least one course in your major(s) in order to be eligible.
 - ❖ Transferred 56 credits with cumulative 3.0 GPA from all previous institutions.
- ❖ A grade of “C” or higher in the following courses, *if already taken*:
 - ❖ Elementary: ENGL 121, CTAC 124, MATH 108, MATH 110E, PHY 100, CHEM 101, ESSC 202, and all courses apart of the professional education sequence or titled “for elementary teachers.”
 - ❖ Secondary: ENGL 121, CTAC 124, Quantitative Reasoning, a lab science, and all courses apart of the professional education sequence.
- ❖ Passing scores on all sections of the MTTC Basic Skills Test (www.mttc.nesinc.com). These scores must be sent directly from the testing company to EMU.
- ❖ A personal statement.
- ❖ Completion of the Disposition Self-Evaluation Form.
- ❖ Free from Civil/Criminal convictions, academic probation, or administrative probation. If civil/criminal conviction issues arises, student must submit proper paperwork.
- ❖ Meet academic, social, moral, and financial obligations at EMU.

Michigan Test for Teacher Certification (MTTC)

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□ **MTTC Basic Skills Test**

- Students are required to pass the test before becoming admitted to the Initial Teacher Preparation Program.
- Students should have scores sent electronically to EMU.

□ **MTTC Subject Area Tests (For the Major/Minor)**

- Students are required to pass these test(s) in order to be certified.
- These tests should be taken before or during the student teaching semester.
- Only those tests for which students are qualified should be taken.

See www.mttc.nesinc.com for dates, costs,
study guides and online registration.

Registering for Student Teaching

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**Where is the
application form
located?**

[http://www.emich.edu/
coe/oas/docs/forms/st
udent_teaching_applic
ation.pdf](http://www.emich.edu/coe/oas/docs/forms/student_teaching_application.pdf)

Basic Information about Student Teaching:

- ❖ Applications for FALL are due JAN. 15 (Additional materials due August 1)
- ❖ Applications for WINTER are due JUNE 15 (Additional materials due December 1)
- ❖ Applications requirements:
 - ❖ Due upon application submission (on or before Jan 15. or June 15):
 - ❖ Personal information form
 - ❖ Placement request form
 - ❖ Application for student teaching
 - ❖ Statement of purpose
 - ❖ Criminal/Civil convictions statement
 - ❖ Due in order to register for student teaching semester (on or before August 1 or December 1):
 - ❖ Criminal background check.
 - ❖ Recent negative TB test.
 - ❖ Departmental recommendation in the form of the evaluation of professional behaviors/dispositions assessment from methods course instructor.
 - ❖ Completed pre-student teaching hours form.
 - ❖ Proof of liability insurance.

**All applications and materials
due to 206 Porter.*

Major Only Recommendations

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❖ Rare Major-Only Recommendation Requests for Secondary Teacher Candidates

Candidates for secondary provisional certification typically complete a teaching minor as part of their preparation program. (The exceptions are Visual Arts Education, Music, BMMT, Integrated Science, and Comprehensive Physical Science.) EMU expects all secondary candidates to pass the MTTC subject tests in their major and minor. In instances where the candidate cannot pass the minor MTTC subject test, she or he may request a major only recommendation. **Major only recommendation is not appropriate for special education majors.*

The steps to qualify for this recommendation are as follows:

- ❖ 1) Attempt to pass the MTTC subject area test in the teaching minor at least twice.
- ❖ 2) Obtain written approval from the department head in which the minor is housed to be recommended without the minor endorsement.
- ❖ 3) Complete, sign and submit the Major-Only Recommendation Request found at http://www.emich.edu/coe/oas/docs/forms/mjr_only_rec_request.pdf to EMU's certification officer (Jon Margerum-Leys, 206 Porter) for consideration.

Post-Baccalaureate Teacher Certification

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- **Overview of Program** (<http://www.emich.edu/coe/students/pb/overview/overview.html>)
 - The Post-baccalaureate Teacher Certification program at EMU is designed for students who hold at least a four-year baccalaureate degree from an accredited institution and have never been certified to teach.
 - **Elementary certification**, which covers grades K-8, requires completion of an elementary liberal arts major, a second major (or two minors), and a sequence of professional education classes.
 - **Secondary certification**, which covers grades 6-12, requires a few general education classes, completion of a teaching major and teaching minor, and a sequence of professional education classes.

- **Group Advising**

- Students choose either—
 - Elementary: Post-Bac OR Secondary: Post-Bac sessions
- Advising Coordinator: Amy Eastman
- Find the group advising schedule at:

<http://www.emich.edu/coe/oas/sessions.html>



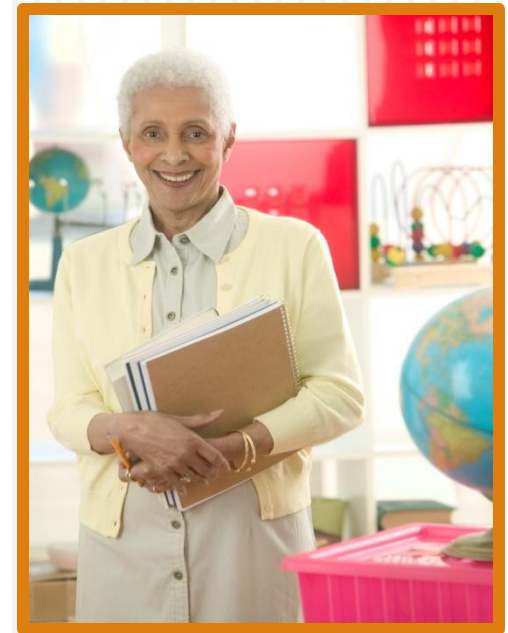
Special Education Master's Program with Teacher Certification (SEM-T)

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□ Overview of Program and Program Requirements

<http://www.emich.edu/coe/sped/programs/graduate.html>

- For students seeking both teacher certification and a special education endorsement.
- An initial endorsement sequence generally consists of core special education classes, plus the specialty classes required by the specific program area.
- Students with teaching certificates are admitted to the professional preparation program at the time of admission to the graduate program in Special Education.



Continuing Certification

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- **Provisional Certificate** (Valid for up to 6 years)
 - The initial teaching certificate is issued upon completion of the Initial Teacher Preparation Program and Michigan Test for Teacher Certification (MTTC).
- **Provisional Certificate Renewal** (Each renewal is valid for up to 3 years)
 - Requirements for 1st renewal: Completion of 9 semester hours in a planned program of study or completion of an approved Master's or higher degree.
 - Requirements for 2nd renewal: Completion of 18 semester hours in a planned program of study or completion of an approved Master's or higher degree.
- **Professional Education Certificate** (Valid for up to 5 years)
 - Completion of 18 semester hours in a planned program of study or completion of an approved Master's or higher degree.
 - Three years of successful teaching experience.
 - Six semester hours of teaching of reading or reading methods for elementary and 3 semester hours for secondary.
 - Beginning July 1, 2009 all teachers must have completed 3 semester credits of reading diagnostics and remediation, which includes a field experience.

Continuing Certification at EMU:

http://www.emich.edu/coe/students/cont_cert/index.html