

**EASTERN**  
MICHIGAN UNIVERSITY  

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**COLLEGE of EDUCATION**

**General Policies and  
Procedures Manual for**

***Initial and Continuing  
Teacher Certification Programs***

**Eastern Michigan University  
College of Education  
Office of Academic Services  
206 Porter Building  
734.487.1416  
[www.emich.edu/coe/oas/](http://www.emich.edu/coe/oas/)**

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***NOTE:** This manual specifies policies and procedures for teacher preparation that are not included in the catalog for space reasons. Teacher preparation programs are subject to national, state, and local rules and standards, which tend to change over time. Consequently, policies and procedures are updated from time to time. Every effort is made to communicate these changes to affected students in a timely manner and grandfather students when appropriate. Some of the policies and procedures are simply a clarification of what is already fundamentally explained in the catalog, advising materials, and other communications.*

## **Program Theme**

The initial teacher preparation program at Eastern Michigan University prepares *caring professional educators for a diverse and democratic society*.



Information about the program theme can be found at [http://www.emich.edu/coe/teach\\_ed/handbooks/cpeds.pdf](http://www.emich.edu/coe/teach_ed/handbooks/cpeds.pdf). Students pursuing initial teacher certification at EMU are expected to learn about the theme, develop knowledge and skills around the theme, practice those skills, and demonstrate their knowledge, skills, and commitments in various field experiences.

*Theme updated March 2002*

## **Michigan Test for Teacher Certification (MTTC) Testing**

The Michigan State Board of Education requires that candidates for initial licensure pass the Basic Skills Test and appropriate subject area tests in each teaching area. Potential EMU teacher preparation candidates are required to pass the Basic Skills Test as a prerequisite to admission to the initial Teacher Preparation Program. Appropriate subject area tests must be passed before EMU can recommend a candidate for licensure. Information and registration is handled by Evaluation Systems at [www.mttc.nesinc.com](http://www.mttc.nesinc.com).

Each teaching candidate must pass all portions of the Basic Skills test before admission to the initial Teacher Preparation Program. The subject area tests should be completed at the end of the professional education course sequence.

Secondary/K12 education candidates are required to pass the appropriate subject area test in their major and minor (as appropriate) to be recommended for Michigan provisional licensure by EMU. The only exception to this requirement for secondary candidates is listed in the next section of this document. Elementary education candidates (who are not pursuing special education licensure) must pass the Elementary Education subject area test. Elementary candidates may take the subject tests in their major and minors if they want those endorsements added to the license. Special education candidates need to pass at least two subject area tests, as appropriate to their program of study, in order to be recommended for licensure.

*Admission and certification policies adopted in 1993.*

## **Major-Only Recommendations for Secondary 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 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. 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/forms.html> to EMU's certification officer (Dr. Shawn Quilter, 206 Porter) for consideration.

*Policy adopted in June 2010*

### **Admission to Initial Teacher Preparation Program**

Students should apply for admission to the initial Teacher Preparation Program as soon as they have earned 56 credits. Teaching majors and minors are unofficial for a student until she or he is admitted to the program. Teaching majors and minors are updated more frequently (state requirement) than the catalog. Therefore, it is imperative that students earn admission at 56 credits so that their major/minor requirements do not change. The application process is described in the catalog and on the application itself. The current application can be found at [www.emich.edu/coe/oas](http://www.emich.edu/coe/oas) under the link for application forms.

Once students are admitted to the initial Teacher Preparation Program, they hold candidate status. The standards and procedures for admission are as follows:

1. Successful completion of 56 credit hours.
2. Cumulative grade point average (GPA) of 2.50 or higher at EMU.
3. GPA of 2.5 or higher in teaching major at EMU.
4. Passing score on all parts of the MTTC Basic Skills Test.
5. Grade of "C" or higher in approved mathematics, writing, lab science, speech and professional courses completed at the time of application.
6. Satisfactory health status in order to work in schools
7. Meeting academic, financial, moral, and social expectations for continuance as an EMU student (social and emotional adjustment)
8. Freedom from any kind of probation
9. Satisfactory criminal and civil conviction status and professional behavior/disposition status
10. Evidence of passing an appropriate speech and hearing test

A student who meets or exceeds these admission requirements will be admitted to the program. In order to continue in the program, the student must maintain these standards. All applicants receive written notification of the admission decision by the College of Education's Office of Academic Services (206 Porter Building, [www.emich.edu/coe/oas](http://www.emich.edu/coe/oas), 734-487-1416). The action may be:

- ◆ *Admitted* – All requirements met. Student may continue with program of study. Student becomes a candidate for licensure.
- ◆ *Denied* – All requirements not met. Student may not continue with all aspects of the program of study. Specific conditions must be fulfilled to be re-considered for admission at a later date. The student may contact the Office of Academic Services for re-consideration once s/he meets all admission requirements.

There is no conditional or probationary admission to the initial Teacher Preparation Program. Students must meet all admission requirements in order to be admitted. Students must maintain all continuance requirements in order to continue in the program. Post-baccalaureate students must be enrolled with major codes of TPSE or TPEL in Banner in order to take their Phase I-IV classes. Post-baccalaureate students may not be dually enrolled in a graduate program at EMU.

Students may register for professional education courses that require program admission *prior to the date they are admitted*. However, in order to remain in most professional education classes, students must be admitted by the first class meeting of the semester.

*Admission policies adopted in late 1990s. No significant changes since that time.*

If a student elects to double major, she or he will be held to all appropriate professional education/methods classes required for each major. In instances where the double major includes a K-12 program and a secondary education program, the student must complete student teaching experiences in both programs. Secondary education candidates must pass their major and minor subject tests (MTTC) in order to be recommended for licensure. There are no major-only recommendations for the secondary certificate at EMU.

*Policies changed in 2006-2007 academic year to meet state and national accreditation requirements.* Post-baccalaureate students and undergraduate transfer students who have completed all/most of a teacher preparation program at another institution must provide a letter from that institution's student teaching director. This letter must indicate that the prospective teacher is eligible for student teaching and is in good academic and dispositional standing with the institution. Post-baccalaureate and undergraduate transfer students who cannot provide this letter will not be considered for admission to the program.

*Admission policy for post-baccalaureate and transfer students adopted in January 2004.*

### **Criminal and Civil Convictions**

Information about criminal and civil convictions can be found in several places at [www.emich.edu/coe/oas](http://www.emich.edu/coe/oas). Students with more than one misdemeanor or a felony conviction must have their application for admission reviewed by a committee. The Assistant Dean for Field Experiences will call together a committee consisting of the Associate Dean for Academic Accountability, the Assistant Dean for Field Experiences, and a representative from the student's major department (i.e. Department Head or faculty representative). The committee may take one of the following actions:

- ◆ *Admitted* - Student is admitted with the understanding that her/his recommendation for certification will undergo administrative review with the Michigan Department of Education, that s/he will may not be eligible for a 90-day letter, that state licensure is not guaranteed, and that employment is not guaranteed. In order to be admitted, the student must sign a letter of

understanding (i.e. a student acknowledgement of the state's criminal/civil conviction expectations and their impact on program continuance, licensure, and employment).

- ◆ *Denied* - The student is not admitted because the moral turpitude issue would preclude teacher licensure or the issue violates the moral expectations and/or dispositions required for the program. Grounds for denial include, but are not limited to, multiple felonies, more than two misdemeanors, recent crimes, crimes involving children, and any substantive issues that bring into question the moral character of the candidate relative to state certification standards and EMU standards of student conduct.

Criminal and civil convictions can affect a candidate's ability to complete the initial Teacher Preparation Program at EMU. Candidates are required to complete criminal/civil statements upon application to the program, upon application for student teaching, and upon completion of student teaching.

If a candidate is found guilty of any enumerated offense at anytime after admission to the program, the program will review the candidate's criminal records and determine if the candidate can continue. The program can, by way of the process explained above, dismiss candidates based on criminal or civil convictions alone.

Candidates with one or more criminal/civil issue must be recommended for certification on individual paper rosters with all available court documents. In these instances, EMU will not provide the candidate with a 90-day eligibility letter. The Michigan Department of Education will communicate directly with the candidate regarding her or his eligibility for certification.

The initial teacher preparation program can request Michigan State Police Internet Criminal History Access Tool records, specific court documents relevant to criminal convictions, and the results of fingerprinting results at any point in the process of teacher preparation in order to make admission, continuance, and completion decisions.

*Beginning January 2006, MDE requires teacher preparation institutions to follow more rigorous screening and recommendation procedure with teacher candidates.*

### **Field/Clinical Experience Administration**

Field/clinical experiences are a part of each major/program that is part of the Initial Teacher Preparation Program. Candidates are expected to participate in these clinical and/or experiences as appropriate to their program of study. These experiences help prepare the student to become a teacher.

Many field/clinical experiences are administered by the Department of Teacher Education, the Department of Special Education, the School of Health Promotion and Human Performance, the School of Technology Studies, and various departments, as appropriate for a given program. All student teaching experiences are administered by the Office of Academic Services (206 Porter). The Office of Academic Services is

responsible for verifying that the pre-requisite clinical/field experiences for student teaching are met by each candidate.

Field Experience in Teacher Education (FETE) courses are administered by the Department of Teacher Education (734-487-3260, 313 Porter Building, [http://www.emich.edu/coe/teach\\_ed/](http://www.emich.edu/coe/teach_ed/)).

For students in the Urban Teacher Certification Program, who currently hold full-time teaching positions (i.e., permanent teacher of record and proof of employment for at least two consecutive years), there are alternative FETE courses. The alternative FETE courses require documentation and are administered by a staff member in the College of Education. Substitute teaching does *not* qualify for the alternative FETE courses. The alternative course is supervised by a staff member and can typically be done in the school in which the student is employed. Alternative FETE placements require spending time with licensed teachers in appropriate subject areas, which is the same expectation as for regular FETE placements.

*Alternative FETE policy adopted Fall 2003 by Department of Teacher Education.*

### **Student Teaching**

The application for student teaching can currently be found at [www.emich.edu/coe/oas](http://www.emich.edu/coe/oas). The application must be submitted to the Office of Academic Services by the deadlines listed on the application.

Approval for student teaching requires:

1. Admittance to the initial Teacher Preparation Program
2. Completion of all prerequisite professional education courses with a grade of "C" or better.
3. Completion of appropriate content and general education courses by the time the student teaching semester begins.
4. Maintenance of 2.50 (or higher) major GPA *and* overall GPA at EMU.
5. Completion of the application for student teaching by January 15<sup>th</sup> for student teaching in the fall semester and by June 15<sup>th</sup> for student teaching in the winter semester.
6. Positive evaluation of professional behaviors (i.e. demonstration of dispositions) as recommended by the appropriate content methods instructor. Candidate must have ratings of 2 or higher on every element. Preferably, candidate will ratings in the 3-5 range.
7. Signed statement of criminal and civil convictions (status to be evaluated)

8. Proof of liability insurance of \$1 million.
9. Criminal background check or fingerprinting.
10. Completion of appropriate pre-student teaching clock hours.
11. (In order to go to a student teaching placement) Registration in the appropriate student teaching course at EMU

The applicant will receive written notification of the decision from the Office of Academic Services. If an applicant is not eligible for a given semester, s/he may re-apply for a future semester.

*All criteria have been in place since the mid-1990s (or earlier). The criminal background check was added by the MDE in 2004. Pre-FETE programs approved until December 2008 – remaining students were notified in 2005.*

Fall Semester Student Teaching. Student teachers will start their student teaching experience in the school classroom on the opening date of school for teachers. Student teachers taking 12 credits of student teaching will be in attendance on a full-time basis for a full semester (minimum of 12 consecutive weeks). Student teachers taking four or six credit hours will be in attendance for two or three full days and two or three half days, respectively, for the entire semester. Candidates are expected to attend school in accordance with the calendar of the assigned school during this time, and not the EMU calendar.

Special education majors doing regular student teaching (EDUC 499) complete six credit hours. These placements requires two full and three half days all semester.

Special education majors doing their special education student teaching (EDUC 491) complete ten credit hours. This placement is all day, everyday, for the entire semester.

Visual arts education, music education, and physical education majors doing their student teaching (EDUC 496 and EDUC 497) complete two six-hour placements in two different settings.

Early childhood education and bilingual minors doing their regular education student teaching (EDUC 490) complete eight credit hours. This placement requires three full and two half days all semester long. Early childhood education and bilingual minors doing their specialized student teaching (EDUC 495) complete four credit hours. This placement requires half days, everyday, all semester.

Regular elementary and secondary education students complete 12 credit hours in EDUC 492. This placement is all day, everyday, for the entire semester.

Winter Semester Student Teaching. The student teacher will start their student teaching experience in the school classroom either on the first day after the winter holiday vacation from EMU, or on the first day of the second semester for the school to

which they are assigned, and will be in attendance on a full-time basis for an entire semester (minimum of 12 consecutive weeks) for 12 credits. Student teachers taking for four or six credit hours will be in attendance for two or three full days and two or three half days, respectively, for the entire semester. Student teachers are expected to attend school in accordance with the calendar of the assigned school during this time, and not EMU calendar.

On-The-Job Student Teaching. The Assistant Dean for Field Experiences evaluates all requests for On-The-Job (OTJ) student teaching. OTJ placements are done only in exceptional cases and only when the candidate demonstrates an exceptional academic and (appropriate) professional record. Applicants for OTJ student teaching must be post-baccalaureate students who have been employed for a minimum of one calendar year as an Emergency Substitute in a regular position in a critical shortage area. The classroom subject area in this regular position must match the area of certification the student is seeking. Student teachers must be placed in approved sites for student teaching. Students who meet the above criteria must submit a letter requesting On-The-Job placement at the time of application for student teaching. Letters of application need to include a written evaluation and recommendation from the building principal, a written commitment from the building principal to observe/evaluation the student teacher, a recommendation from the major academic department, and a minimum grade point average of 2.50 overall and in their major (or 3 minors if pursuing elementary education). Students who are approved for On-The-Job student teaching are required to meet all other standards and requirements of student teachers as outlined in the *Student Teaching Handbook*. Eastern Michigan University reserves the right to cluster student teachers for peer support, training, and the convenience of the university supervisor. Student teachers must register for the appropriate number of hours and the school site must be within forty miles of Eastern Michigan University.

*Policy adopted June 1995*

Waiver of Student Teaching. The Assistant Dean for Field Experiences evaluates all requests for student teaching waivers. Given the importance of student teaching, waivers are rarely awarded and done only in truly exceptional cases. In order for student teaching to be waived, the candidate must have successfully completed all other academic requirements (i.e. "C" or better in all professional education courses). The candidate must be a graduate student with five years of continuous and successful classroom teaching experience at the appropriate age and grade level(s). At the secondary certification level, the subject area must match the teacher certification area desired. The waiver will be considered if the candidate is teaching at an approved site. Documentation must be submitted to support five years of satisfactory, context-appropriate, classroom teaching experience and it must clearly demonstrate the five year time span. Additionally, a student portfolio must be submitted by the teacher candidate. Such a portfolio must include the following: an appropriate unit plan based on the CPED<sup>2</sup>S curriculum; evidence of the use of technology in the classroom; evidence of reflection and professional growth; letters of recommendation and documentation from the person exercising supervision over the candidate; and copies of annual evaluations from the building administrator. The decision to waive student teaching is made by the Assistant Dean for Field Experiences.

*Policy adopted June 2002*

Placement of Student Teachers. The placement of student teachers is a cooperative venture involving both the university and the cooperating school district. The university will be represented in regard to placement, assignment, and change or termination of student teachers by the Assistant Dean for Field Experiences, and one or more of the university supervisors who will supervise the work of student teachers. The school district shall be represented in dealing with the university by its superintendent or by such other administrative personnel as they shall designate.

Placement of a student teacher shall be initiated by the university by submitting a request for placement for each proposed student teacher to the school districts requested by the candidate.

The following regulations govern the placement and assignment of student teachers.

1. Student teachers shall be placed in public schools that have relationships with the College of Education.
2. A student teacher will not arrange for his or her own student teaching placement.
3. A student teacher will not be placed in a school where there is any significant personal relationship with faculty or staff.
4. A secondary education student teacher will not be placed in the high school where he or she graduated unless 15 or more years have lapsed and there are no significant relationships.
5. Placements outside of southeastern Michigan are rarely granted and only under extenuating circumstances. They require a petition to the appropriate Department Head(s) and Assistant Dean for Field Experiences. EMU makes the final decision regarding whether or not a student can pursue a placement outside of southeastern Michigan.

Determination of placement is the prerogative of the school district. Such assignment is usually made after consultation between the cooperating teacher and the principal under whose jurisdiction the student teacher will work.

Student teachers will be assigned to master cooperating teachers who have extensive teaching experience in the grade level or subject area. A master's degree is preferred. The cooperating teacher will provide tutelage and supervision in the art and science of teaching.

*Policy adopted early 1990s*

Procedure for Student Teaching. During the student teaching experience, the candidate will progress through the following stages:

1. Observation – In the initial stage of experience, the candidate will primarily observe and analyze the teaching situation. Specifically, the candidate should become aware of the knowledge base in such areas as curriculum, discipline, planning, preparation, in-class performance, and become acquainted with numerous other duties involved with teaching in the assigned classroom and school.
2. Participation - As soon as possible the candidate enters the participatory stage. During this phase, the candidate makes applications of the knowledge base as he or she assists the cooperating teacher in various activities as directed. This involves beginning to take over classroom responsibilities.
3. Instruction – The candidate will assume direct responsibility in all areas of teaching, usually beginning with one class or subject or a series of lessons and adding additional classes until a full teaching load is reached. The candidate should maintain this full teaching load for at least two to four weeks.

Change in Student Teaching Placement. The student teacher may request a change in their student teaching placement within the first three weeks of the semester.

Either the school district or the College of Education may, at any time, change or terminate the assignment of a student teacher. Before doing so, each party shall give the other party notice, and shall make reasonable efforts in advance to consult with the other party. It is the intent of this procedure that the parties are free to terminate any assignment, at any time, but that they work cooperatively through their designated representatives to make the experience of the student teachers as valuable as possible to them, consistent with the responsibilities of the school district to its pupils and the responsibility of the university to its student teachers.

*Policy adopted early 1990s*

Attendance, Punctuality, and Absences. Professionalism is a major goal of student teaching and attendance and punctuality are key criteria of professionalism. Student teachers must be punctual and meet the needs of both the K-12 students and K-12 administration by their daily attendance. The contracts under which the teachers work speak to these issues. Therefore, student teachers will be held to the same standard as the cooperating teacher. In the event an illness that will cause the student teacher to miss any part of the school day, a student teacher must call the cooperating teacher and the university supervisor before 7 am. Student teachers are still responsible for providing any required lesson plans. Any absence other than for illness must have advance approval by the university supervisor. Absences exceeding a total of two days during the student teaching experience will be made up by extending the student teaching experience.

*Policy adopted early 1990s*

Substitute Teaching during Student Teaching. EMU expects its student teachers to be at all times under the supervision of competent professional personnel (i.e., cooperating teacher, building principal, licensed substitute teacher). Student teachers should not be asked to serve as substitute teachers. In an emergency situation, the student teacher may take another teacher's class if the building principal will take the responsibility for supervising the student teacher.

Experiences working with students during special assignments and with activities within the teaching schedule (such as field trips, extra-curricular activities) are a valuable. EMU's policy is that the student teacher should not supervise such activities without the presence of the cooperating teacher and that the student teacher should not be asked to supervise such activities in the place of the supervising teacher.

*Policy adopted early 1990s*

Student Teacher Supervision. Within the classroom and at all school functions, the student teacher shall be subject to the rules and regulations of the school and under the direction of the cooperating teacher.

- a) The student teacher and cooperating teacher will be subject, at all times to the supervisory authority of the principal of any school building involved and to the administrative personnel of the school district with respect to teachers generally.
- b) The cooperating teacher may leave the classroom with the student teacher in charge of the class, but the cooperating teacher shall, at all times, retain the responsibility for ultimate control of the class and the program of instruction.
- c) The student teacher may not substitute for the cooperating teacher in the latter's absence. In the event that an emergency arises forcing the cooperating teacher to be absent more than 5 consecutive days, the school district shall notify the university and may, after obtaining the consent of the university, reassign the student teacher to another cooperating teacher.
- d) EMU does not recognize the student teacher as a qualified, certified teacher, and therefore, will not permit the student teacher to be employed by the corporation as a substitute teacher.
- e) The university supervisor and any other designated representative of the university shall have access, at all reasonable times, to the classroom for the purpose of observing the student teacher.
- f) The cooperating teacher shall complete all forms and reports designated in *Student Teaching Handbook*.
- g) All student teachers are expected to participate in all scheduled faculty training sessions, workshops, parent conferences, and departmental meetings in the school setting. Likewise, student teachers will observe all school holidays.

*Policy adopted early 1990s*

Double Majoring: Secondary Education and K-12 Education When a teacher candidate chooses to complete two teaching majors, and one of those majors is secondary while the other is K-12, the candidate must complete all professional education requirements for both majors. This means that the student is also required to successfully complete an appropriate combination of student teaching placements in both subject areas.

*Policy adopted June 2006 to meet continuing accreditation requirements for NCATE. Program assessment plans include all assessments for a particular program. Secondary programs and K-12 programs are different enough that all assessments from both programs are required.*

Status of Student Teacher. Student teachers and student participators shall remain students of the university and shall not be employees of the school district for any purpose except as listed below:

*Student teachers and student participants shall be under the direction and control of the school district through the cooperating teacher, principal, and other administrative personnel while they are on the premises of the school.*

*Policy adopted early 1990s*

Compensation to School District Personnel. An honorarium or other compensation is determined by the university and paid to the cooperating teacher by the university.

*Policy adopted early 1990s*

Termination of Student Teaching. Termination procedures are rare; however, a student teacher may be terminated or withdrawn, by the university or at the request of the school district, from a student teaching assignment for cause shown, including:

1. Professional judgment of cooperating school personnel and University Supervisor that continuation of unsatisfactory student teaching would not be in the best interests of the student teacher and/or the cooperating school for reasons specified in writing. For example,
  - ◆ The classroom students' learning is significantly impeded due to the candidate's lack of content knowledge.
  - ◆ The classroom students' learning is significantly impeded due to inadequate planning by the candidate.
  - ◆ The classroom students' learning is significantly impeded due to the candidate's inadequate classroom management and/or discipline.
  - ◆ The classroom students' learning is significantly impeded due to the candidate's deficiency in oral and written communication skills.

- ◆ There is documented evidence of ethical impropriety, violation(s) of community standards or practice, or improper professional judgments on the part of the candidates.
- ◆ There is documented evidence of inappropriate personal or professional behavior by the candidate.

2. Violation of rules and responsibilities outlined in the Student Teaching Handbook or of laws of the State of Michigan.

Occasionally, a school administrator will request that a candidate be removed from the school. As candidates are guests in the school, the University must defer to the building administrator's request.

*Policy adopted early 1990s*

### Procedures for Termination of Student Teaching

Terms: Student teacher will be known as student. The University Supervisor, Cooperating Teacher, the Assistant Dean for Field Experiences and other school personnel will be collectively designated as the professionals.

- ◆ Both the University Supervisor and the Cooperating Teacher maintain accurate, ongoing, written record of conferences, suggestions, and any other relevant information regarding the assignment. These records should be dated, and copies should be given to the student as each is completed. Students experiencing problems must be notified by their University Supervisor no later than mid-point of their student teaching experience or as soon as the problem is identified.
- ◆ The Assistant Dean for Field Experiences should be informed as early as possible regarding students experiencing problems, and a description of the nature of the problem(s) or potential problem(s).
- ◆ When school personnel or university staff contemplate withdrawing a student from student teaching, the University Supervisor must schedule a conference with the student. Appropriate school personnel may be present. During the conference the University Supervisor will identify the problem(s). The student will have an opportunity to present information relating to the problem(s). Decision of the course of action should be made collaboratively by the supervisor, cooperating teacher, and student. A written summary of the course of action will be provided to the student, Cooperating Teacher, University Supervisor, and the Assistant Dean for Field Experiences.
- ◆ If the problem(s) has/have been identified as critical or if the student was terminated, the Assistant Dean for Field Experiences will schedule a conference with the University Supervisor and the student. The Student Teacher will be asked if they would like their faculty advisor, if applicable, or a faculty mentor to be present at the conference.

- Specific reasons for withdrawal consideration will be presented at the conference.
  - The student will be given an opportunity to present information relating to the reasons for withdrawal consideration.
- ◆ If a professional decision is made to withdraw the student from the student teaching assignment, the Assistant Dean for Field Experiences will complete the appropriate forms to withdraw the student.
  - ◆ The student, University Supervisor, and the Assistant Dean for Field Experiences will collaboratively develop a remediation plan. This plan will state clearly the area or areas needing strengthening, recommendations for remediation, and a time line. The Assistant Dean for Field Experiences will provide a copy of the remediation plan to university personnel as appropriate.
  - ◆ Students must provide evidence of successful completion of the remediation plan before a second and final student teaching assignment will be considered. A second student teaching assignment is not automatic.
  - ◆ If the withdrawal is for violation of Michigan regulations or law, the Assistant Dean for Field Experiences may decide to terminate the student teacher with no provision for further placement.

*Policy adopted early 1990s*

*Student Teaching Handbook.* A more detailed description of the student teaching experience can be found in the *Student Teaching Handbook*.

### **Red Flag Policy**

The program has a process and procedure for dealing with unprofessional behaviors related to teacher certification. The red flag policy is in place to advise students of significant professional weaknesses and provide them an opportunity to take corrective actions. Any student who accumulates two red flags during the program will be considered for dismissal from the initial teacher preparation program.

Except under extraordinary circumstances, a red flag form is completed only after the professional staff member has met with the student and their attempts to remedy the problem have failed. Weaknesses could include the following five categories.

#### Indications of Inadequate Oral Communication Skills

Indicators in this category include but are not limited to frequent and persistent grammatical errors, inability to speak clearly and effectively to a group, use of vulgar or otherwise inappropriate professional language in professional situations, inability to respond to others in a logical manner, etc.

#### Indications of Inadequate Written Communication Skills

Indicators in this category include but are not limited to frequent and persistent technical or grammatical errors, inability to present a coherent sequence of ideas, etc.

#### Indications of Unprofessional Behavior

Indicators in this category include but are not limited to frequent and persistent lateness, absence from field placement without appropriate notice, unwillingness to accept direction or correction and make suitable adjustments, displays of temper, rude or derogatory comments to students or parents, etc.

#### Breaches of Professional Ethics

Indicators in this category include but are not limited to disparaging or otherwise unprofessional discussion of students, breaches of confidentiality, plagiarism or other forms of academic dishonesty, frequent and persistent comments regarding students or groups of students that call into question the ability and commitment to help all students learn.

#### Other

Other indications of weaknesses sufficient to call into question the student's ability to succeed as a teacher despite adequate achievement in course work. These behaviors are outlined in the Evaluation of Professional Behaviors.

Except under extraordinary circumstances (such as behavior that could merit dismissal from the university), no single report of professional weakness is sufficient to impede a student's progress toward graduation. Students who receive one red flag must schedule a meeting with the appropriate department head (i.e. Teacher Education or Special Education) for a Professional Development Plan. A student who accumulates red flag reports from two different professional staffers during the course of the teacher preparation program will be considered to have demonstrated significant professional weaknesses and will be dismissed from the teacher preparation program. Students may appeal this decision by requesting a hearing before the Associate Dean for Academic Accountability, the Assistant Dean for Field Experiences, and the appropriate Department Head. The decision of the appeal will be final.

#### Dismissals based on Red Flags or Criminal/Civil Conviction Issues

Besides red flags, students can be dismissed from the program based on criminal/civil conviction issues. When the institution becomes aware of criminal/civil conviction issues, and the issues are significant enough to raise concern about teacher candidacy, a committee will meet to discuss the matter. The committee will include the Assistant Dean for Field Experiences, an appropriate Department Head, and the Associate Dean for Academic Accountability. The student will be invited to participate in the meeting. After the meeting is complete, the committee will make a decision and communicate it to the student within 2-3 weeks. Appeals of the decision can be made to the Dean of the College of Education after the committee decision is received by the student. Students who are dismissed from the teacher preparation program cannot be re-admitted.

*Policy adopted in January 2006*

## **LiveText**

The professional education unit adopted LiveText as a tool to assess and improve its programs, and to continue NCATE (National Council for the Accreditation of Teacher Education) accreditation. Students who are pursuing initial teacher certification at EMU must purchase a student LiveText account so that certain projects/assessments can be done in this system. Documentation for the adoption is currently available at [www.emich.edu/coe/livetext/students](http://www.emich.edu/coe/livetext/students). If students follow the outlined procedure, they will obtain a keycode from EMU before they go to the LiveText web site to sign up for the account.

*LiveText adopted in February 2006. Implementation began in the 2006-2007 academic year. Letters were sent to all initial candidates in the student information system as of August 1, 2006.*

## **Teacher Certification Rules and Academic Catalogs**

Michigan teacher certification is governed by the Teacher Certification Code. This code changes from time to time. Appropriate grandfathering periods are set by the state (Michigan Department of Education) and are not necessarily under the control of EMU. Whenever possible, teacher candidates will be given an appropriate grandfathering period to complete their program of study if changes are made to the code. This is also true when there are changes to specific endorsements/programs for teacher certification. EMU teacher candidates are expected to complete their initial licensure requirements within five years of starting their first professional education course. Otherwise, the professional education coursework and field experience becomes outdated and doesn't match the appropriate standards for the development of professional teachers at the time of licensure. Candidates for initial licensure must be recommended to the Michigan Department of Education within five years of program completion. Teacher candidates cannot be recommended for licensure if their certification test scores are more than five years old at the time of recommendation. In instances where a student has taken more than five years to complete the professional education sequence, their coursework and field experiences will be reviewed by an administrator within the College of Education. In these instances, a student may need to update coursework and field experiences.

Initial teacher candidates should follow the university catalog in existence at the time they are admitted to the initial teacher preparation program. They should not follow the university catalog in existence at the time they are admitted to the university. If students apply at the completion of 56 credit hours, as they are advised to do in the catalog and elsewhere, then they are likely to follow the same catalog they entered with – this is especially true for transfer students.

## **Recordkeeping**

Basic academic records related to teacher certification (i.e. admission to the initial teacher preparation program, continuing certification programs of study and applications, post-baccalaureate programs, incomplete applications for student teaching) will be maintained for 7 years. After that point, these paper records will be destroyed.

## **Process for Formal Complaints**

The teacher preparation programs at EMU strive to work with students to meet their individual needs in professional preparation. On rare occasions, in instances where a student wishes to pursue an issue beyond a secretarial or professional staff member, there is a process to follow.

In general, formal complaints should be put in writing and have appropriate documentation to support them. It is the College of Education's goal to work with students to create timely and reasonable response to formal complaints.

### **Courses**

Courses are administered by individual departments across campus. Students should contact the department that offers the course and follow their process. Department contact information is listed alphabetically at <http://www.emich.edu/telephones/>.

### **Course Grades**

There is a formal grade grievance policy outlines in the undergraduate and graduate catalogs. The first step in that process is meeting with the instructor. The processing of the grievance steps is handled within individual departments at the university. Please refer to the catalogs for details (<http://catalog.emich.edu/>).

### **Field and Clinical Experiences**

Contact Dr. Barbara Gorenflo in 206 Porter (487-1416).

### **Teacher Certification and other General Issues**

Contact Dr. Shawn Quilter in 206 Porter (487-1416).

The College of Education's Dean's Office (310 Porter, 487-1414) also assists students with formal complaints.

In some instances, the University's Ombudsperson (<http://www.emich.edu/ombuds/>) refers matters to administrators within the teacher preparation program. This is another route for formal complaints to be addressed.