

THE K-12 ADMINISTRATIVE LEADERSHIP STUDENT HANDBOOK

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CHAPTER ONE

Introduction

This student handbook is essential reading for all students newly admitted to the K-12 program. Upon admission to the K-12 Administrative Master's, Post-Master's Certification (BSA) or K-12 Specialist students should obtain this handbook and read it in its entirety. The handbook contains valuable information about successfully progressing through the program. It identifies program goals and objectives, policies related to program development, the department's dismissal policy, the process of planning a program of study, the internship experience, the exit requirements for graduation, and procedures for obtaining licensure and endorsement following graduation.

Be Successful!

The Leadership faculty welcomes you to the program and wants you to have a successful and academically enriching experience while progressing through our program. Faculty are available to schedule appointments with you to assist you in progressing through your program. However, you are responsible for knowing the content contained within this handbook. Advisers and instructors in our program will assume you have read it thoroughly and will hold you responsible for the information. Reviewing this handbook periodically is therefore highly recommended. For specific questions and concerns it is always a good idea to speak directly with your adviser or course faculty. Listed in this handbook in Chapter 12 is the contact information for each of the Program faculty. Each of us has scheduled weekly office hours. You are encouraged to contact us.

In addition to adhering to the policies described in this handbook, there are broader policies related to graduate studies at EMU. These can be found in the Graduate School Handbook, which can be found at:

http://www.emich.edu/registrar/formslibrary/forms/GR_Academic_Policies_Graduate_School.pdf.

CHAPTER TWO

Program Admission

The program admission process is designed to assess the candidate's suitability and commitment for graduate study and for a professional career as a K-12 school leader.

Candidates who are admitted to these programs are expected to make a major commitment to their graduate preparation.

Admission Requirements

1. Applicants must meet the admission requirements of the Graduate School.
2. Applicants must have completed a master's degree from an accredited University with a minimum GPA of 3.3 on a 4.0 scale.
3. International students must meet the following additional criteria; an official score report from either the Test of English as a Foreign Language (TOEFL), International English Language Test System IELTS), or the Michigan English Language Assessment Batter (MELAB) must be sent by the testing service directly to the University. Student score reports, faxes or photocopies will not be considered official. Minimum scores for admission is 550 (Paper-based Test), or 79 (Internet-based Test) for the TOEFL; 77 on MELAB; or 6.5 (or higher) on the IELTS. If the TOEFL is taken, the Test of Written English (TWE) is also required. A Conditional admission may be available to those students falling just below the minimum score requirements.
4. Applicants must submit recommendation forms from two professional supervisors and/or supervising professors that address the quality of the applicant's professional work. The completed forms are due within the online Application for Graduate Admissions. By entering the recommenders email address within the online application, they will be able to upload a letter and the required recommendation form directly to your application. The recommendation form must come directly from your reference.
5. Applicants must submit a résumé that details their professional and educational experiences.
6. Complete the Application for Graduate Admission.
7. On the graduate application, students must complete the personal statement of accomplishments and academic goals portion describing the reasons for requesting admission. This essay must be a minimum of 250 words and will be reviewed as an indicator of writing ability.

Admission Process

1. Completed applications are accepted on a rolling basis.
2. The Office of Admissions will receive and gather ALL required documents. Completed applications that contain the required GPAs, confidential appraisal forms and the résumé will be forwarded to the coordinator of advising for the educational leadership program.

3. Completed applications will be reviewed by the faculty review committee. Those applications that include acceptable GPAs, résumé, recommendations, and personal statement will be admitted, and assigned an advisor. Applications may be deemed “questionable” due to a combination of low GPA, fair or poor recommendations, poor writing ability and/or statements that are inconsistent with the student’s goals as an administrator. These “questionable” applications will be reviewed by the full faculty, giving special consideration to the student’s life experiences, verbal skills, writing skills, educational background, and GPAs.
4. Applicants which are accepted will be notified following admission decisions.
5. All decisions by the faculty regarding admissions are final.
6. Program advisers will be assigned after students have been admitted to the program. The adviser will assist the student in developing the program of graduate study that is required for full admission to the program. Students must meet with their adviser to develop a formal program of study before the completion of 12 credits toward their degree.
7. All courses and subsequent changes must be approved by the adviser. Transfer credit can be used toward graduation only if it has been reviewed and accepted by the student’s adviser and is within Graduate School guidelines. The master’s degree program must be completed within a six-year period

CHAPTER THREE

Mission

Eastern Michigan University's K-12 Administrator preparation program is committed to developing educational leaders who will work in K-12 school settings with the knowledge, skills, and dispositions to building learning communities for a democratic and diverse society. We are committed to developing an exemplary educational environment to develop the intellectual curiosity, creativity, critical and reflective thinking and problem-solving abilities of our students so they may become ethical, productive and contributing educational leaders.

Program Objectives

Eastern Michigan University's Educational Leadership programs seek to prepare students to be effective school leaders in a dynamic world and profession. The programs are structured to ensure that students will develop a professional identity and master the knowledge and leadership skills to practice effectively. Students will be trained for careers K-12 school administrators. Program objectives reflect the professional identity, program area, and professional practice standards identified by Counsel for the Accreditation of Educator Preparation (CAEP) through the development of the National Educational Leadership Preparation Standards (NELP) to serve as the foundations for the preparation and ongoing development of K-12 educational leaders.

Standard One: Mission, Vision, and Core Values

Program completers who successfully complete a building level educational leadership preparation program understand and demonstrate the capability to promote the success and well-being of each student, teacher, and leader by applying the knowledge, skills, and commitments necessary for: 1) a shared mission and vision; 2) a set of core values; 3) a support system; and 4) a school improvement process.

Element 1.1 (MISSION AND VISION)

Program completers understand and demonstrate the capability to develop, advocate for, and implement a collaboratively developed and data-informed mission and vision for the school.

Element 1.2 (VALUES)

Program completers understand and demonstrate the capability to articulate, advocate, model, and cultivate a set of core values that define the school's culture.

Element 1.3 (SUPPORT SYSTEM)

Program completers understand and demonstrate the capability to build, maintain, and evaluate a coherent system of academic and social supports, discipline, services, extracurricular activities, and accommodations to meet the full range of needs of each student.

Element 1.4 (IMPROVEMENT)

Program completers understand and demonstrate the capability to engage staff and school community to develop, implement and evaluate a continuous, responsive, sustainable, data-based school improvement process to achieve the mission of the school.

Standard Two: Ethics and Professional Norms

Program completers who successfully complete a building level educational leadership preparation program understand and demonstrate the capability to promote the success and well-being of each student, teacher, and leader by applying the knowledge, skills, and commitments necessary for: 1) professional norms; 2) decision-making; 3) educational values; and 4) ethical behavior.

Element 2.1 (PROFESSIONAL NORMS)

Program completers understand and demonstrate the capability to enact the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning and continuous improvement in their actions, decision making and relationships with others.

Element 2.2 (DECISION-MAKING)

Program completers understand and demonstrate the capability to evaluate the moral and legal consequences of decisions.

Element 2.3 (VALUES)

Program completers understand and demonstrate the capability to model essential educational values of democracy, community, individual freedom and responsibility, equity, social justice, and diversity.

Element 2.4 (ETHICAL BEHAVIOR)

Program completers understand and demonstrate the capability to model ethical behavior in their actions and relationships with others.

Standard Three: Equity and Cultural Leadership

Program completers who successfully complete a building level educational leadership preparation program understand and demonstrate the capability to promote the success and well-being of each student, teacher, and leader by applying the knowledge, skills, and commitments necessary for: 1) equitable protocols; 2) equitable access; 3) responsive practices; and 4) a supportive school community.

Element 3.1 (EQUITABLE PROTOCOLS)

Program completers understand and demonstrate the capability to develop, implement, and evaluate equitable guidelines, procedures and decisions that ensure each stakeholder is treated fairly, respectfully, and with an understanding of culture and context.

Element 3.2 (EQUITABLE ACCESS)

Program completers understand and demonstrate the capability to ensure that each student has equitable access to effective teachers, learning opportunities, academic, social and behavioral support, and other resources necessary for success.

Element 3.3 (RESPONSIVE PRACTICE)

Program completers understand and demonstrate the capability to support the development of responsive practices among teachers and staff so they are able to recognize, confront, and alter institutional biases that result in student marginalization, deficit-based schooling, and low expectations.

Element 3.4 (SUPPORTIVE SCHOOL COMMUNITY)

Program completers understand and demonstrate the capability to build and maintain a school culture that ensures each student and family is treated fairly, respectfully, in a responsive manner and free from biases associated with characteristics such as race, culture and language, gender, disability, or special status.

Standard Four: Instructional Leadership

Program completers who successfully complete a building level educational leadership preparation program understand and demonstrate the capability to promote the success and well-being of each student, teacher, and leader by applying the knowledge, skills, and commitments necessary for: 1) learning system; 2) instructional practice; 3) assessment system; and 4) learning supports.

Element 4.1 (LEARNING SYSTEM)

Program completers understand and demonstrate the capability to develop, align, and implement coherent systems of curriculum, instruction, and assessment that are responsive to student needs, embody high expectations for student learning, align with academic standards within and across grade levels, and promote academic success and social emotional well-being for each student.

Element 4.2 (INSTRUCTIONAL PRACTICE)

Program completers understand and demonstrate the capability to promote challenging and engaging instructional practice consistent with knowledge of learning theory, child development, and effective pedagogy.

Element 4.3 (ASSESSMENT SYSTEM)

Program completers understand and demonstrate the capability to employ technically appropriate system of assessment and data collection, management, analysis, and use to monitor student progress and improve instruction.

Element 4.4 (LEARNING SUPPORTS)

Program completers understand and demonstrate the capability to employ effective and appropriate technologies, staffing, professional development, structures, and communication to support equitable access to learning for each student.

Standard Five: Community and External Leadership

Program completers who successfully complete a building level educational leadership preparation program understand and demonstrate the capability to promote the success and well-being of each student, teacher, and leader by applying the knowledge, skills, and

commitments necessary for: 1) effective communication; 2) engagement; 3) partnerships; and 4) advocacy.

Element 5.1 (COMMUNICATION)

Program completers understand and demonstrate the capability to maintain effective two-way communication with families and the community.

Element 5.2 (ENGAGEMENT)

Program completers understand and demonstrate the capability to engage families, community, and school personnel in strengthening student learning in and out of school.

Element 5.3 (PARTNERSHIPS)

Program completers understand and demonstrate the capability to build and sustain productive partnerships with communities and public and private sectors to promote school improvement and student development.

Element 5.4 (ADVOCACY)

Program completers understand and demonstrate the capability to advocate for the needs and priorities of the school, district, students, families, and the community.

Standard Six: Operations and Management

Program completers who successfully complete a building level educational leadership preparation program understand and demonstrate the capability to promote the success and well-being of each student, teacher, and leader by applying the knowledge, skills, and commitments necessary for: 1) management and operation; 2) data and resources; 3) communication systems; and 4) legal compliance.

Element 6.1 (MANAGEMENT AND OPERATION SYSTEMS)

Program completers understand and demonstrate the capability to develop, monitor, and evaluate school management and operation systems to address and support each student's learning needs.

Element 6.2 (DATA AND RESOURCES)

Program completers understand and demonstrate the capability to seek, acquire, and manage fiscal resources, physical resources, technological resources, data, and other resources to support student learning, collective professional capability and community, and family engagement.

Element 6.3 (COMMUNICATION SYSTEMS)

Program completers understand and demonstrate the capability to develop and coordinate communication systems to deliver actionable information for classroom, school improvement, and community engagement.

Element 6.4 (LEGAL COMPLIANCE)

Program completers understand and demonstrate the capability to comply with applicable laws, rights, policies, and regulations as appropriate so as to promote student and adult success.

Standard Seven: Human Resource Leadership

Program completers who successfully complete a building level educational leadership preparation program understand and demonstrate the capability to promote the success and well-being of each student, teacher, and leader by applying the knowledge, skills, and commitments necessary for: 1) human resources; 2) professional culture; 3) workplace conditions; and 4) supervision and evaluation.

Element 7.1 (HUMAN RESOURCE MANAGEMENT)

Program completers understand and have the capability to develop and implement a human resource management system that recruits, hires, and supports, develops, and retains effective and caring educational personnel and creates leadership pathways for effective succession.

Element 7.2 (PROFESSIONAL CULTURE)

Program completers understand and have the capability to develop and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child.

Element 7.3 (WORKPLACE CONDITIONS)

Program completers understand and have the capability to develop workplace conditions that promote employee leadership, well-being, and professional growth.

Element 7.4 (SUPERVISION AND EVALUATION)

Program completers understand and have the capability to implement research-anchored systems of supervision and evaluation that provide actionable feedback about instruction and other professional practices, promoting collective accountability.

Standard Eight: Internship and Clinical Practice

Program completers who successfully complete a building level educational leadership preparation program engaged in a substantial and sustained educational leadership internship experience that developed their ability to promote the success and well-being of each student, teacher and leader through field experiences and clinical practice within a building setting, monitored and evaluated by a qualified, on-site mentor.

Element 8.1 (FIELD EXPERIENCES)

Candidates are provided coherent, authentic, experiences that provide opportunities to synthesize and apply the content knowledge, develop and refine the professional skills, and demonstrate their capabilities as articulated in each of the elements included in NELP Building-Level Program Standards one through seven.

Element 8.2 (AUTHENTIC)

Candidates are provided a minimum of six-months of concentrated (10-15 hours per week) building-level internship or clinical experiences that are authentic leadership activities within a building setting.

Element 8.3 (MENTOR)

Candidates are provided a mentor who has demonstrated effectiveness as an educational leader within a building setting; understands the specific school context; is present for a significant portion of the internship; is selected collaboratively by the intern, a representative of the school and/or district, and program faculty; and is provided with training by the supervising institution.

CHAPTER FOUR

Programs in K-12 Administration

The members of the leadership faculty at Eastern Michigan University are committed to actively recruiting a diverse student body that reflects the multicultural society in which we live. In interactions with students, from admission through graduation, the faculty does not discriminate based on a student's gender, race, age, sexual orientation, disability, or national origin.

There are four professional K-12 leadership programs at Eastern Michigan University: Master's in K-12 Administration, K-12 Basic Administration Certification, Post-Master's Central Office Certification, and Specialist Degree. The Master's in K-12 Administration is a 35-credit hour program that leads to a building level certification. The Post-Master's Administration Certificate is a 18-23 credit hour program that leads to a building level certification. The Post Master's Central Office certification is a 21-credit hour program that leads to a district level license. The Specialist degree is a 36-49 credit hour program that can be constructed to lead to a building level or district level license or both. These programs are accredited by the Council for the Accreditation of Educator Preparation (CAEP), a national accrediting body that grants accreditation to graduate level programs in K-12 Administration. The programs meet the academic and internship requirements by the Michigan Department of Education (MDE) to be licensed as a K-12 Administrator.

Information on full licensure as a K-12 Administrator can be found later in this handbook.

K-12 Master's in K-12 Administration

The Master of Arts in Educational Leadership is designed for professional educators who are seeking the skills and knowledge to become effective educational leaders. Four major content areas make up the educational leadership curriculum: leadership, research, professionalism and management competency/proficiency. Further development in the areas of human relations, diversity, and technology, are emphasized. This is a state-approved program for the building level principal license in the State of Michigan. It also has reciprocity across the United States.

Students must complete 29 hours of program course work and six hours (including EDPS 667 - Principles of Educational Research) in the supportive area. EDPS 667 should be taken as early as possible in the program. The student's advisor will assist in developing the program of study that may include course work necessary for both administrative certification and the master's degree. A minimum of 35 hours of graduate credit applicable to the program is required for the master of arts degree.

Basic Concentration Courses: 29 hours

- EDLD 509 - Educational Leadership in a Pluralistic Society 3 hrs
- EDLD 513 - Community Education and Community Relations 3 hrs
- EDLD 514 - Organization and Administration of K-12 Schools 3 hrs
- EDLD 515 - Instructional Leadership 3 hrs
- EDLD 517 - Leadership for School Improvement 3 hrs
- EDLD 612 - Economics of Public Education 3 hrs
- EDLD 617 - Administering Human Resources in Education 3 hrs
- EDLD 620 - The Principalship 3 hrs
- EDLD 630 - Legal, Ethical and Professional Issues of Administration 3 hrs
- EDLD 687 - Master's Internship in Educational Leadership 2 hrs

Supportive Courses: 6 hours

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- EDPS 667 - Principles of Educational Research 3 hrs
 - Three hours selected in consultation with the graduate advisor

Internships: Information is available from the director of the intern program or at <http://www.emich.edu/coe/lc> . Internship placements should be arranged at least one semester in advance and must be approved by the internship director.

Exit Interview:

Post-Master's K-12 Administrative Certificate (BSA)

The Master of Arts in Educational Leadership is designed for professional educators who are seeking the skills and knowledge to become effective educational leaders. Four major content areas make up the educational leadership curriculum: leadership, research, professionalism and management competency/proficiency. Further development in the areas of human relations, diversity, and technology, are emphasized. This is a state-approved program for the building level principal license in the State of Michigan. It also has reciprocity across the United States.

In conjunction with an approved master's degree, 23 credit hours are required from among the educational leadership courses listed below. Courses are to be determined and approved by the program advisor, prior to beginning the program. If the candidate has not served in an official capacity as a Principal or an Assistant Principal, the 2 credit hour Administrative Internship is required in addition to coursework.

- EDLD 513 - Community Education and Community Relations 3 hrs
- EDLD 515 - Instructional Leadership 3 hrs
- EDLD 517 - Leadership for School Improvement 3 hrs
- EDLD 612 - Economics of Public Education 3 hrs
- EDLD 617 - Administering Human Resources in Education 3 hrs
- EDLD 620 - The Principalship 3 hrs
- EDLD 630 - Legal, Ethical and Professional Issues of Administration 3 hrs

- EDLD 687 - Master's Internship in Educational Leadership 2 hrs

Internships Information is available from the director of the intern program or at <http://www.emich.edu/coe/lc> . Internship placements should be arranged at least one semester in advance and must be approved by the internship director.

Post-Master's Central Office Certification

The State of Michigan K-12 School Administrator Certification is a state-supported post-master's professional development option for prospective and current educators who seek enhanced training in school and/or district leadership, management and instruction. This credential, reinstated by legislative approval in January 2007, coincides with an ongoing process of Michigan state certification available through designated post-secondary institutions (including Eastern Michigan University) for the Basic (Initial) Certificate in K-12 Administration (school/assistant principal licensure). The Central Office/Superintendent Endorsement typically requires the successful completion of the basic (initial) school principal certificate.

The Basic Certificate in K-12 Administration may also be earned as part of the Master's and/or Specialist's Degree Program or as a Post-Master's Certificate in Educational Leadership at Eastern Michigan University. The district level leadership endorsement may be earned as part of the Specialist Degree Program in Educational Leadership at Eastern Michigan University or as a Post-Master's Certificate also.

The Central Office/Superintendent Endorsement Certificate requires 21 hours (minimum) of EMU Educational Leadership Specialist program courses (with an approved master's degree) to be determined with the program advisor. These courses must meet the requirements of EMU's state approved program.

- EDLD 710 - Leadership Theory 3 hrs
- EDLD 714 Data-Based Decision Management
- EDLD 725 - The Superintendency and District Level Leadership 3 hrs
- EDLD 726 - Leadership for System-Level Learning & Professional Growth
- EDLD 727 – Allocation and Management of District & Community Resources
- EDLD 740 - Advanced Organizational Theory 3 hrs
- EDLD 787-789 Internship in Educational Leadership 2-4 hrs

Approved 800 Level EDLD Course

K-12 Specialist

The Specialist of Arts in Educational Leadership is a Post-Master's program for prospective and practicing educational leaders. The program may either provide advanced administration preparation for P-12 schools and institutions of higher education and/or the course work required by the State of Michigan for the central office endorsement.

Additional course work is required should a student wish to qualify for the building level administration certificate

32 credit hours (minimum) of required EMU educational leadership specialist program courses (with an approved master's degree) typically along with the basic (Initial) certificate in K-12 administration (principal/assistant principal licensure) to be determined with the program advisor. The two credit hour Administrative Internship is required. Courses must have the approval of the program advisor prior to the beginning of the program.

Concentration Area Courses: 18 hours

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- EDLD 710 - Leadership Theory 3 hrs
 - EDLD 714 Data-Based Decision Management
 - EDLD 725 - The Superintendency and District Level Leadership 3 hrs
 - EDLD 726 - Leadership for System-Level Learning & Professional Growth
 - EDLD 727 – Allocation and Management of District & Community Resources
 - EDLD 740 - Advanced Organizational Theory 3 hrs

Applied Research Courses: 8 hours

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- Choose eight hours from the following
 - EDLD 713 - Field-Based Research 4 hrs
 - EDPS 621 - Statistical Applications in Educational Research 2 hrs
 - Only one course from the following:
 - EDLD 787 - Internship in Educational Administration 2 hrs
 - EDLD 789 - Internship in Educational Administration 4 hrs

Cognate Courses: 6 hours

Culminating Experience

The culminating experience for the specialist's degree is the student's field-based research study. It is expected that this project will be presented to an audience of professional peers.

Field-Based Research

The field-based research course, EDLD 713, is available to specialist degree students winter or summer term only. Students are encouraged to contact the department at least one semester prior for permission to register for the course.

The specialist's degree program requires a minimum of 32 hours beyond the master's degree. Students work closely with their advisors in developing programs that will prepare them for their career goals. Candidates for the specialist's degree in educational leadership must satisfactorily complete all work on the program of study and achieve an overall GPA of 3.3 (B+). The requirements outlined below provide the basic guidelines within which the student's program is developed.

Additional course work is required if students wish to fulfill the standards for an approved program for K-12 building level leadership and central office administrator certificates for the State of Michigan.

CHAPTER FIVE

Planning a Program of Study

Meeting with your adviser

Upon program admission, the student is assigned to a faculty adviser. The student is expected to meet with his/her adviser to begin program planning as soon as possible following notification of admission. No more than nine credit hours may be taken and applied to the Program of Study prior to this step. All students are therefore encouraged to meet with their advisers during their first semester of coursework to avoid forfeiting credits.

During the first planning meeting, the student and adviser discuss career goals, program requirements, application dates for selected courses and changes, professional licensure and graduation, as well as personal/professional development needs. The student and adviser work together to select electives and to build a program of study that fits the student's needs and meets program requirements. The written program of study is signed by the adviser and the student. The student must consult with the adviser about making any future program changes. A copy of the signed program of study becomes the university's contract with the student and is forwarded to the Graduate School. A copy of this formal program of study is sent to the student.

The student-adviser relationship is ongoing and continues after the program of study is written. The student is encouraged to meet with his or her adviser periodically to discuss progress in the program, career issues, internship placement and professional experiences.

CHAPTER SIX

Policies Related to Program Completion

Programs of Study

A program of study, which is the list of courses you will take to complete your degree, is required for students in all degree and certificate programs. Students who fail to obtain a program of study approved by their advisor assume full responsibility for their registrations and for satisfying University, Graduate School, and departmental program requirements. An approved program of study must be on file in the Office of Records and Registration, 303 Pierce Hall, to meet graduation requirements. Students should schedule an appointment with their academic/graduate advisor to set up a program of study as soon as possible within their first semester. A program of study must meet minimum credit hour requirements:

- A Certificate degree must include a minimum of 12 credit hours
- A Master's degree must have a minimum of 30 credit hours
- A Specialist degree must have a minimum of 32 credit hours (post master's degree)

Students must ensure that all courses on their program of study meet the Time to Degree and Residency policy requirements. Any changes to the Program of Study that depart from the required courses or credit hour requirements listed in the Course Catalog, must have the signed approval of the Department Head.

Academic Load

Eight hours of graduate credit for the semester is the standard full-time load. International students enrolled in less than eight credit hours should contact the Office of International Students.

Graduate students may not enroll in more than 15 hours for any semester without prior permission from the Office of Records and Registration. Support of the faculty advisor/program coordinator is required for consideration. If students seeking professional teaching certificates or additional endorsements need to take more than the maximum allowable number of credit hours, they may do so by contacting the Office of Records and Registration, 734.487.4111. Support of the faculty advisor/program coordinator is required for consideration for these students, as well.

By federal regulation, students must be enrolled in four hours per semester to be considered half-time. For Title IV programs, veteran's benefits, and loan deferments, the following requirements must be met:

Maximum load: 15 hours per semester

Full-time load: Minimum of 8 hours per semester Half-time load: 4-7 hours per semester

Time to Degree

Students have seven years to complete the requirements for the doctoral degree from the date of first enrollment in the doctoral program at EMU (see the section on doctoral programs). Specialist's degree requirements must be completed within six years of degree admission if entering with a master's degree or eight years if entering with a bachelor's degree. Master's degree requirements must be completed within six (6) years of first enrollment the master's degree program. Graduate certificate requirements must be completed within three years of first enrollment in a course applicable to the certificate.

Regardless of time limitations above, no student will be allowed to graduate using any coursework older than 10 years, whether it be taken at EMU or at another institution.

Repeating Courses

Students who meet the prerequisites and all other conditions for enrollment may repeat a course.

- Courses that are dropped, or from which a student has withdrawn, are not counted as attempted repeats for this policy.
- Unless otherwise noted in the course description, credit for any repeated course (including all attempts at EMU and transfer credit granted) will apply only once toward all degree requirements.
- The rules do not apply to courses (such as Independent Studies) that can be taken for credit more than once. Multiple attempts in such courses are not considered repeats, and all grades received will be used in determining the student's grade point average.
- A student who earned a passing grade in a course will lose the credit if he or she subsequently retakes the course and receives an F. If a student receives an Incomplete in the final attempt of a repeated course, the most recent earlier grade is the grade of record until the course work is completed and the "I" is replaced by the new grade earned.
- A course may be repeated only once and only if the original grade was a B- or lower.
- The last grade received will be used in determining the students' grade point average.
- All course attempts will remain on the permanent record, with repeats indicated, even if not used to determine the grade point average.

Course Limitations

In order to maintain the consistency, integrity, and rigor of graduate programs, EMU places limits on the number of certain types of courses students may count toward a graduate degree or certificate. Specifically, courses that have not undergone a full review through the university input process to become permanent course offerings toward a graduate degree are subject to a limitation of 12 credit hours.

Special topics courses (usually numbered as 590, 591, 592, 679, 680, 681) and Independent study (usually numbered as 597, 598, 599, 697, 698, 699) are examples of courses which are not considered permanent course offerings. While Seminar courses (usually numbered as 693, 694, 695, 696) and Workshop courses (usually numbered as 594, 595, 596, 597, 682, 683, 684, 685) are traditionally included, some may have undergone a review and become permanent course offerings. Students should check with their advisor to confirm the status of Seminars and Workshops.

While the maximum number of credits allowed of this type is 12, no more than six credit hours of independent study courses may be included.

Residency Requirement

Regardless of the number of credit hours required for the receipt of an EMU graduate award/degree (12 hours minimum for a graduate certificate, 30 hours minimum for master's degree, 32 hours beyond the master's degree for a specialist degree, 90 hours beyond the baccalaureate degree for doctoral students), a graduate student at EMU must take a minimum number of credit hours once accepted and enrolled into an EMU degree program to receive an EMU graduate degree.

For master's/specialist degree programs of 36 or fewer hours, at least 24 new graduate hours beginning the semester of acceptance and enrollment into the degree program must be earned at EMU. The remaining program requirement hours may be met through transfer, use of prior degree credit (EMU or elsewhere) or additional new EMU credits.

For master's/specialist degree programs of 37 or more hours, at least 30 new graduate hours beginning the semester of acceptance and enrollment into the degree program must be earned at EMU. Minimum degree hours must still be met for graduation.

Students enrolled in multiple master's/specialist degree programs must have 24 unique credit hours in each degree program.

For graduate certificate programs, at least 9 graduate hours beginning the semester of acceptance and enrollment into the program must be earned at EMU.

Students completing multiple certificate programs must have a minimum of 9 unique credit hours per certificate.

Credits from only one completed graduate certificate may be applied to a master's or specialist degree in a relevant field of study, with the approval of the degree granting academic department, and be included in the residency hours above.

Graduate degrees earned at EMU or another accredited institution may be applied (in part or in total) to a student's doctoral program of study at the discretion of the student's doctoral program advisor

Post Master's/Post Specialist degree, a student can transfer in up to 12 credit hours of graduate level studies. These additional credit hours are at the discretion of the program and must meet Time to Degree requirements.

Validation

Coursework that is 6-10 years old (or will be at the time of graduation) may be updated by the student working directly with a faculty member to become current on the course material. A Transfer of Credit Form or an Extend Time to Degree petition must be submitted.

Transfer Credit

Graduate credit may be accepted from other accredited institutions to be used on a graduate degree program at EMU. Acceptable transfer credit(s) will be determined by the department, subject to the approval of the department head/school director and the Office of Records and Registration.

Transfer credit must:

- be applicable to the EMU degree program
- have a grade of B or higher (grades of "pass," "satisfactory," or "credit" cannot be transferred unless noted on the transcript key as equivalent to a B or better grade)
- not be out-of-date per the degree time limitation (see below)
- be recommended by the advisor and approved by Office of Records and Registration
- be documented as graduate credit on an official graduate transcript from an accredited institution

Some departments have a more restrictive transfer-credit policy; refer to program information in the graduate catalog for details.

Transfer credit(s) must be evaluated prior to the graduation degree audit. Official transcripts for courses planned to be transferred to Eastern Michigan University should be on file in the Office of Records and Registration at least one month prior to the end of the semester in which the student plans to graduate. Such credits are recorded on the student's record at the time of approval, even if the course is not ultimately used on the program of study.

Request forms are available on the Registrar's website. Approval of the Program Coordinator is required before submitting to the Office of Records and Registration.

Course Substitutions/Program Changes

Changes in the student's official program and substitution of courses must be approved by the advisor prior to registration. Courses Outside the Program For electives or cognate areas courses outside the EDLD program may be used if they are approved by the student's advisor.

Prerequisite Policy

Several interrelated courses build on one another and must be taken in a sequence. The Department of Leadership and Counseling is enforcing the prerequisite requirements for enrollment in all classes. Prerequisite requirements are in the Graduate Catalog. Students who do not meet the prerequisites for course work will be dropped from the appropriate class. If students can provide proof of meeting the prerequisites (e.g. transfer work, equivalents approved by an adviser, etc.), they may be reinstated with the approval of the Department. Please be sure that all equivalents are stated on programs of study to ensure as little error in this process as possible.

Override Policy

The Department Head and the faculty members in the Department of Leadership and Counseling do not approve overrides into closed classes except under very exceptional circumstances. If a student believes that he or she has an exceptional reason for being allowed to enroll in a closed class (e.g. the last class needed to graduate/to achieve endorsement), he or she should contact the full-time faculty member involved or in the case of a visiting lecturer, the Counseling Program Coordinator, explaining the rationale for admission to the class. If the faculty member or Program Coordinator determines the reason cited is sufficient to justify an override, the student may be given permission to enroll in the class. If not, the request will be denied.

CHAPTER SEVEN

ACADEMIC and CONDUCT DISCIPLINARY POLICIES

Grade Review & Grievance Procedures

The Grade Grievance Procedure provides each student with the opportunity to formally appeal a final grade in a course because the student believes that the grade has been awarded capriciously or unfairly.

Typically grade disputes occur when the stated method(s) of evaluation in the course syllabus are not followed and/or the final grade has been calculated incorrectly.

Examples of unfair grading may include but are not limited to the assignment of a course grade to a student:

- On some basis other than relevant performance in the course;
- By resorting to standards different from those which were applied to other students in that course;
- Or by an unreasonable and/or unannounced substantial departure from the instructor's previously articulated standards.

Please note: Disagreement with an instructor's judgement in and of itself is not a basis for a grievance, nor is disagreement with an instructor's grading standards, if such standards have been described in advance for the class, and have been applied fairly to all students in the class.

A final grade is presumed to be correct. The burden of proof resides with the student seeking the grievance.

Academic Probation and Dismissal

Students are placed on academic probation at the end of any semester in which their cumulative EMU grade point average in courses taken for graduate credit is below 3.0. Students must complete six graduate credit hours at EMU before being subject to academic probation. Students are notified via emich email each semester of their status, and enrollment is permitted only on a semester-by semester basis until the probation is removed. Students placed on academic probation are encouraged to contact their program advisor for assistance in determining how to return to good academic standing.

A probationary student must obtain a semester grade point average of at least 3.0 in the first semester of probation. Failure to do so will result in academic dismissal. If a probationary student is able to raise their semester GPA to a 3.0 or higher during the first semester of probation, but their overall GPA is still below a 3.0, the student will be given one additional semester to raise their cumulative GPA to a 3.0 or higher. Failure to do so will lead to dismissal. Students will be notified via emich email.

As per University Policy, a student may pursue a grade grievance for any final grade that he/she believes was assigned capriciously or unfairly. See the “Policies Affecting You at EMU” document for a copy of the applicable Grade Grievance Procedures.

Graduate School Probation, Dismissal and Appeals Process

The Graduate School places students on academic probation at the end of any semester in which their cumulative EMU grade point average in courses taken for graduate credit is below 3.0. Students must complete six graduate credit hours at EMU before being subject to academic probation.

Probationary students who do not return to good standing by the end of the next three semesters of enrollment are dismissed from the University and are so notified via my.emich.edu email. Individual departments may specify additional grounds for dismissal. Students who are dismissed from an individual program while in good academic standing may still be eligible for another graduate program at EMU.

After dismissal, students may request reinstatement by submitting a Request for Reinstatement packet to the Office of Records and Registration. Deadline for submission of request will be included in the notice of dismissal. This request packet should include a personal letter which states the causes of the student’s academic problems, changes in the student’s situation that may rectify those problems and proposed plan of action to ensure success in graduate studies. Documentation which supports the circumstances described will be required. Dismissed students whose cumulative GPA is less than 2.0 are automatically denied reinstatement. After the deadline for submission of requests for reinstatement has passed, the Office of Records and Registration will initiate the appeals process with the Academic Status Review Committee.

NON-ACADEMIC BEHAVIORS RESULTING IN DEPARTMENT DISCIPLINARY ACTION

The University and the Department’s Leadership Program expect conduct of all students that is consistent with the law, all relevant University policies and rules, including the University Student Conduct Code (included in “Policies Affecting you at EMU” document), and the American Association of School Superintendents (AASA) Code of Ethics (2016).

Any conduct by a student that is a violation of the University Student Conduct Code may be referred to the Student Judicial Services office for campus disciplinary action, in addition to any actions taken by the Leadership Program. The Conduct Code outlines the kinds of student behaviors that will result in disciplinary action, including possible dismissal from the University. Conduct violations by a student off-campus in university related activities (e.g. internship) will be handled the same as if the violation had occurred on-campus.

1. Academic Behaviors Resulting in Disciplinary Action by the Leadership Program

The Leadership Program must provide students and interns with periodic performance appraisal and evaluation feedback throughout their educational programs. Specifically, through ongoing evaluation and appraisal, students are aware of the academic and personal limitations of students and interns that might impede performance. Faculty assist students and interns in securing remedial assistance when needed and dismiss from the Leadership program students/interns who are unable to provide competent service due to academic or personal limitations. In this on-going evaluation of students in the program, the faculty will consider performance or behavior of students that provides relevant information as to their likely performance as an educational leader. When a student's behavior or performance raises concerns about the student's ability to perform satisfactorily as an educational leader, that behavior or performance will be considered as grounds for academic discipline, in accordance with the procedures outlined in this document.

Academic disciplinary action may be initiated when a student exhibits the following behavior in one discrete episode that is a violation of law or of the AASA Code of Ethics and/or when a student exhibits a documented pattern of recurring behavior which may include, but is not limited to the following:

- Performance or behaviors that demonstrate poor interpersonal skills and an inability to effectively communicate with others, often evidenced by repeated complaints from the field supervisor, other students or departmental faculty
- Unethical, threatening or unprofessional conduct
- Behaviors that place student, staff or faculty at risk during internship, including current substance abuse problems; exploitation of students; emotional, physical or verbal abuse; vindictive action toward students; or stealing from students
- Behavioral displays of mental or emotional difficulties that represent a risk to others
- Consistent inability or unwillingness to carry out academic or field placement responsibilities
- Frequent excuse making when tasks, assignments, tests, appointments are not completed in a timely manner or require rescheduling
- Consistent non-attendance and/or tardiness in classes, at field placement and other required departmental functions

- Lack of insight into negative consequences of own behavior and frequent blame of others or external factors for failures and difficulties in the academic or field placement environment
- Inability to tolerate different points of view, constructive feedback or supervision
- Failure to maintain regular contact with supervisors, which includes keeping them apprised of professional and ethical issues pertaining to students, schools staff or faculty.
- Dishonest academic practices, including but not limited to, plagiarism, cheating, fabrication, aiding and abetting deception or dishonesty, and the falsification of records or official documents
- Verbal or physical aggressiveness toward others

2. Procedures for Handling Academic Behavior Issues

When a faculty member (or an internship/field placement supervisor) has a concern about a student's academic behavior or performance the faculty member will notify the student's advisor who will then convene an informal review conference. The purpose of this meeting is not to be interpreted as disciplinary but rather as an effort to assist the student in finding ways to improve his/her performance or to explore the option of the student voluntarily leaving the program.

In cases of a faculty (or an internship/field placement supervisor) concern, the informal review conference will consist of the student, the student's advisor and the faculty member. If the faculty member with the concern is also the student's advisor, the faculty member and the student can mutually agree to either meet without a third person, ask another faculty member to sit in on the meeting or take the issue directly to the formal review process. A student may have present at this and all subsequent meetings an individual of their choice to act in an advisory capacity. This individual is a non-participating member of the meeting who may only observe the proceedings. If this individual is from outside the EMU academic community, the student must provide the committee with a FERPA Consent form before any meeting can proceed.

After the informal review conference, the advisor and faculty member will either refer the student to the formal review process or will work with the student to develop a remediation plan. A written copy of the plan, documenting the outcome of the informal review conference, including a copy of any remediation plan, signed by the student's advisor, the faculty member,

and the student, will be given to the student and a copy will be placed in the student's departmental file.

3. Formal Review Process

Composition of the Formal Review Committee – The Formal Review Committee will consist of two(2) EDLD faculty members, one (1) COUN faculty member and one (1) EDLD student. The departmental faculty will appoint the Formal Review Committee annually and will select the following: two (2) EDLD faculty members for the committee plus one (1) EDLD faculty member as an alternate; one (1) COUN faculty member for the committee plus one (1) COUN faculty member as an alternate; and one (1) EDLD student for the committee plus one (1) EDLD student as an alternate. Upon their appointment, the four members of the Formal Review Committee will then select one member to serve as chair for the academic year.

A review committee member must be impartial and able to render a just and fair decision. A member not able to do so should disqualify him/herself from the review. In addition, the student undergoing review may challenge any member of the Review Committee on grounds of prejudice or impartiality and request the removal of that particular member from the review meeting. If this occurs, the review committee shall deliberate in private and determine, by majority vote (excluding the member being challenged), whether the member should be excused from that particular case. If the vote is to remove the member, the review will continue with a committee of the remaining three members.

Notice to Student - The advisor will notify the student, in writing, at least two weeks before the review date, that there will be a formal review by the Formal Review Committee. The notice will be sent to the student's last known address registered with the Office of Records and Registration and will set forth the following:

1. the date, time and place of the review meeting
2. the allegations against the student, stated with specificity and detailed particulars
3. the student's rights during the review meeting
4. the possible evidence to be presented and witnesses likely to be called during the review

Review Meeting - During the review, the individual who raised concerns about the student's behavior or performance will summarize the concerns to the committee. The student and/or his advisor will have the right, within reason, to question anyone presenting information to the committee during the review. In addition, the student will have the opportunity to speak on his/her behalf, bring witnesses to testify at the review, and present any written or other type of evidence to be considered by the Review Committee. If the student does not attend the

scheduled meeting, the Formal Review Meeting will proceed as scheduled. The meeting will be audio-recorded.

After the review meeting, the committee will determine whether or not the allegations have been substantiated by “clear and convincing” evidence. If the committee determines that the evidence is lacking, the case will be dismissed. If the evidence is sufficient, the committee will make a recommendation about the student, which can include, but is not limited to:

1. requiring that a course be satisfactorily repeated.
2. placing the student on a behavioral contract with stipulated conditions for remaining in the program.
3. suspending a student for a specified or unspecified length of time with or without stipulated conditions for re-admission to the program.
4. permanently dismissing the student from the program.

The Chair of the Formal Review Committee will notify the student, in writing, of the decision within five calendar days of the review. Right to Appeal - Within ten days of the date that the committee’s notification is sent to the student, the student may appeal, in writing, to the Dean of the College of Education. The Dean may accept, reject or modify the decision of the committee. The Dean’s decision is final.

Additional Information-

Should a student refuse to participate in either an informal or formal review, a formal review committee meeting will be held without the student and the disposition of the review committee will be provided to the student within 10 days of the meeting. The student shall be accorded the same Right of Appeal.

A student may not be represented in either the informal or formal meeting by legal counsel. Should the student insist on legal representation, the meeting will be suspended and the student will be referred to the University’s General Counsel.

CHAPTER EIGHT

Licensure, Endorsement and Certification

School Administrator Certificates

School administrators whose primary responsibility is administering instructional programs must hold a valid School Administrator Certificate. This includes the following positions:

- Superintendent
- Principal
- Assistant Principal
- Chief Business Official

Requirements for standard School Administrator Certification:

Building Level Administrator:

- Completion of an approved master's degree or higher in educational leadership or administration earned at any regionally accredited college or university.

Central Office Administrator:

- Possession of a master's or higher degree.
- Completion of at least 21 semester credit hours at the post-master's degree level earned at any regionally accredited college or university. The program must include advanced studies in K-12 school administration.

Michigan approved School Administrator Certificate preparation programs can be found the within the Michigan Department of Education's searchable program database.

Experience-Based School Administrator Certification:

An individual hired as a school administrator on or before January 4, 2010, is not required to hold the Administrator Certificate for their current position at this time. They must, however, meet and maintain the education-related professional learning requirements described in the School Administrator Certificate Renewal guidance document.

Beginning September 1, 2018 school administrators authorized and employed under the experience-based provision in Michigan Compiled Law (MCL) 380.1246(1)(a) will be required to hold the new Experience-Based School Administrator Certificate or obtain the School Administrator Permit.

Under MCL 380.1246(3) a non-certified person who was not hired as an administrator on/or before January 4, 2010 and does not hold the standard School Administrator Certificate, may be hired to fill a school administrator position if the following requirements are met:

- The individual must, within 6 months of their hire date, enroll in a program leading to certification as a school administrator. Enrollment must be verified by the provider and include evidence of payment of enrollment fees.

- The program must be completed and certification must be issued within 3 years.

Beginning September 1, 2018 administrators hired and employed without certification must obtain the School Administrator Permit while they meet the requirements MCL 380.1246(3).

Note: No extensions are available or provided for in law.

School Administrator Certificate Renewal

The School Administrator Certificate is a five-year certificate with unlimited renewals. Each renewal adds five years to the certificate's validity. A renewal can be requested any time after January 1 of the expiration year.

Requirements: (One of the following)

- Education-related professional learning totaling 150 hours.
- A valid out-of-state certificate, appropriate for K-12 administration may be used one time.

Education-Related Professional Learning Options:

One of the following education-related professional learning options must be earned since the issue date of the most recent School Administrator Certificate or renewal, and they must be entered into Michigan Online Educator Certification System (MOECS) prior to applying for the renewal for the system to recognize your eligibility:

- 6 semester credit hours appropriate to the content and grade level of the certificate and endorsement from a regionally accredited college or university; or
- 6 semester hours in a planned course of study** from a regionally accredited college or university; or
- 150 Michigan State Continuing Education Clock Hours (SCECHs) appropriate to the content and grade level of the certificate and endorsement; or
- 150 hours of Michigan District Provided Professional Development (DPPD) appropriate to the content and grade level of the certificate and endorsement.
- Any combination of the above.

Education-Related Professional Learning Hour Conversion:

- College credit: 1 semester credit = 25 professional learning hours
- SCECH Hours: 1 SCECH hour = 1 professional learning hour
- DPPD Hours: 1 DPPD hour = 1 professional learning hour

NOTE: A school administrator who holds a valid Michigan Professional Education Certificate shall be considered as meeting the professional learning requirement upon evaluation.

**Credits in a planned course of study may include credits taken as part of an education-related master's or higher degree or credits in a program that leads to an endorsement.

Applying for the Michigan Administrator Certificate

The application process for certification in the state of Michigan has recently changed. **As of February 2011, the application process is now entirely online.** To apply, follow the tutorial below.

Go to www.michigan.gov/mde

In the top center of the screen you will see a black box that has MEIS Michigan Education Information System.



The screenshot shows the Michigan Department of Education website. At the top, there are logos for the Michigan Department of Education and Michigan.gov. Below the logos, there is a navigation bar with links for Michigan.gov Home, MDE Home, Site Map, FAQ, Contact MDE, Keywords, and Online Services. A search bar is located on the right side of the navigation bar. Below the navigation bar, there is a "Grants" section on the left with a list of links: Archive: Active/Historical Grant Programs, Libraries and Librarians, Other Federal and Private Grant Sources, and Michigan Electronic Grant. In the center, there is a "Welcome" section with a "MEIS User Management v1.4" heading. Below this heading, there is a black box with the text "MEIS MICHIGAN EDUCATION INFORMATION SYSTEM" and a red arrow pointing to it. To the right of the black box, there is text that reads: "To request to obtain, verify or remove a MEIS account, click on the MEIS login link." On the right side of the page, there is a sidebar with links for MI Business, Department, Online Services, Surveys, RSS Feeds, MDE Quick, Contact MDE, Michigan e, and MI Online B.

Click on the MEIS logo. This will take you to the MEIS login page. To create an account click the left link at the bottom of the page that says: Create an MEIS Account.



MEIS MICHIGAN EDUCATION INFORMATION SYSTEM
User Management System

Welcome to the MEIS User Management System

MEIS Accounts are used to access MEIS web-based applications bearing this logo:

[Questions & Answers regarding MEIS User Management](#)

If you are **new** to the MEIS system, and were asked to obtain an MEIS account, please select the link (below on the left) labeled: [Create an MEIS Account](#)

If you have already created an MEIS account and would like to adjust your account settings (i.e. change your MEIS password, adjust address info, etc.) please click the link (below on the right) labeled: [Access an Existing MEIS Account](#)

If you **DO NOT HAVE** an MEIS Account:
To obtain an MEIS account, please select the link below:
[Create an MEIS Account](#)

If you **HAVE** an MEIS Account:
To update User Profile, Recover Forgotten Password/Login Name, please select the link below:
[Access an Existing MEIS Account](#)

Once you have an MEIS account. You need to go back to the www.michigan.gov/mde website.

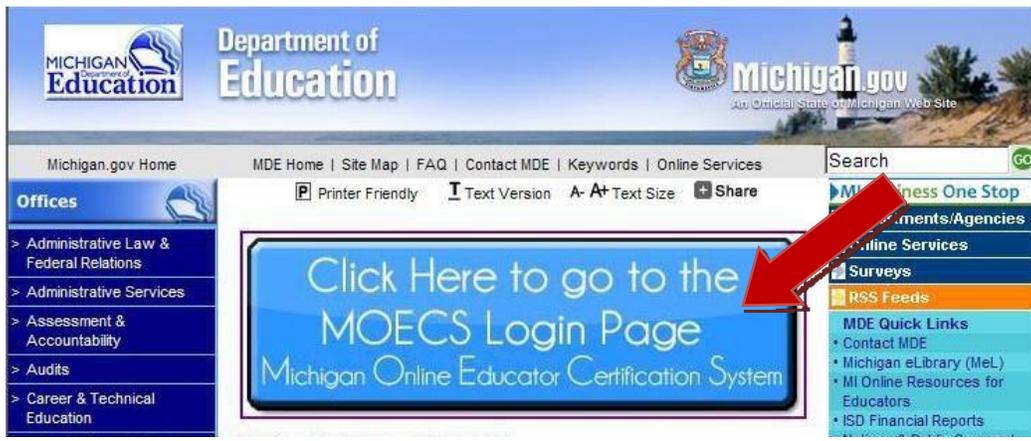
Now, under the MEIS box you will see a drop down menu that asks: Jump to a category...Click on the drop down arrow and select Michigan Online Educator Certification System (MOECS). Then click Go next to the drop down box.

The screenshot shows the MEIS (Michigan Education Information System) website. On the left is a vertical navigation menu with various categories. The main content area features a 'MEIS' logo and a text box explaining that users need a MEIS account to use the applications. Below this is a 'Jump to a category...' dropdown menu with a 'Go' button. The dropdown menu is open, showing a list of categories. A red arrow points to the 'Michigan Online Educator Certification System' option, which is highlighted in blue. Other categories in the list include 'Authorization Information', 'Adequate Yearly Progress and Education YES!', 'Cash Management System (CMS)', 'Child Nutrition Programs (CNP)', 'Credential Data eXchange (CDX)', 'Financial Information Database (FID)', 'Michigan Electronic Grants System (MEGS)', 'Migrant Education Data System (MEDS)', 'Pupil Transportation, Driver and Rider Safety Prog', 'Registry of Educational Personnel', 'Taxable Value', 'School Bus Inventory (SE-4107)', 'School Code Master', 'School Infrastructure Database (SID)', and 'SRSD File Submission Site'. A 'Categorized List' button is also visible.

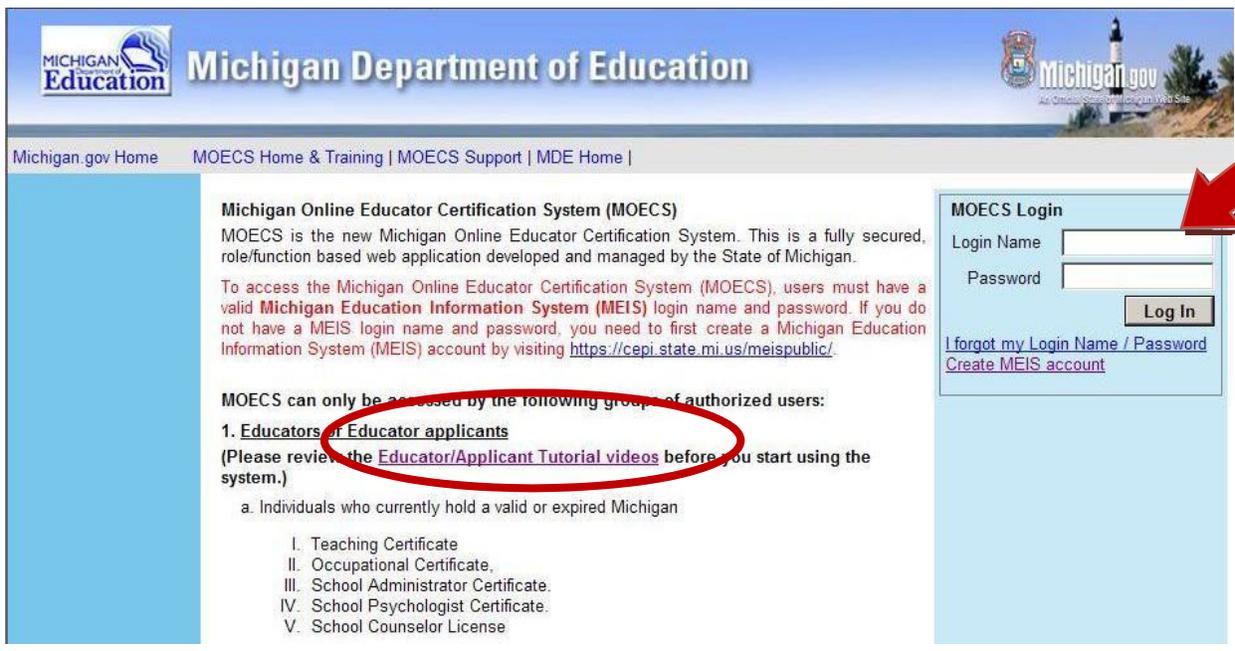
That link will jump you to the bottom of the website screen. You will need to click on the Michigan Online Educator Certification System link there. (See highlighted link below).

This screenshot shows a section of the website with three main categories of links. The first category is 'Taxable Value', which includes 'On-line Taxable Value Application' (with a PDF icon) and 'Taxable Value Site'. The second category is 'Michigan Online Educator Certification System', which includes the link 'Michigan Online Educator Certification System'. The third category is 'School Bus Inventory (SE-4107)', which includes 'School Bus Inventory Application' and 'SE-4107 Security Agreement' (with a PDF icon). A red arrow points to the 'Michigan Online Educator Certification System' link.

Now a new window will open and you will be taken to the MOECS Introduction site. There is all sorts of helpful information here for you. But to apply for the certificate, you need to click on the Blue box at the top center of the page that reads: Click Here to go to the MOECS Login Page.



Another window will pop up with the page below. To login, enter your new MEIS account Login Name and Password in the right top fields of the screen.



Once in the system, you should be able to figure out what to do from there. However, if you still have questions, you can always click on the link in the center top part of the page under #1 that reads: Educator/Applicant Tutorial videos. Once there, you can click on any of the links to get more information.



- Keep in mind that after you apply for any certificate, the state will send you a confirmation email. This email will ask you to contact your recommending institution for any further paperwork that might be necessary.
- **Do not** contact the Department of Leadership and Counseling. If we require any other information you will be contacted.
- All correspondence will be directed to the email address you submit to the site. So, make sure that you are monitoring that email's inbox.
- Once you are recommended, you will be sent an email by the

state. The email will instruct you how to pay your fee. Once you pay your fee, your certificate will be automatically ready to print through the MOECS site.

*Note: the new process is quicker so 90-Day Letter is no longer needed

CHAPTER NINE

The K-12 Leadership Faculty

The K-12 Leadership faculty includes 6 full-time individuals who have a continuing commitment to their students, the program, the profession, and their own professional development. Faculty are involved in professional activities at the state and national levels, including research and publication, conference presentations, and holding offices in professional organizations.

Faculty offices are in the John W. Porter Building, Suite 304. The telephone number for the department secretary is 734.487.0255. Each faculty member can also be reached by telephone directly. Their direct extension numbers are listed below.

Ronald Flowers, Ed.D. Department Head
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