



**The School Of Education
ADVISING HANDBOOK**

2011-2012

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Academic Calendar 2011-2012

Fall 2011

Fall Semester Classes Begin	August 29
Labor Day: College closed	September 5
Last day to Add/Drop a Course	September 6
December Graduation Applications Due	October 3
Columbus Day: College closed	October 10
October 11: College Open. No Classes.	October 11
October Travel & Study Days	October 8-11
SCA Mid-term Grades Due	October 11
RSC Early Warnings Due	October 11
Last Day to Withdrawal from Class (RSC/SCA)	November 18
Last Day to Opt for Pass/Fail Option	November 18
Thanksgiving Break	November 23-27
Last Class Day (RSC/SCA)	December 9
Reading Day (RSC/SCA)	December 12
RSC WORLD Conference	December 12
Final Exams (RSC/SCA)	December 13-16
Last Class Day/Exam (SAW/SGS)	December 16
Fall Grades Due	December 20

Spring 2012

Martin Luther King Day: College Closed	January 16
Spring Semester Classes Begin	January 17
Last day to Add/Drop a Course	January 24
Filing Deadline for May Graduation	February 15
SCA Mid-term Grades Due	March 6
RSC Early Warnings Due	March 6
Spring Break	March 3-11
Registration Opens (Tentative)	March 26
Last Day to Withdrawal from Class (RSC/SCA)	April 6
Last Day to Opt for Pass/Fail Option	April 6
Last Class Day (RSC/SCA)	April 27
SGS Research Symposium	April 28
RSC WORLD Conference	April 30
Reading Days (RSC/SCA)	April 30 & May 1
Final Exams (RSC/SCA)	May 2-4, 7
Last Class Day/Exam (SAW/SGS)	May 7
Graduating Student Grades Due	May 8 (Noon)
All Other Students Grades Due	May 11 (5 pm)
Baccalaureate Ceremonies	May 11
Commencement	May 12

Summer 2012

Session I Classes Begin	May 14
Memorial Day: College Closed	May 28
Session I Classes End	June 25
Session I Grades Due	June 29
Session II Classes Begin	July 5
Session II Classes end	August 15
Session II Grades Due	August 17
Session III Grades Due	August 17
Computer Maintenance Window	August 17- 24

Faculty and Staff at the School of Education

School of Education: Dean's Office

Lori Quigley, Ph.D., Professor and Dean of the School of Education

Nancy Leren, Administrative Assistant

Education Department Offices Professional Support Staff

Mary Grace Luibrand, Associate Dean for Advising

Colleen Franklin, Professional Development School Director

Mary Elizabeth Cusack, Coordinator of Professional Educational Experiences

Carolyn Van De Mark, Administrative Assistant/Office Manager, Teacher Certification Officer

Stacy Brennan, Administrative Assistant, Applied Behavior Analysis

Ramona Martin, Administrative Assistant, Educational Leadership

Infinee' Jacobs, Secretary I

Tuere Williams, VISTA Volunteer

Applied Behavior Analysis

Chair: **Dana Reinecke, Ph.D., BCBA-D**, Assistant Professor, Applied Behavior Analysis

Lori Finn, Ph.D., BCBA-D, Assistant Professor, Applied Behavior Analysis

Jennifer Lipton-O'Connor, Ph.D., BCBA-D, Assistant Professor, Applied Behavior Analysis

Benjamin Mauro, Ph.D., Associate Professor, Applied Behavior Analysis

Michelle Turan, M.A., BCBA, Assistant Professor, Applied Behavior Analysis

Education and Counseling

Chair: **Michael Stahl, Ed.D.**, Assistant Professor, Professional School Counseling, Placement Director

Assistant Chair (Undergraduate): **Melody Horton, Ed.D.**, Associate Professor, Physical Education

Lisa Carr, Ed.D., Assistant Professor, Professional School Counseling

Laurae Coburn, Ph.D., Assistant Professor, Director of Professional School Counseling

Nancy DeKorp, Ed.D., Assistant Professor, Community Health Education

Patricia Mosher, Ed.D., Associate Professor, Physical Education

John Pelizza, Ph.D., Associate Professor, Health Education

Constantine Psimopoulos, Ms.Ed., Assistant Professor, Physical Education

Educational Leadership

Chair: **Robert Bradley, Ed.D.**, Associate Professor, Educational Leadership, Internship Director

Daniel Alemu, Ph.D., Assistant Professor, Educational Leadership

Ann Myers, Ed.D., Associate Professor, Director of Educational Leadership

Raymond O'Connell, Ed.D., Associate Professor, Educational Leadership, Director of Research

Teaching and Inclusive Learning

Chair: **Ellen Adams, Ph.D.**, Assistant Professor, Childhood Education

Assistant Chair (Undergraduate): **Edna Baker, Ed.D.**, Assistant Professor, Childhood Education

Kim Baker, Ph.D., Associate Professor, Special Education and Literacy Education

Kathleen Gormley, Ph.D., Associate Professor, Literacy Education

Kelly Jones, M.A., M.F.A., Assistant Professor, MAT Art Education

Matthew LaFave, Ms.Ed., Assistant Professor, Special Education

Tiffany Powell, Ph.D., Assistant Professor, MAT Mathematics

School of Education Program Advisors

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Advising Handbook Purpose

The purpose of this Advising Handbook is to improve and promote quality academic advising in The School of Education at The Sage Colleges. Important information and resources have been included to assist students and advisors in understanding and executing their individual roles. The ultimate goals for this collaborative relationship between advisor and advisee are: academic success, program completion, New York State Certification and job placement.

Mission and Visions

The mission of the School of Education is to prepare highly effective educators, school counselors, and school leaders who believe in full inclusion, who value diversity, who are reflective, and who are knowledgeable about best practices. Therefore, we ask Sage educators, counselors, and leaders to consider two essential questions throughout their studies and field experiences: Who am I in the lives of those with whom I work? Who am I in the life of my educational community? We expect all Sage candidates to demonstrate leadership and create optimal educational outcomes for all learners

The motto of Russell Sage College, *“To Be, To Know, To Do,”* informs the educational purpose of The Sage Colleges, where the common effort is to translate learning into action and application, within a framework that recognizes the obligation of educated persons to lead and serve their communities. In the School of Education, this motto is extended to form the basis for our programs. We expect Sage candidates:

I. To be well-grounded in knowledge about schools/communities, learners and learning, the Sage candidates will:

1. Understand self in relation to learners, their families, and the local and global community - particularly in terms of power, privilege and knowledge with regard to culture, class, language, ability and gender; (Association for Supervision & Curriculum Development, 2003; Darling-Hammond, French & Garcia-Lopez, Glanz, 2006; Darling-Hammond & Bransford, 2005; Holloway, 2003; Rodgers & Mosley, 2006);
2. Use interpersonal skills and demonstrate collaborative attitudes which result in successful partnerships with colleagues, families, and other community members (Bemak & Chung, 2005; Cochran-Smith & Zeichner, 2005, DuFour, Eaker, & DuFour, 2005);
3. Improve society by modeling and using democratic practices in their settings (Nansel, Overpeck, Haynie, Ruan & Scheidt, 2003);
4. Demonstrate a commitment to substantive self reflection, consideration of quantifiable and qualitative data, on-going learning and professional development (Hehier, 2002; Rogers, Marshall & Tyson, 2006);

II. To know curricular content and models of instruction , including technology and its application (CAST universal design for learning, 1996-2006; Evans, 2005; Grabe & Grabe, 2004; King, Smith & Mathews, 2006; Wilczenski & Coomey, 2006), the Sage candidates will:

1. Demonstrate an ability to respond to the strengths and needs of all learners, using assessment data to inform instructional decisions (Howard, 2006; Rothstein, 2004, Smith, 2005; Stone & Dahir, 2004);
2. Use knowledge in their designated fields to inspire learners to grow and to meet high standards (American School Counselor Association, 2004; Rea & Mercuri, 2006);
3. Employ/promote pedagogical/counseling/leadership practices that engage learners in active ways (Cochran-Smith, 2003; Dewey, 1938; Hess, Rotherham & Walsh, 2004; Tomlinson & Mctighe, 2006);
4. Demonstrate knowledge in their content areas ensuring maximum achievement for all learners (Ballinger & Deeney, 2006; Gambrell, Morrow & Pressley, 2006; Hicks, 2004).

III. To do what is necessary to ensure the success of all learners--and to collaborate with families/community members in respectful, culturally responsive ways, the Sage candidate will:

1. Engage in reflective practices (Agee, 2004; Darling-Hammond, 2003; Kaplan & Owings, 2003, Palmer, 1998; Reeves, 2006);
2. Demonstrate a positive, respectful view of learners, their families, communities, and colleagues; listen deeply to the experiences and perspectives of all those within the community to ensure a healthy and safe learning environment, (Kleiber, Fitzgerald, Meyer-Mork & Hartman, 2004);
3. Model ethical behavior and active citizenship; promote the success of all learners through advocacy, action, and the development of leadership throughout the community (Banks & Banks, 2004; Bodfish, 2004; Scapp, 2003);
4. Build trust and garner support for a vision of inclusive schools that value diversity (Bolman & Deal, 2003; Irvine, 2003; Lieberman, James & Ludwa, 2004).

Sage College Diversity Statement Sage College supports diversity of thought, diversity of experiences, and diversity of values. The college is dedicated to a visible commitment to these ideals by affirming and respecting differences in all interactions. Toward this goal, the college provides equitable opportunity and access through innovative recruiting, professional development, and education programs that enrich the total academic experience and enhance the quality of life.

SOE Vision The conceptual framework for all teacher education programs at Sage College articulates the School's vision, ensures coherence across candidates' programs and reflects commitment to prepare candidates to work effectively with all students including students with culturally, linguistically, and ethnically diverse backgrounds and students with disabilities.

SOE Core Values The teacher education faculty believe that the optimal environment for teacher preparation is one in which college-based and school-based teacher educators collaborate closely on mutually identified and mutually beneficial outcomes designed to improve both the college and school settings.

The teacher education faculty both recognize and celebrate the diversity which characterizes American educational institutions; furthermore, the faculty are unequivocally committed to preparing educators whose attitudes and professional expertise advance diversity and the diversification of American democratic society.

Teacher education faculty is committed to the following fundamental premises: (1) that all students can learn; (2) that all students have a right to learn to their greatest potential; and (3) that all students are entitled to an educational environment where teaching and learning are the most valued of all activities.

Sage College intends to build upon its strength in teacher education in addressing the issues relative to the delivery of quality education in urban settings. In support of this initiative, the college will:

- Focus on studying and assisting urban schools
- Seek to recruit students with an interest in urban education
- Develop curricula to focus on training for service in inner city settings
- Develop a capstone program in urban education open to educators across the state
- Provide continuing education and lifelong learning opportunities for teachers in the region.

Conceptual Framework

The Conceptual Framework was initially developed in 1998. Under the guidance of a colleague who had extensive experience facilitating group processing, each faculty member in the Education Department wrote statements about what s/he expected our candidates to know and be able to do when they graduated from Sage. Because we were so committed to inclusive practices we quickly found commonality in the four tenets that emerged very early in the process. Each faculty member presented their statements on an overhead and we discussed each statement, clarifying the group's understanding. Once all statements were shared we then voted on which ones to include; there had to be unanimous agreement on the content before the statement was accepted in principle. Thereafter, the Chair at the time drafted the Conceptual Framework and it was revised by the faculty as a whole. Citations that demonstrated our understanding of the professional literature were gathered from each of our colleagues and included in the Conceptual Framework. The Conceptual Framework was shared widely--with the Education Advisory Board (area superintendents, principals, teachers and student representative), Council for Education (a group of liberal arts and sciences faculty and representatives from the Education Department), adjuncts and P-12 educators requesting their input. The Education Department incorporated their suggestions if all faculty members agreed and the Conceptual Framework was approved.

The School of Education goals directly reflect elements of the conceptual framework:

Goal 1 - Technology: a vehicle for learners to acquire information, practice skills, use higher order thinking skills, and participate in collaborative projects.

Goal 2 - Best Practices: the pedagogical knowledge, skills and practices that have been shown through research and evaluation to be effective and/or efficient and that candidates use to teach all learners.

Goal 3 - Inclusion and Diversity: the ability to collaborate and team with other professionals in developing and implementing strategies to accommodate diverse learners; and the ability to develop solutions that will enhance the learning experiences of all children; and the ability of candidates to be aware of and sensitive to diversity issues and to use culturally and socially responsive pedagogy.

Goal 4 - Reflection: the ability to reflect and assess one's own effectiveness, and to systematically make adjustments to improve and strengthen areas needing attention.

Goal 5 - Dispositions: the demonstration of respect for learner differences, commitment to own personal growth, and engagement in short and long-term planning.

Goal 6 - Service Learning: the strategies that integrate meaningful community service with instruction and reflection to enrich children's learning experience, teach civic responsibility, and strengthen communities.

Professional Dispositions

(Amended January 15, 2011)

The School of Education has identified "Professional Dispositions" for its candidates. Below is a list of dispositions aligned to the Conceptual Framework. Both unit dispositions and possible behavioral indicators are included.

Conceptual Framework Element: *Technology*

A. Unit Disposition

- The candidate is committed to exploring how the use of new and emerging technologies can support and promote learning

B. Possible Behavior Indicators - The candidate:

- Continually seeks new and better technologies to facilitate teaching and student learning

- Uses available technology in creative ways during all classroom activities
- Embraces technology opportunities for both classroom and professional development
- Explores ways that technology use in accordance with expectations including appropriate collaborative context
- Communicates effectively with other (faculty, students, school faculty, peers) using appropriate media and resources

Conceptual Framework Element: *Best Practices*

A. Unit Disposition

- The candidate realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever-evolving. S/he keeps abreast of new ideas and understandings in the field of education
- The candidate is committed to working with students to establish positive and supportive learning environments
- The candidate values curriculum planning as a collegial activity that takes into consideration the input of students, colleagues, families, and the larger community
- The candidate is committed to the ethical use of various assessments and assessment data to identify student strengths and needs to promote student growth

B. Possible Behavioral Indicators – The candidate:

- Advocates for all learners
- Provides students with access to varying points of view
- Displays equitable treatment of others
- Models flexibility regarding course content, process and tasks
- Adapts instruction and assessment to fit various learning styles and changing classroom circumstances
- Values and participates in opportunities to improve instructional practices and teaching activities
- Prepares appropriately for classes, meetings, planning session, etc.
- Plans daily instruction in light of long range goals and objectives
- Establishes routines and procedures to maximize instruction time
- Develops and delivers constructive assessment that is appropriate and effective
- Monitors learning and uses information to adapt appropriately based on needs
- Expresses a positive value toward evaluation personal and student growth and progress
- Understand how to assess learner needs as well as achievement using both formative and summative evaluation techniques

Conceptual Framework Element: *Inclusion and Diversity*

A. Unit Disposition

- The candidate respects students' differing strengths and needs and is committed to using this information to further each student's development
- The candidate believes that all children can learn at high levels and persists in helping all children reach their full potential

B. Possible Behavioral Indicators – The candidate:

- Expresses positive expectation for all students to learn
- Reinforces student achievement for all students
- Conveys high expectations for student achievement
- Advocates for all learners
- Demonstrates respect, interest, and enthusiasm for teaching all students with a positive attitude
- Expresses high expectations for all students with no signs of bias or prejudice within those expectation
- Employs a variety of instructional practices that assure academic success for diverse groups of students
- Constructs lessons that include the perspectives of different groups
- Demonstrates the belief that diversity in the classroom, in the school, and in society enhances learning
- Fosters student appreciation for diversity in the classroom

Conceptual Framework Element: *Reflection*

A. Unit Disposition

- The candidate takes ethical responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice

B. Possible Behavioral Indicators – The candidate

- Views reflection as a component of the instructional process
- Exhibits curiosity about new and seemingly old concepts
- Makes connections to precious lessons, experiences, etc.
- Responds appropriately to actions and reactions of others
- Listens attentively to others in a variety of settings
- Reflects on performances and provides feedback in positive and constructive ways

Conceptual Framework Element: *Service Learning***A. Unit Disposition**

- The candidate is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues

B. Possible Behavioral Indicators – The candidate:

- Plans for and implements meaningful service learning opportunities for students and school community

FERPA General Guidance for Students

The following guidance provides eligible students with general information about the Family Educational Rights and Privacy Act (FERPA). This document is a compilation and update of various letters and guidance documents previously issued that respond to a variety of questions about FERPA. While this guidance reflects our best and most current interpretation of applicable FERPA requirements, it does not supersede the statute or regulations. We will attempt to update this document from time to time in response to questions and concerns.

FERPA is a Federal law that is administered by the Family Policy Compliance Office (Office) in the U.S. Department of Education (Department). 20 U.S.C. § 1232g; 34 CFR Part 99. FERPA applies to all educational agencies and institutions (e.g., schools) that receive funding under any program administered by the Department. Parochial and private schools at the elementary and secondary levels generally do not receive such funding and are, therefore, not subject to FERPA. Private postsecondary schools, however, generally do receive such funding and are subject to FERPA.

Once a student reaches 18 years of age or attends a postsecondary institution, he or she becomes an "eligible student," and all rights formerly given to parents under FERPA transfer to the student. The eligible student has the right to have access to his or her education records, the right to seek to have the records amended, the right to have control over the disclosure of personally identifiable information from the records (except in certain circumstances specified in the FERPA regulations, some of which are discussed below), and the right to file a complaint with the Department. The term "education records" is defined as those records that contain information directly related to a student and which are maintained by an educational agency or institution or by a party acting for the agency or institution.

FERPA generally prohibits the improper disclosure of personally identifiable information derived from education records. Thus, information that an official obtained through personal knowledge or observation, or has heard orally from others, is not protected under FERPA. This remains applicable even if education records exist which contain that information, unless the official had an official role in making a determination that generated a protected education record.

Under FERPA, a school is not generally required to maintain particular education records or education records that contain specific information. Rather, a school is required to provide certain privacy protections for those education records that it does maintain. Also, unless there is an outstanding request by an eligible student to inspect and review education records, FERPA permits the school to destroy such records without notice to the student.

Access to Education Records

Under FERPA, a school must provide an eligible student with an opportunity to inspect and review his or her education records within 45 days following its receipt of a request. A school is required to provide an eligible student with copies of education records, or make other arrangements, if a failure to do so would effectively prevent the student from obtaining access to the records. A case in point would be a situation in which the student does not live within commuting distance of the school.

A school is not generally required by FERPA to provide an eligible student with access to academic calendars, course syllabi, or general notices such as announcements of specific events or extra-curricular activities. That type of information is not generally directly related to an individual student and, therefore, does not meet the definition of an education record.

Under FERPA, a school is not required to provide information that is not maintained or to create education records in response to an eligible student's request. Accordingly, a school is not required to provide an eligible student with updates on his or her progress in a course (including grade reports) or in school unless such information already exists in the form of an education record.

Amendment of Education Records

Under FERPA, an eligible student has the right to request that inaccurate or misleading information in his or her education records be amended. While a school is not required to amend education records in accordance with an eligible student's request, the school is required to consider the request. If the school decides not to amend a record in accordance with an eligible student's request, the school must inform the student of his or her right to a hearing on the matter. If, as a result of the hearing, the school still decides not to amend the record, the eligible student has the right to insert a statement in the record setting forth his or her views. That statement must remain with the contested part of the eligible student's record for as long as the record is maintained.

However, while the FERPA amendment procedure may be used to challenge facts that are inaccurately recorded, it may not be used to challenge a grade, an opinion, or a substantive decision made by a school about an eligible student. FERPA was intended to require only that schools conform to fair recordkeeping practices and not to override the accepted standards and procedures for making academic assessments, disciplinary rulings, or placement determinations. Thus, while FERPA affords eligible students the right to seek to amend education records which contain inaccurate information, this right cannot be used to challenge a grade or an individual's opinion, or a substantive decision made by a school about a student. Additionally, if FERPA's amendment procedures are not applicable to an eligible student's request for amendment of education records, the school is not required under FERPA to hold a hearing on the matter.

Disclosure of Education Records

Under FERPA, a school may not generally disclose personally identifiable information from an eligible student's education records to a third party unless the eligible student has provided written consent. However, there are a number of exceptions to FERPA's prohibition against non-consensual disclosure of personally identifiable information from education records. Under these exceptions, schools are permitted to disclose personally identifiable information from education records without consent, though they are not required to do so. Following is general information regarding some of these exceptions.

One of the exceptions to the prior written consent requirement in FERPA allows "school officials," including teachers, within a school to obtain access to personally identifiable information contained in education records provided the school has determined that they have "legitimate educational interest" in the information. Although the term "school official" is not defined in the statute or regulations, this Office generally interprets the term to include parties such as: professors; instructors; administrators; health staff; counselors; attorneys; clerical staff; trustees; members of committees and disciplinary boards; and a contractor, volunteer or other party to whom the school has outsourced institutional services or functions.

A school must inform eligible students of how it defines the terms "school official" and "legitimate educational interest" in its annual notification of FERPA rights. A school official generally has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Additional information about the annual notification of rights is found below in this guidance document.

Another exception permits a school to disclose personally identifiable information from an eligible student's education records, without consent, to another school in which the student seeks or intends to enroll. The sending school may make the disclosure if it has included in its annual notification of rights a statement that it forwards education records in such circumstances. Otherwise, the sending school must make a reasonable attempt to notify the student in advance of making the disclosure, unless the student has initiated the disclosure. The school must also provide an eligible student with a copy of the records that were released if requested by the student.

FERPA also permits a school to disclose personally identifiable information from education records without consent when the disclosure is in connection with financial aid for which the student has applied or which the student has received, if the information

is necessary for such purposes as to: determine the eligibility for the aid; determine the amount of the aid; determine the conditions for the aid; and/or enforce the terms and conditions of the aid. With respect to this exception, the term "financial aid" means payment of funds provided to an individual (or payment in kind of tangible or intangible property to the individual) that is conditioned on the individual's attendance at a school.

Another exception permits a school to disclose personally identifiable information from education records without consent when the disclosure is to the parents of a "dependent student" as that term is defined in Section 152 of the Internal Revenue Code. Generally, if either parent has claimed the student as a dependent on the parent's most recent year's income tax statement, the school may non-consensually disclose the eligible student's education records to both parents under this exception.

Postsecondary institutions may also disclose personally identifiable information from education records, without consent, to appropriate parties, including parents of an eligible student, in connection with a health or safety emergency. Under this provision, colleges and universities may notify parents when there is a health or safety emergency involving their son or daughter, even if the parents do not claim the student as a dependent.

FERPA also permits a school to disclose personally identifiable information from education records without consent when the disclosure is to the parents of a student at a postsecondary institution regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the institution, governing the use or possession of alcohol or a controlled substance. The school may non-consensually disclose information under this exception if the school determines that the student has committed a disciplinary violation with respect to that use or possession and the student is under 21 years of age at the time of the disclosure to the parent.

Another exception permits a school to non-consensually disclose personally identifiable information from a student's education records when such information has been appropriately designated as directory information. "Directory information" is defined as information contained in the education records of a student that would not generally be considered harmful or an invasion of privacy if disclosed. Directory information could include information such as the student's name, address, e-mail address, telephone listing, photograph, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended, grade level or year (such as freshman or junior), and enrollment status (undergraduate or graduate; full-time or part-time).

A school may disclose directory information without consent if it has given public notice of the types of information it has designated as directory information, the eligible student's right to restrict the disclosure of such information, and the period of time within which an eligible student has to notify the school that he or she does not want any or all of those types of information designated as directory information. Also, FERPA does not require a school to notify eligible students individually of the types of information it has designated as directory information. Rather, the school may provide this notice by any means likely to inform eligible students of the types of information it has designated as directory information.

There are several other exceptions to FERPA's prohibition against non-consensual disclosure of personally identifiable information from education records, some of which are briefly mentioned below. Under certain conditions (specified in the FERPA regulations), a school may non-consensually disclose personally identifiable information from education records:

- to authorized representatives of the Comptroller General of the United States, the Attorney General of the United States, the U.S. Secretary of Education, and State and local educational authorities for audit or evaluation of Federal or State supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs;
- to organizations conducting studies for or on behalf of the school making the disclosure for the purposes of administering predictive tests, administering student aid programs, or improving instruction;
- to comply with a judicial order or a lawfully issued subpoena;
- to the victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense concerning the final results of a disciplinary hearing with respect to the alleged crime; and
- to any third party the final results of a disciplinary proceeding related to a crime of violence or non-forcible sex offense if the student who is the alleged perpetrator is found to have violated the school's rules or policies. The disclosure of the final results only includes: the name of the alleged perpetrator, the violation committed, and any sanction imposed against the alleged perpetrator. The disclosure must not include the name of any other student, including a victim or witness, without the written consent of that other student.

As stated above, conditions specified in the FERPA regulations at 34 CFR § 99.31 have to be met before a school may non-consensually disclose personally identifiable information from education records in connection with any of the exceptions mentioned above.

Annual Notification of Rights

Under FERPA, a school must annually notify eligible students in attendance of their rights under FERPA. The annual notification must include information regarding an eligible student's right to inspect and review his or her education records, the right to seek to amend the records, the right to consent to disclosure of personally identifiable information from the records (except in certain circumstances), and the right to file a complaint with the Office regarding an alleged failure by a school to comply with FERPA. It must also inform eligible students of the school's definitions of the terms "school official" and "legitimate educational interest."

FERPA does not require a school to notify eligible students individually of their rights under FERPA. Rather, the school may provide the notice by any means likely to inform eligible students of their rights. Thus, the annual notification may be published by various means, including any of the following: in a schedule of classes; in a student handbook; in a calendar of school events; on the school's website (though this should not be the exclusive means of notification); in the student newspaper; and/or posted in a central location at the school or various locations throughout the school. Additionally, some schools include their directory information notice as part of the annual notice of rights under FERPA.

Law Enforcement Units and Law Enforcement Unit Records

A "law enforcement unit" means any individual, office, department, division or other component of a school, such as a unit of commissioned police officers or non-commissioned security guards, that is officially authorized or designated by the school to: enforce any local, State, or Federal law, or refer to appropriate authorities a matter for enforcement of any law against any individual or organization; or to maintain the physical security and safety of the school. The law enforcement unit does not lose its status as a law enforcement unit if it also performs other, non-law enforcement functions for the school, including investigation of incidents or conduct that constitutes or leads to a disciplinary proceeding against a student.

"Law enforcement unit records" (i.e., records created by the law enforcement unit, created for a law enforcement purpose, and maintained by the law enforcement unit) are not "education records" subject to the privacy protections of FERPA. As such, the law enforcement unit may refuse to provide an eligible student with an opportunity to inspect and review law enforcement unit records, and it may disclose law enforcement unit records to third parties without the eligible student's prior written consent. However, education records, or personally identifiable information from education records, which the school shares with the law enforcement unit do not lose their protected status as education records because they are shared with the law enforcement unit.

Complaints of Alleged Failures to Comply with FERPA

FERPA vests the rights it affords in the eligible student. The statute does not provide for these rights to be vested in a third party who has not suffered an alleged violation of their rights under FERPA. Thus, we require that a student have "standing," i.e., have suffered an alleged violation of his or her rights under FERPA, in order to file a complaint.

The Office may investigate those timely complaints that contain specific allegations of fact giving reasonable cause to believe that a school has violated FERPA. A timely complaint is defined as one that is submitted to the Office within 180 days of the date that the complainant knew or reasonably should have known of the alleged violation of FERPA. Complaints that do not meet FERPA's threshold requirement for timeliness are not investigated.

If we receive a timely complaint that contains a specific allegation of fact giving reasonable cause to believe that a school has violated FERPA, we may initiate an administrative investigation into the allegation in accordance with procedures outlined in the FERPA regulations. If a determination is made that a school violated FERPA, the school and the complainant are so advised, and the school is informed of the steps it must take to come into compliance with the law. The investigation is closed when voluntary compliance is achieved.

Please note that the eligible student should state his or her allegations as clearly and specifically as possible. To aid us in efficiently processing allegations, we ask that an eligible student only include supporting documentation that is relevant to the allegations provided. Otherwise, we may return the documentation and request clarification. This Office does not have the resources to review

voluminous documents and materials to determine whether an allegation of a violation of FERPA is included. An eligible student may obtain a complaint form by calling (202) 260-3887. For administrative and privacy reasons, we do not discuss individual allegations and cases via email. Please mail completed complaint forms to the Office (address below) for review and any appropriate action.

Complaint Regarding Access

If an eligible student believes that a school has failed to comply with his or her request for access to education records, the student may complete a FERPA complaint form and should include the following specific information: the date of the request for access to the education records; the name of the school official to whom the request was made (a dated copy of any written request to the school should be provided, if possible); the response of the school official, if any; and the specific nature of the information requested.

Complaint Regarding Amendment

If an eligible student believes that a school has failed to comply with his or her request for amendment of inaccurate information in education records or failed to offer the student an opportunity for a hearing on the matter, the student may complete a FERPA complaint form and should include the following specific information: the date of the request for amendment of the education records; the name of the school official to whom the request was made (a dated copy of any written request to the school should be provided, if possible); the response of the school official, if any; the specific nature of the inaccurate information for which amendment was requested; and evidence provided to the school to support the assertion that such information is inaccurate.

Complaint Regarding Disclosure

If an eligible student believes that a school has improperly disclosed personally identifiable information from his or her education records to a third party, the student may complete a FERPA complaint form and should include the following specific information: the date or approximate date the alleged disclosure occurred or the date the student learned of the disclosure; the name of the school official who made the disclosure, if that is known; the third party to whom the disclosure was made; and the specific nature of the education records disclosed.

This guidance document is designed to provide eligible students with some general information regarding FERPA and their rights, and to address some of the basic questions most frequently asked by eligible students. You can review the FERPA regulations, frequently asked questions, significant opinions of the Office, and other information regarding FERPA at the following website:

www.ed.gov/policy/gen/guid/fpco/index.html

Retrieved from: US Department of Education on 08/14/2011:

<http://ed.gov/print/policy/gen/guid/fpco/ferpa/students.html>

National Academic Advising Association

THE STATEMENT OF CORE VALUES OF ACADEMIC ADVISING

NACADA provides a Statement of Core Values to affirm the importance of advising within the academy and acknowledge the impact that advising interactions can have on individuals, institutions and society.

INTRODUCTION

The National Academic Advising Association (NACADA) is comprised of professional and faculty advisors, administrators, students, and others with a primary interest in the practice of academic advising. With diverse backgrounds, perspectives, and experiences, NACADA members advise in a variety of settings and work to promote quality academic advising within their institutions.

NACADA recognizes and celebrates the contributions of professional, faculty, para-professional, and peer advisors to the advising profession. NACADA acknowledges the complex nature of higher education institutions and the role academic advising plays within them, the wide variety of settings and responsibilities of academic advisors, and advisors' diverse backgrounds and experiences. NACADA provides a Statement of Core Values to affirm the importance of advising within the academy and acknowledge the impact that advising interactions can have on individuals, institutions and society.

The Statement of Core Values consists of three parts: 1) Introduction, 2) Declaration, and 3) Exposition, a descriptive section expanding on each of the Core Values. While each part stands alone, the document's richness and fullness of meaning lies in its totality.

The Statement of Core Values provides a framework to guide professional practice and reminds advisors of their responsibilities to students, colleagues, institutions, society, and themselves. Those charged with advising responsibilities are expected to reflect the values of the advising profession in their daily interactions at their institutions.

The Statement of Core Values does not attempt to dictate the manner in or process through which academic advising takes place, nor does it advocate one particular advising philosophy or model over another. Instead, these Core Values are the reference points advisors use to consider their individual philosophies, strengths, and opportunities for professional growth. Furthermore, the Core Values do not carry equal weight. Advisors will find some Core Values more applicable or valuable to their situations than others. Advisors should consider each Core Value with regard to their own values and those of their institutions.

Advising constituents, and especially students, deserve dependable, accurate, timely, respectful, and honest responses. Through this Statement of Core Values, NACADA communicates the expectations that others should hold for advisors in their advising roles. Advisors' responsibilities to their many constituents form the foundation upon which the Core Values rest.

DECLARATION

1) Advisors are responsible to the individuals they advise. Academic advisors work to strengthen the importance, dignity, potential, and unique nature of each individual within the academic setting. Advisors' work is guided by their beliefs that students:

- have diverse backgrounds that can include different ethnic, racial, domestic, and international communities; sexual orientations; ages; gender and gender identities; physical, emotional, and psychological abilities; political, religious, and educational beliefs
- hold their own beliefs and opinions
- responsible for their own behaviors and the outcomes of those behaviors
- can be successful based upon their individual goals and efforts
- have a desire to learn
- have learning needs that vary based upon individual skills, goals, responsibilities, and experiences
- use a variety of techniques and technologies to navigate their world.

In support of these beliefs, the cooperative efforts of all who advise include, but are not limited to, providing accurate and timely information, communicating in useful and efficient ways, maintaining regular office hours, and offering varied contact modes.

Advising, as part of the educational process, involves helping students develop a realistic self-perception and successfully transition to the postsecondary institution. Advisors encourage, respect, and assist students in establishing their goals and objectives. Advisors seek to gain the trust of their students and strive to honor students' expectations of academic advising and its importance in their lives.

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

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

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

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

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

EXPOSITION

Core Value 1: Advisors are responsible to the individuals they advise.

Academic advising is an integral part of the educational process and affects students in numerous ways. As advisors enhance student learning and development, advisees have the opportunity to become participants in and contributors to their own education. In one of the most important potential outcomes of this process, academic advising fosters individual potential.

- Regular student contact through in-person appointments, mail, telephone, E-mail, or other computer-mediated systems helps advisors gain meaningful insights into students' diverse academic, social, and personal experiences and needs. Advisors use these insights to assist students as they transition to new academic and social communities, develop sound academic and career goals, and ultimately, become successful learners.
- Advisors recognize and respect that students' diverse backgrounds are comprised of their ethnic and racial heritage, age, gender, sexual orientation, and religion, as well as their physical, learning, and psychological abilities. Advisors help students develop and reinforce realistic self-perceptions and help them use this information in mapping out their futures.
 - Advisors introduce and assist students with their transitions to the academic world by helping them see value in the learning process, gain perspective on the college experience, become more responsible and accountable, set priorities and evaluate their progress, and uphold honesty with themselves and others about their successes and limitations.
 - Advisors encourage self-reliance and support students as they strive to make informed and responsible decisions, set realistic goals, and develop lifelong learning and self-management skills.
 - Advisors respect students' rights to their individual beliefs and opinions.
 - Advisors guide and teach students to understand and apply classroom concepts to everyday life.
 - Advisors help students establish realistic goals and objectives and encourage them to be responsible for their own progress and success.
 - Advisors seek to understand and modify barriers to student progress, identify ineffective and inefficient policies and procedures, and work to affect change. When the needs of students and the institution are in conflict, advisors seek a resolution that is in the best interest of both parties. In cases where the student finds the resolution unsatisfactory, they inform students regarding appropriate grievance procedures.
 - Advisors recognize the changing nature of the college and university environment and diversity within the student body. They acknowledge the changing communication technologies used by students and the resulting new

learning environments. They are sensitive to the responsibilities and pressures placed on students to balance course loads, financial and family issues, and interpersonal demands.

- Advisors are knowledgeable and sensitive regarding national, regional, local, and institutional policies and procedures, particularly those governing matters that address harassment, use of technology, personal relationships with students, privacy of student information, and equal opportunity.
- Advisors are encouraged to investigate all available avenues to help students explore academic opportunities.
- Advisors respect student confidentiality rights regarding personal information. Advisors practice with an understanding of the institution's interpretation of applicable laws such as the Family Educational Rights and Privacy Act (FERPA).
- Advisors seek access to and use student information only when the information is relevant to the advising process. Advisors enter or change information on students' records only with appropriate institutional authorization to do so.
- Advisors document advising contacts adequately to meet institutional disclosure guidelines and aid in subsequent advising interactions.

Core Value 2: Advisors are responsible for involving others, when appropriate, in the advising process.

- Academic advisors must develop relationships with personnel critical to student success including those in such diverse areas as admissions, orientation, instruction, financial aid, housing, health services, athletics, academic departments, and the registrar's office. They also must establish relationships with those who can attend to specific physical and educational needs of students, such as personnel in disability services, tutoring, psychological counseling, international study, and career development. Advisors must also direct students, as needed, to experts who specialize in credit transfers, co-curricular programs, and graduation clearance.
- Because of the nature of academic advising, advisors often develop a broad understanding of an institution and a detailed understanding of student needs and the resources available to help students meet those needs. Based upon this understanding:
 - advisors can have an interpretative role with students regarding their interactions with faculty, staff, administrators, and fellow students, and
 - advisors can help the institution's administrators gain a greater understanding of students' needs.
- Students involved in the advising process (such as peer advisors or graduate assistants) must be adequately trained and supervised for adherence to the same policies and practices required of the professional and faculty advisors and other specially trained staff advising in the unit/institution.

Core Value 3: Advisors are responsible to their institutions.

- Advisors work in many types of higher education institutions and abide by the specific policies, procedures, and values of the department and institution in which they work. When circumstances interfere with students' learning and development, advisors advocate for change on the advisees' behalf with the institution's administration, faculty, and staff.
- Advisors keep those not directly involved in the advising process informed and aware of the importance of academic advising in students' lives. They articulate the need for administrative support of advising and related activities.
- Advisors increase their collective professional strength by constructively and respectfully sharing their advising philosophies and techniques with colleagues.
- Advisors respect the opinions of their colleagues; remain neutral when students make comments or express opinions about other faculty or staff; are nonjudgmental about academic programs; and do not impose their personal agendas on students.
- Advisors encourage the use of models for the optimal delivery of academic advising programs within their institutions.
- Advisors recognize their individual roles in the success of their institutions and accept and participate in institutional commitments that can include, but are not limited to, administrative and committee service, teaching, research, and

writing. Advisors work in many types of higher education institutions and abide by the specific policies, procedures, and values of the department and institution in which they work. When circumstances interfere with students' learning and development, advisors advocate for change on the advisees' behalf with the institution's administration, faculty, and staff.

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- Advisors encourage the use of models for the optimal delivery of academic advising programs within their institutions.
- Advisors recognize their individual roles in the success of their institutions and accept and participate in institutional commitments that can include, but are not limited to, administrative and committee service, teaching, research, and writing.

Core Value 4: Advisors are responsible to higher education in general.

- Advisors accept that one goal of education is to introduce students to the world of ideas in an environment of academic freedom. Advisors demonstrate appreciation for academic freedom.
- Advisors base their work with students on the most relevant theoretical perspectives and practices drawn from the fields of social sciences, the humanities, and education.
- One goal of advising is to establish, between students and advisors, a partnership that will guide students through their academic programs. Advisors help students understand that learning can be used in day-to-day application through exploration, trial and error, challenge, and decision making.
- Advisors advocate for student educational achievement to the highest attainable standards and support student goals as they uphold the educational mission of the institution.
- Advisors advocate for the creation, enhancement, and strengthening of programs and services that recognize and meet student academic needs.

Core Value 5: Advisors are responsible to their educational community.

- Many institutions recognize the importance of integrating classroom learning with community experience, study abroad, and programs that bridge the gap between the academic and off-campus environments. Where such programs exist, advisors help students understand the relationship between the institution and local, regional, national, and international communities.
- Advisors advocate for students who desire to include study abroad or community service learning into their co-curricular college experience, and they make appropriate referrals to enable students to achieve these goals.

Core Value 6: Advisors are responsible for their professional practices and for themselves personally.

- Advisors use the Statement of Core Values to guide their professional actions.

- Advisors seek opportunities to grow professionally. They identify appropriate workshops, classes, literature, research publications, and groups, both inside and outside the institution that can keep their interest high, hone professional skills, and advance expertise within specific areas of interest.
- Advisors seek cross cultural opportunities to interact with and learn more about ethnic communities, racial groups, religions, sexual preferences, genders, and age levels, as well as physical, learning, and psychological abilities and disabilities found among the general student population.
- Advisors recognize that research topics are embedded in academic advising practice and theory. Advisors engage in research and publication related to advising as well as in areas allied with their training and disciplinary backgrounds. Advisors' research agendas safeguard privacy and provide for the humane treatment of subjects.
- Advisors are alert to the demands surrounding their work with students and the necessity of taking care of themselves physically, emotionally, and spiritually to best respond to high level demands. They learn how to maintain a 'listening ear' and provide sensitive, timely responses that teach students to accept their responsibilities. Advisors establish and maintain appropriate boundaries, nurture others when necessary, and seek support for themselves both within and outside the institution.

National Academic Advising Association. (2006). NACADA concept of academic advising. Retrieved from <http://www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/Concept-Advising.htm>

Academic Advisor Responsibilities

- Establish and maintain office hours for advising
- Post office hours on office door and include in course syllabus (including summer availability)
- Upon acceptance and prior to beginning of programming meet with each advisee
- Have students sign the Program of Study at the first meeting
- Sign the student files out of the School of Education Office prior to meeting with students
- Assist students with understanding degree requirements and sequencing of courses
- Inform students that prerequisite courses need to be completed prior to moving to Phase II of the Program of Study
- Inform students of all deadlines and important dates: student teaching/intern application, graduation application, student teaching/intern orientation, Non-credit workshops, fingerprinting sessions
- Explain degree requirements and certification criteria
- Explain fieldwork, practicum and/or student teaching/intern placements and requirements
- Document all correspondences with students in the student file housed in the School of Education Office. Documentation should include: discussions during meetings in person or via phone, e-mail correspondences, course substitutions and all program planning decisions or concerns
- Discuss Moodle and LiveText
- Questions regarding pre-requisite courses or CLEP exams, please refer the student to the Professional Advisor

Number of Advisees per the Academic Policy Handbook:

- *The wide range of undergraduate and graduate programs with the School of Education place varying advisement demands on faculty. However, advisement responsibility within a department must be equitably distributed among the faculty. The department chair and faculty in each department determine the equivalent advisement loads across programs, and reasonable advisement expectations for all faculty.*
- *As a rule, part-time instructors are not assigned advisees. Whether full-time temporary faculty are assigned advisees is the prerogative of the respective department .*
- *Faculty with time assigned for advisement coordination usually has proportionally larger numbers of advisees than other faculty.*

Student Responsibilities

- Be knowledgeable and aware of calendar deadlines: registration, add/drop period, NCR workshops, completion of required fieldwork, student teaching/internship application, student teaching/internship orientation, graduation application.
- Contact your advisor to arrange an advisement appointment upon acceptance, prior to beginning the program.
- Keep and update the Program of Study for your records.
- Graduate students will need to complete all prerequisite courses prior to moving to Phase II on the Program of Study.
- If you have questions or concerns contact your advisor.
- Be prepared for all advising sessions.

Programs of Study

(Follow the link to the program page and click on the Program of Study, right side of the page)

Applied Behavioral Analysis and Autism, M.S. and C.A.S.

http://www.sage.edu/academics/education/programs/aba_autism/

Masters of Art of Teaching: Art K-12, M.A.T.

http://www.sage.edu/academics/education/programs/mat_art/

Masters of Art in Teaching: Biology, M.A.T.

<http://www.sage.edu/academics/education/programs/matbiology/>

Masters of Art in Teaching: English, M.A.T.

<http://www.sage.edu/academics/education/programs/matenglish/>

Master of Art in Teaching: Mathematics, M.A.T.

<http://www.sage.edu/academics/education/programs/matmath/>

Master of Art in Teaching: Social Studies M.A.T.

<http://www.sage.edu/academics/education/programs/matsocialstudies/>

School Health Education, M.S.

<http://www.sage.edu/academics/education/programs/health/>

Community Health Education, Greater Community, M.S.

http://www.sage.edu/academics/education/programs/community_health/

Childhood Education, B.S. (program requirements)

http://www.sage.edu/rsc/academics/programs/childhood_education/

Childhood Education, M.S.Ed.

http://www.sage.edu/academics/education/programs/childhood_education/

Childhood and Special Education, M.S.

http://www.sage.edu/academics/education/programs/childhood_special/

Childhood and Literacy, M.S.

http://www.sage.edu/academics/education/programs/childhood_literacy/

Literacy (Childhood), M.S.Ed.

<http://www.sage.edu/academics/education/programs/literacychildhood/>

Literacy (Adolescent), M.S.Ed.

<http://www.sage.edu/academics/education/programs/literacyadolescent/>

Special Education, M.S.Ed.

http://www.sage.edu/academics/education/programs/special_education/

Professional School Counseling, M.S. and Advanced Certificate

http://www.sage.edu/academics/education/programs/school_counseling/

Educational Leadership, Ed.D.

http://www.sage.edu/academics/education/programs/educational_leadership/

Excellence in Teaching Certificate of Advanced Studies Programs

<http://www.sage.edu/academics/education/certificates/mtx/>

Program Planning Grid

Name of Student: _____ Program: _____

Fall: 20__ Spring: 20__ Summer: 20__

Course:	Dates:	Course:	Dates:	Course:	Dates:
Fall Credits: <input type="checkbox"/>		Spring Credits: <input type="checkbox"/>		Summer Credits: <input type="checkbox"/>	

Total Credits: _____

Fall: 20__ Spring: 20__ Summer: 20__

Course:	Dates:	Course:	Dates:	Course:	Dates:
Fall Credits: <input type="checkbox"/>		Spring Credits: <input type="checkbox"/>		Summer Credits: <input type="checkbox"/>	

Total Credits: _____

Fall: 20__ Spring: 20__ Summer: 20__

Course:	Dates:	Course:	Dates:	Course:	Dates:
Fall Credits: <input type="checkbox"/>		Spring Credits: <input type="checkbox"/>		Summer Credits: <input type="checkbox"/>	

Total Credits: _____

Notes:

Telephone and In-Person Advisement Record Form

Date

Information Discussed

Candidate Consultation Form

Candidate Name: _____ Date: _____ Time: _____

(Print)

Cum GPA: _____ Semester GPA: _____

Supervisor: _____ Phone: _____

Status (hours completed - circle one) *Freshman Sophomore Junior Senior Graduate*

Source of referral _____

- College Policy Course availability Department Policy/Procedures Disability Dispositions
 Faculty Advisement Financial Grading
 Medical Parent Inquiry Pedagogical Knowledge and Skills
 Personal Problems Probation Student Syllabi

Reasons for Consultation:

Actions to be taken by Consultants:

Select one: Resolved Internally/Referral to Administration

Actions to be taken by Administration:

- I have read the reason(s) for consultation and the action(s) expected from each participant, including myself. (This statement must always be checked.)
 I understand and agree with all the actions to be taken as described above.
 I understand and agree with the actions to be taken as described above, participants are unaffected by candidate exceptions or (dis)agreements.

Candidate Signature _____ Date: _____

Faculty/Instructor Signature _____ Date: _____

Department Chair's Signature _____ Date: _____

(Required signatures, if candidate is referred to administration.)

Dean's Office Signature _____ Date: _____

SoE Dispositions Committee Representative Signature _____ Date: _____

Date Issue resolved _____