

Advising Philosophy
Special Education M.Ed. and ILP Programs

Program Policy:	Each student is assigned a licensure advisor and a faculty advisor upon entrance to the program. The licensure advisor will guide the student through the process of completing requirements for teacher licensure. The faculty advisor will be assigned based on content area expertise for the specific area of teacher licensure.
Advisor Role:	<p>Program Licensure Advisor</p> <ul style="list-style-type: none"> ● Create program course plan guiding completion ● Monitor student’s progress toward completion of teacher licensure and degree programs ● Monitor and support professional development and disposition ● Recommend areas for improvement or supplemental learning ● Primary contact between students and program ● Provide notice of foreseeable challenges ● Prepare documentation needed for licensure <p>Faculty Advisor</p> <ul style="list-style-type: none"> ● Available for discussion and to provide approval of program modifications when necessary ● Provide guidance for completion of final M.Ed. capstone project if student is not a candidate for initial teacher licensure
Advisor Communication:	Email, in-person meetings, and google hangout meetings
Advisor Meeting Frequency:	Students are expected to be in communication with their licensure program advisor at least once per year, though more frequent communication will be needed if the course plan changes at any point or is not aligned with the typical plan for the student’s area of teacher licensure. Additional meetings may also be necessary to offer support and mentoring if needed to address professional disposition competencies associated with teacher preparation.
Advisor Availability:	The licensure program advisor is available year round, including the summer. Faculty advisors are only available during the academic year (fall and spring semesters). If a student is wanting to complete a M.Ed. capstone project over the summer, specific arrangements may be possible, but will only be offered on a case-by-case basis and is not required.
Student Expectations for Advisor Meetings:	<ul style="list-style-type: none"> ● This is your time – plan and bring an agenda (and any other documentation for review) that will drive the meeting ● Take notes during the meeting ● Be prepared – if you do not have an agenda, reschedule the meeting
Advisee Expectations	<ul style="list-style-type: none"> ● Consult with your advisor before deviating from recommended course schedule and planned timelines for milestones ● Openly communicate with your advisor who may be able to offer additional supports if needed (e.g., referral for mental health services, writing consultation, disability resource center etc.) ● Fully engage in learning and professional growth through active course participation ● Demonstrate a professional disposition and ethical standards expected of future educators
Advocacy Statement	Students are responsible to request interpreters as needed to all advising and lab meetings. If students have any concerns about the quality of interpreters or other accommodations provided in their coursework or meetings, they should communicate this with both their advisor and their access consultant at the DRC.