



Office of Educator Excellence

DARTEP Update

November 30, 2018

Wayne State University

SECTION I: MDE UPDATES

1. Legislative Updates

The Michigan Legislature offers Committee Meeting Email Notifications. If you are interested in receiving these notifications, subscribe [here](#). Instructions for subscribing to bill notifications are available [here](#).

The following bills may be of interest:

- Garcia Package (HB 5601, HB 5604, HB 5605, HB 5604, HB 5603, HB 5605, HB 5598, HB 5600, HB 5602, HB 5599, HB 5605)
- HB 4421 Revises the requirements for substitute teachers
- HB 5707 Freezes student growth percentage at 25% for teacher evaluation
- HB 6401 Freezes student growth percentage at 25% for administrator evaluation
- HB 4084 Eliminates reading diagnostics requirements
- HB 5543 Require background checks for student teachers
- SB 1186 Revises the appropriation for GSRP to allow for participation by 3-year-olds

Committee meeting email notifications:

[http://www.legislature.mi.gov/\(S\(ogvdrbvqnajs4hbe4v52lruy\)\)/mileg.aspx?page=1istserverSignup](http://www.legislature.mi.gov/(S(ogvdrbvqnajs4hbe4v52lruy))/mileg.aspx?page=1istserverSignup)



Instructions for bill notifications:

[http://legislature.mi.gov/\(S\(dlzcegrmoze42hthy2n2vdhx\)\)/mileg.aspx?page=AboutNotification](http://legislature.mi.gov/(S(dlzcegrmoze42hthy2n2vdhx))/mileg.aspx?page=AboutNotification)

2. Read by Grade Three Guide

In alignment with Goal 2 of the Top 10 in 10 Years State Strategic Plan, the Michigan Department of Education's Literacy Team has created a Read by Grade Three Guide to better support Michigan schools in understanding the legislative requirements of the Read by Grade Three law. The guide also provides tools and resources for districts to communicate the law to educators, families, and communities.

http://www.michigan.gov/documents/mde/Read_by_Grade_Three_Guide_638603_7.pdf

3. Michigan Career Pathway for Early Childhood and School Age Professionals

The [Michigan Career Pathway](#) for Early Childhood and School Age Professionals was introduced with the launch of [MiRegistry](#). The pathway is designed to support early childhood and out of school time professionals in understanding their career options and identifying steps for advancement, while recognizing higher levels of preparation and mastery of practice to promote higher quality services for children. The career pathway levels build upon one another, support increasing knowledge and skills, and recognize that individuals will enter at different points in the sequence.

<https://www.miregistry.org/pdf/Career-Pathway.pdf>



SECTION II: Office of Educator Excellence UPDATES

1. New Contact Information

A new phone number is being launched mid-October to replace the main 517-373-3310 support number. Please review any of your communications, guidance, websites and publications to ensure educators can reach us. Additionally, a new email address for general educator support is being launched to replace the current MOECS Support email. Both old and new will remain active during a transition period of approximately 3 months.

NEW EMAIL MDE-EducatorHelp@Michigan.gov

NEW PHONE 517-241-5000

NEW FAX 517-241-1670

2. Certification Structure

In addition to the press release that was sent out through this listserv on May 18, 2018, the Office of Educator Excellence has developed a [Quick Sheet reference document](#) describing the structure.

As expressed in the press release and board presentation, the department will continue to seek feedback around, among other things, appropriate placement, timelines, and current teachers' certificates.

Quicksheet:

https://www.michigan.gov/documents/mde/Certificate_Structure_623452_7.pdf

Standards for the Preparation of Lower Elementary (PK-3) and Upper Elementary (3-6) Education

The Michigan Department of Education (MDE) Office of Educator Excellence (OEE) is pleased to announce that at its November 13, 2018 meeting, the Michigan State Board of Education approved new teacher preparation standards for [Lower Elementary \(PK-3\)](#) and [Upper Elementary \(3-6\)](#) Education. These standards replace the former preparation standards for Elementary Teachers and the standards for Reading Instruction for Elementary Teachers.

The OEE is planning a series of technical assistance webinars in the winter of 2019 to review the standards and the application process for EPPs that wish to offer teacher preparation programs in Lower Elementary (PK-3) or Upper Elementary (3-



6). More information about this webinar series and other opportunities for learning about the standards will be shared through the DARTEP listserv.

Standards for the Preparation of Teachers of Literacy and Mathematics, Grades 5-9 and 7-12

Committees are currently meeting to review and revise the 5-9 and 7-12 literacy and mathematics endorsement standards. We anticipate having drafts completed and ready for initial external review by March 2019.

3. Early Childhood PK: General and Special Education (ZS)

The Michigan Department of Education Office of Great Start (with OEE support) is convening a team to review and possibly revise the ZS endorsement to serve as a supplement to the PK-3 certificate. This team will also be exploring the potential for a Birth-Kindergarten certification grade band. A committee is expected to meet between January and June 2019 to complete the work, with additional opportunities for external reviewers.

4. Minor Without Elementary Major Program

At the DARTEP meeting in October, a question was raised regarding the following:
Will MDE allow EPIs to recommend a candidate for a K-8 endorsement (e.g., math, ELA) in their minor area without the elementary major program?

MDE discussed the inquiry and concluded in theory, we are not opposed to allowing EPIs to recommend candidates for K-8 endorsements without the elementary program. Rationale, allowing those types of recommendations would enable candidates to begin classroom teaching assignments sooner. The challenge is with the Michigan Online Educator Certification System (MOECS) which, from inception, was programmed to be compliant to certification rules. Rules historically did not allow such a recommendation, and therefore, MOECS currently will not allow for these recommendations without major programming.

MDE also found MOECS will not permit an application for a secondary level teaching certificate for a minor only. The good news is, in the case of secondary level applications, EPIs will then be able to change the major to a minor during the application processing in MOECS. In this scenario, EPIs will need to be diligent about reviewing recommendations and maintaining records of certification modifications. Internally, MDE will need to gather data based on issued certificates, rather than applications.

For step-by-step instructions on this process please see **Appendix A** at the end of this document.



5. Question from the field: majors, minors, programs, & reporting

Related to the above item, the following question was submitted:

"In the spirit of streamlining our programs of study within secondary teacher education to current state guidelines, we would like to move away from teaching "majors" and "minors." Instead, we are thinking about developing a single approved course of study for each discipline area. For example, we currently have a mathematics 30-credit teaching major and 20-credit teaching minor. We'd like to move toward a 20-26-credit program of study. For an old mathematics "major" and physics "minor," we would likely refer to the teacher candidate as pursuing a core endorsement in mathematics and an additional endorsement in physics.

If we do this, can we simply notify the state in the next window (April)? I imagine we'll likely start with the "minor" coursework and add where we deem necessary to arrive at the new "program of study." How do we note this change on our Report of Amended Program form? Should we default to "Major"?

The answer is yes, EPIS may simply notify the state in the next window for submitting program amendments and applications. The Report of Amended Program form is the appropriate mechanism for reporting this change. We anticipate updating this form prior to the next submission window to reduce the options under "Program Offering" to just "Initial" and "Additional Endorsement."

6. MTTC Recruitment and Updates

Recruitment is still underway for MTTC assessment development in the Special Education fields of Cognitive Impairment and Emotional Impairment; PK-3 and 3-6 grade band content areas of Math, Literacy, Science, and Social Studies; and 5-9 and 7-12 grade band content areas. Faculty or PK-12 Educators with expertise in these areas can volunteer for committees through the following link:

<http://www.mirecruit.nesinc.com/>

Please note the following MTTC test updates:

- The Technology and Design (088) will no longer be available as of December 1, 2018. All students obtaining the Industrial Technology Education (TE) endorsement must take/pass the MTTC Industrial Technology (087).



- The Hearing Impaired (062) will reflect a name correction as Deaf and Hard of Hearing (062) as of December 2018.
- Evaluation Systems will be conducting item review conferences for new tests in Health/PE and Learning Disabilities in February 2019. At the same time, objective review conferences will be held for new tests in Cognitive Impairment and Emotional Impairment.

7. Program Review Updates

Review of the early adopter applications for the combined Health/Physical Education (MC) endorsement is near completion. Four EPIs submitted program applications for the first round of review. The second phase of MC program review (regular adopters) will take place in 2019-2020 on the following timeline:

- September 2019: Program reviewer training
- November 1, 2019: Program review materials due
- December 2019 – February 2020: Review program applications
- Fall 2020: Start date for Phase 2 programs

The framework for the new MC MTTC is currently undergoing content validation, and the new test, practice test, and study guides are scheduled to debut between December 2020 – Spring 2021. After the fall 2023 semester, no new MA or MB endorsements will be issued

All reviewer recommendations on applications submitted earlier this year for English as a Second Language (NS) and Bilingual Education (Y_) programs have been processed, and institutions have been notified of their approval status.

8. Special Education Updates

Recruitment is underway for special education MTTC assessment revision. Upcoming conferences in January/February 2019 include the Item Review Conference for Learning Disabilities, and the Objective Review Conference for both Emotional Impairment and Cognitive Impairment. Faculty or PK-12 Educators with expertise in these areas can volunteer for these committees through this link: <http://www.mirecruit.nesinc.com/>

9. Special Education Supervisor and Director

The creation of standards for director and supervisor of special education is underway. The kick-off meeting was held on August 23 this year. Virtual and in-person meetings have been scheduled throughout the academic year. We anticipate finishing standards building by April 2019. Higher Education and PK-12 representatives will have an opportunity to provide input and feedback at that



time. Existing programs will resubmit programs for approval once the standards are approved by the state board.

20 individuals including program providers, practitioners and professional associations representatives were invited to participate. The group decided on the format (MDE administrator standards) and blueprint (CEC standards) early on. The group met in person on November 19th and finished an initial draft of the standard. Next meeting will be November 29, 2018.

10. School Counselor Professional Development

Michigan Compiled Law (MCL) 380.1233 (7-9) required standards be developed specific to enhancing the training of school counselors. The School Counselor Professional Development Standards were crafted in alignment with the law that requires school counselors complete fifty (50) professional development hours every five years. The 50 hours are part of the total 150 hours of Education-Related Professional Learning required to renew a Michigan teaching certificate with a School Counselor (NT) endorsement and the School Counselor License (SCL).

The law specifies, to renew a credential, school counselor's complete college and college professional development as follows:

- 25 clock hours of college preparation and selection; and
- 25 clock hours of career consultation 5 of which must include training in the exploration of military career options.

The requirements and this law have an effective date of February 6, 2020.

- Universities may opt to partner with State Continuing Education Clock Hour (SCECH) sponsors to become providers who offer SCECHs to school counselors for the purpose of fulfilling criteria associated with this law.

11. Clinical Experiences and Core Practices

Clinical Experiences and Core Practices were presented to the State Board of Education on September 11, 2019. These requirements and practices are anticipated to be incorporated into programs created for the new certificate structure beginning with the PK-3 and 3-6 grade band programs. Documents outlining the clinical experience requirements and core practices can be found here:

https://www.michigan.gov/documents/mde/Item_C_Presentation_on_Teacher_Preparation_Requirements_Clinical_Experience_Requirements_and_Core_Practices_631273_7.pdf. Please note that all additional endorsement programs are required to include clinical experiences and methods coursework no later than the beginning of the Fall 2019 semester (see R 390.1129(2)).



12. CAEP Accreditation Updates

CAEP Advanced Program Accreditation Fall 2019

CAEP will include advanced programs in all site visit reviews as of Fall 2019. All Self-Study Reports (SSR) due 2019 and beyond must address the [CAEP Standards for Advanced Programs](#) and include data from all advanced programs subject to CAEP review.

EPPs completing site visits prior to Fall 2019 will be offered a choice to either allow their advanced programs' accreditation to lapse until the next scheduled site visit or submit to a separate advanced program review to be completed in two years. This review will include a virtual visit and will be conducted at no charge to the EPP.

Reminder: CAEP Program Review with Feedback:

We are removing the option of CAEP review with feedback from Michigan's agreement. Michigan EPPs will use either SPA review or the state program review process to document standard 1.3.

Please contact Dr. Gina Garner (garnerg1@michigan.gov) if you have any questions.

13. Webinar Series: Preparing, Placing, Developing, and Retaining Educators

The Michigan Department of Education (MDE), Office of Educator Excellence (OEE) is pleased to announce the launch of an ongoing professional development webinar series to support the MDE's Top 10 in 10 strategic plan to develop, support, and sustain a high-quality, prepared, and collaborative education workforce.

http://www.michigan.gov/documents/mde/OEE_webinars_638980_7.pdf

14. Education Value-Added Assessment System (EVAAS)

SAS has developed and is developing value added model EVAAS web-based reports that currently provides school level and district level student academic growth data. This data will be available as a choice for district educators as a way to provide efficacious student growth data to meet educator needs.

- Districts/PSAs who have agreements with [MIDataHub](#) will be able to develop easily accessed teacher level student growth reports that may be used to



describe state assessment student growth for the purposes educator evaluation.

- EVAAS student growth data describing building and district level growth using the spring 2017 ELA and math M-Step assessments is currently available to all districts and PSAs.
- EVAAS student growth data using the spring 2018 M-Step ELA and math assessments will be available at the district and building level for all districts and PSAs in January of 2019. EVAAS student growth reports at the teacher level will be available to those districts who have opted in through MIDataHub in January of 2019.
- There are currently (as of November 15, 2018) 23 districts across the state who have opted in to receive teacher-level student growth reports, and that number is growing.
- The deadline for districts/PSAs to opt-in for teacher-level student growth reports is December 21.
- There have been 980 logins to the EVAAS report website by Michigan districts from 265 districts and PSAs across the state from August 25 through November 14, 2018.

15. Title II

We have completed the submission and review process for the 2018 Title II State Report Card. The reporting system should open for institutions in February 2019.

16. Surveys

The F/W2018 surveys will be sent through Qualtrics on Dec. 3, 2018 and are set to close on March 1, 2019. Please remember all surveys are scheduled to expire 120 days after being sent or after each opening of a survey.

17. EPI Performance Score

- The EPI Performance Score committee is underway. Meetings will run through March 2019. We are targeting implementation of the revised score in 2019-20.
- 2018-19 Scores will not be published. Those institutions currently labeled "At Risk" or "Low Performing" will be internally monitored by MDE.
- If you have not reached out about participation there will be opportunities to give input through surveys and document review. Let Kate Boswell Gallagher BoswellGallagherK@Michigan.gov know if you wish to be a part of this group.

18. MDE ProPrep Review



Please review the MDE [ProPrep](#) website to assure your institutions program and contact information is accurate. If you find issues, please email correct information to Dana Utterback at UtterbackD@Michigan.gov.

NOTE: Check your bookmarks, this link has changed:

<https://mdoe.state.mi.us/proprep/>

19. Reading Diagnostics Approved Courses

Please review the directory of approved courses in the diagnosis and remediation of reading disabilities

(https://www.michigan.gov/documents/mde/PA_118_Web_chart_2_4_11_344767_7.pdf) and contact Sean Kottke to correct any inaccurate information. Note that

HB 4084, which removes this requirement for advancement to the Professional Teaching Certificate, has not yet been passed by the Michigan Senate. Until this bill is passed, enrolled in the House and Senate, and signed by the Governor, the reading diagnostics course remains a requirement. Thank you to all EPIS that have submitted corrected information!

20. Michigan Teacher of the Year

More than 450 Michigan educators from across the state were nominated for 2019-2020 Michigan Teacher of the Year. Following the close of nominations in October, nominees were invited to complete Part A of the application process. Applications will be scored in December with applicants receiving an update in early January 2019.

For more information regarding the process and timeline please visit www.michigan.gov/mtoy.

21. Innovative Educator Corps

The MDE and its program implementation partner, Genesee ISD, are currently reviewing applications received for acceptance into the first cohort of the Innovative Educator Corps, a new teacher recognition program created in the Marshall Plan for Talent. The first round of applicants accepted into the program will be announced in early December.

The application period for the second cohort will open in late spring 2019. More information about this program, please visit:

https://www.michigan.gov/mde/0,4615,7-140-5683_13651-475817--,00.html.



22. White Papers

The Educator Workforce Research team within the Office of Educator Excellence (OEE) is responsible for creating long-term and short-term analyses pertinent to workforce issues. The white papers located on the website are intended to provide data to support EPPs and other stakeholders in making informed decisions regarding educator preparation, credentialing, hiring, professional development, and retention.

Three white papers are currently available. [*Racial Characteristics of the Michigan Teacher Workforce*](#) describes trends in the racial/ethnic composition of the teaching workforce and pipeline in Michigan. [*Teacher Turnover in Michigan: A Look at Teacher Mobility and Attrition Rates*](#) describes trends in school-to-school mobility and attrition rates, and [*Trends in Michigan Teacher Certification: Initial Certificates Issued 1996-2016*](#) describes trends in numbers of initial teaching certificates issued overall (for 20 years) and by endorsement area (for five years), and how those numbers compare with other workforce measures.

An additional white paper entitled [*Michigan Teacher Mobility by Geographic Location and Locale*](#) will be published in December 2018.

Link to white papers: https://www.michigan.gov/mde/0,4615,7-140-5683_82688--,00.html

SECTION III: OEE REMINDERS

1. Office Reorganization

The Office of Educator Excellence has been reorganized into five units according to the educator pipeline.



The managers of each unit are:



- Administrative: Leah Breen, BreenL1@Michigan.gov
- Recruitment and Recognition: Jen Robel, RobelJ@Michigan.gov
- Preparation (Working out of Class): Sean Kottke, KottkeS@Michigan.gov
- Certification: Krista Ried, RiedK@Michigan.gov
- Professional Growth: Rebekah Emmerling, EmmerlingR@Michigan.gov

2. OEE Annual Report

The Office of Educator Excellence has released a new report titled 2018 Annual Report Metrics. This report includes commonly requested data about the educator pipeline. This report will be updated and expanded annually to increase transparency and provide accessible information for interested parties about the education preparation and staffing system. The 2018 Annual Report Metrics area available here:

https://www.michigan.gov/documents/mde/OEE_Annual_Report_Metrics_630759_7.pdf

3. CPR/First Aid Update

According to the revised school code (380.1531d), candidates recommended for initial teaching certificates must hold a valid certification in the areas of first aid and cardiopulmonary resuscitation CPR [adult and child]. Please see the following link for information on the legislative requirements, and the MDE approved providers:

http://www.michigan.gov/documents/mde/Approved_First_Aid_and_CPR_Provider_s_397544_7.pdf

Please ensure all candidates applying for initial teacher certification verify the candidate has completed an approved CPR/FA at the time of application, and recommendation for certification. For inquiries related to CPR/FA please contact Beatrice M. Harrison at HarrisonB@Michigan.gov.

4. Teacher Leader Programs & Advanced Professional Certificate (APC) Eligibility

The OEE is receiving calls from individuals asking if their master's degree was a teacher leader program. If the program is not on the current list or was completed 10+ years ago OEE staff are referring these individuals back to the EPP where the program was completed.

Questions about the eligibility for the APC can be directed to Krista Ried 517-373-6791 or RiedK@Michigan.gov.



Questions about the approval of teacher leader programs can be directed to Dr. Sean Kottke KottkeS@Michigan.gov.

5. Diagnosis and Remediation of Reading Courses

The MDE no longer accepts letters from EPIs substituting or waiving course work for individual students. For inquiries related to special circumstances, please contact Dr. Sean Kottke at KottkeS@Michigan.gov.

6. MDE/EPP Distribution Lists

If you have staff changes within your Education Office, including certification officers, please contact Dan Membiela at MembielaD@Michigan.gov to update all OEE distribution lists accordingly.

7. DARTEP Listserv

If you wish to have someone added or removed, please use the following link: <https://list.emich.edu/mailman/listinfo/dartep>.

8. MDE Listservs

The Michigan Department of Education has a variety of email subscriptions that can help keep you in the know. To sign up for MDE emails, please use the following link: <https://public.govdelivery.com/accounts/MIMDE/subscriber/new>

9. Certificate Corrections

Certificate correction requests must be completed and emailed to Dana Utterback at UtterbackD@michigan.gov. If you are unable to find the Certificate Correction document, please contact Dana to receive an electronic copy.

10. Oral Proficiency Interview

All candidates for world language and bilingual education endorsements recommended must have achieved the appropriate level on the American Council on the Teaching of Foreign Language's (ACTFL) Oral Proficiency Interview (OPI) or Oral Proficiency Interview – Computer (OPIC). EPPs are responsible for verifying this achievement. The minimum levels specified in Michigan's teacher preparation standards are Advanced Low for all candidates for a Bilingual Education (Y_) endorsement and for candidates seeking World Language endorsements in French (FA), German (FB), Italian (FH) and Spanish (FF), and Intermediate High for candidates seeking World Language endorsements in Arabic (FK), Chinese (FR), Greek (FC), Hebrew (FJ), and Japanese (FL). Providers may accept hand delivered verification of OPI/OPIC performance from candidates, although it is preferred candidates have OPI/OPIC score reports sent directly to the provider. You may



request access to your candidates' scores directly from Language Testing International (LTI). Please contact Nicole Rome NRome@Languagetesting.com at LTI to set up an account.

11. Rules Revisions

Reminder: The November 2017 revisions to the Michigan Teacher Certification Code removed all references to Major and Minor in 380.1123 for program offerings. Programs will be approved as Initial or Additional offerings. Program applications and June 30 reports will begin to reflect the approval of initial and additional program areas. Institutions may internally still use "major" and "minor" language, but they will not be part of the state approval process. One consequence of this for secondary programs is that candidates may be recommended for initial certification upon completion of a teaching minor only, provided the candidate has completed all program requirements and passed the appropriate MTTC. MOECS still requires the identification of major and minor to be identified during the application process for Secondary initial certification. We are working to resolve this through MOECS reprogramming.

Reminder: The number of credits for content programs for endorsement programs are no longer defined in rule. Individual endorsement area preparation standards may detail credit expectations.

Reminder: An additional endorsement program must include preparation in theoretical and practical knowledge, discipline area knowledge, pedagogy, and field experience, as defined in state board approved standards. If, for a particular additional endorsement program, pedagogy and field experience are not specified in state board approved standards, pedagogy and field experience shall be required no later than the beginning of the fall 2019 semester. Field experience is defined as structured, supervised activity in an instructional setting in which a teacher certification candidate may gain experience in the practice of teaching.

12. Administrator Evaluation Study

Marzano Research Institute worked with MDE to design and implement a research study focused on district implementation of administrator evaluation systems. The research study included surveys followed by face to face and/or telephone conferences and has resulted in a report which is currently being finalized and properly formatted to be placed on the MDE website in the near future. You will be able to locate it from this landing page once it is finalized and posted:

https://www.michigan.gov/mde/0,4615,7-140-5683_75438_78527---,00.html



Results of the study will inform and drive MDE efforts to support districts in their implementation of administrator evaluation systems. Findings are related to administrators' experiences with their evaluation during the 2017/18 school year.

13. Special Education Program Review

The Special Education Program Review is underway. Review forms have been sent to current Deans for distribution to special education faculty. Reviews can be submitted through June 30, 2019.

14. Basic Skills Examination Repeal/CAEP 3.2

For the purposes of national accreditation and CAEP sub-standard 3.2, it is the position of the MDE that no candidate should be restricted from enrolling in a teacher preparation program or held back from the student teaching internship solely because of 3.2's 50th percentile ranking on a nationally normed assessment or basic skills examination criteria. EPIs will still need to document enrolled candidates meet the academic achievement requirement of a 3.0 or higher GPA. Additional guidance for how to meet sub-standard 3.2 will be forthcoming along with the new CAEP/Michigan State Agreement. Questions about CAEP standard 3.2 or other accreditation questions can be sent to Gina Garner at GarnerG1@Michigan.gov.

15. Upcoming CAEP Site Visits

The following EPPs will host a CAEP site visit team in spring 2019:

February	Hope College
March	Grand Valley State University
	Adrian College
April	Alma College
	Ferris State University
May	Lake Superior State University

The following EPPs will host a CAEP site visit team in fall 2019:

October	University of Michigan, Dearborn
November	Siena Heights University
	Andrews University
December	Western Michigan University
	Marygrove College

16. Teacher Leader Programs



Teacher Leader programs are considered designations, not endorsements and are not subject to CAEP accreditation requirements.

17. MDE Organizational Directory

An [MDE Organizational Directory](#) has been developed to reflect the re-organization of MDE to better align with the focus of the Top 10 in 10 goals and strategies. It is arranged by Deputy and Office, with a brief description of the work and programs in each office. It is an easy-to-read, and handy, reference for school districts. The MDE Organizational Directory is also located on our website under "Contact MDE" at:

<https://www.michigan.gov/mde/0,4615,7-140-83834---,00.html>



**PK-3/3-6 Teacher Preparation Standards
Implementation Timeline**

v 9.05.18

[January](#) | [February](#) | [March](#) | [April](#) | [May](#) | [June](#) | [July](#) | [August](#) | [September](#) | [October](#) | [November](#) | [December](#)

SBE Info Item	Aug 16-Sep 24 Public Comment	Oct Final to Leah	Nov 13 SBE App	Nov 15 Comm to EPIs	Webinars
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[January](#) | [February](#) | [March](#) | [April](#) | [May](#) | [June](#) | [July](#) | [August](#) | [September](#) | [October](#) | [November](#) | [December](#)

Webinars	SY 2019-2020 EPIs Build Programs/Intent to Offer
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[January](#) | [February](#) | [March](#) | [April](#) | [May](#) | [June](#) | [July](#) | [August](#) | [September](#) | [October](#) | [November](#) | [December](#)

SY 2019-2020 EPIs Build Programs/Intent to Offer	Fall 2020 Program Application and Review
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[January](#) | [February](#) | [March](#) | [April](#) | [May](#) | [June](#) | [July](#) | [August](#) | [September](#) | [October](#) | [November](#) | [December](#)

Fall 2021 Candidates enter new programs: Freshmen exit 2026, Junior exit 2024	MTTC Operational Alternative Route
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[January](#) | [February](#) | [March](#) | [April](#) | [May](#) | [June](#) | [July](#) | [August](#) | [September](#) | [October](#) | [November](#) | [December](#)

Fall 2022 No further operation of old programs

[January](#) | [February](#) | [March](#) | [April](#) | [May](#) | [June](#) | [July](#) | [August](#) | [September](#) | [October](#) | [November](#) | [December](#)

MTTC Phase Out	Spring: Rosters of old programs due
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[January](#) | [February](#) | [March](#) | [April](#) | [May](#) | [June](#) | [July](#) | [August](#) | [September](#) | [October](#) | [November](#) | [December](#)

MTTC Phase Out	MTTC Cut Off-Spring Summer 2024
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APPENDIX A

Action	Status	Email Sent	Modified By	Modified On
System	Submitted	Yes	SYSTEM	10/23/2018 12:15:12 PM

Note: This is read only. Click on action hyperlink to view the application/internal remark details.

* Action

* License Type

* Program

Recommend	Endorsement	Grade Level	Major/Minor	Action By Applicant
<input type="checkbox"/>	AMERICAN SIGN LANGUAGE (FS)	K-12	Major	New Edit

Internal Remarks

Edit

(Maximum 5000 characters)

Open the application as you normally would and click on "Modify and/or Recommend" from the action drop-down menu. You will see information about the application at the bottom of the screen.

Where the endorsements are listed, click "Edit."



Remarks History

Action	Status	Email Sent	Modified By	Modified On
System	Submitted	Yes	SYSTEM	10/23/2018 12:15:12 PM

Note: This is read only. Click on action hyperlink to view the application/internal remark details.

* Action

* License Type

* Program

Recommend

Major/Minor

Internal Remarks

(Maximum 5000 characters)

You may change Major to Minor. Click on "Confirm" to save your change, and then click the Recommendation box. Click "Continue" to submit the recommendation for certification.