



# Teaching Fellows Handbook

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This handbook is designed to provide all members of Teaching Fellows Program at the College of Charleston with important information regarding program polies, expectations, and member obligations.

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# TABLE OF CONTENTS

Description of Program .....	3
Purpose of the Handbook .....	5
Program Administration.....	6
Advisory Board .....	6
Program Director.....	6
Program Assistant .....	7
Teaching Fellows Governance Structure.....	7
Governance Council .....	7
Governance Council Committee Responsibilities .....	9
Program Requirements .....	12
Participation Policy.....	12
Attendance Policy .....	12
Service Policy.....	13
Professional Standards.....	14
Cohort Specific Additional Obligations.....	15
Teaching Fellows Program at the College of Charleston Constitution .....	16
Article I. Name and Purpose.....	16
Article II. Membership.....	16
Article III. Advisory Board.....	17
Article IV. Governance Council Officers and their Duties.....	17
Article V. Nominating and Electing Officers .....	19
Article VI. Finances .....	19
Article VII. Meetings .....	19
Article VIII. Committees .....	20

Article IX. Service..... 21

Article X: Professionalism and Disposition ..... 22

Article XI. Amending the By-laws ..... 22

CERRA Teaching Fellows Policy Manual Excerpts ..... 23

    8.0 Student Responsibilities and Obligations ..... 23

    9.0 Fellows Special Requests..... 29

    10.0 Requests for Transfers ..... 29

    13.0 Institution Responsibilities ..... 30

    16.0 Minority and Male Recruitment..... 33

HANDBOOK AGREEMENT..... 34

## DESCRIPTION OF PROGRAM

The South Carolina Teaching Fellows Program is a scholarship program for qualified South Carolina high school students who wish to pursue a degree in education and a career in South Carolina's public schools following graduation. Administered by the Center for Educator Recruitment, Retention and Advancement (CERRA), the program provides a \$24,000 scholarship/loan for up to 200 outstanding high school seniors annually. The College of Charleston is one of only eleven (11) institutions in the state identified as a Teaching Fellows Institution.

At the College of Charleston it is understood that this scholarship comes with expectations and obligations. We have promised the State of South Carolina to assist in attracting and retaining the brightest and best as teachers. We strive to develop Teaching Fellows into teacher-leaders and to add to the growing pool of South Carolina teachers. This program is set in the context of a liberal arts institution at which students do not enter the Teacher Education Program until the junior year. During the first two years students take a range of courses that challenge their thinking, teach them content, and add to their development as well-rounded educated individuals.

To reach and exceed these goals the Teaching Fellows at the College of Charleston are required to meet every Wednesday afternoon in a Governance Council Committee meeting, Teaching Fellows Program meeting, Cohort/Class Meeting, or Professional Development Activity. The Teaching Program at the College of Charleston is governed by students elected by the body of Teaching Fellows to serve on the Governance Council. The Governance Council sets the direction for the program within the established guidelines. Every Teaching Fellow serves on at least one major committee: 1) Communications, 2) Recruitment and Retention, 3) Greater Community, 4) Our Community, or 5) Professional Development. In service partnerships with K-12 schools and campus organizations, ways to serve the greater community are determined and executed. Teaching Fellows at the College of Charleston also recognize and celebrate achievements among their peers and throughout their professional community. This governance structure affords multiple opportunities for leadership growth, collaboration, and development across several levels of professional and ethical practice.

The School of Education at the College is proud of its Teaching Fellows. To show its support, our new School of Education, Health, and Human Performance, which opened in March of 2007, includes a large lounge expressly for the Teaching Fellows where they can meet, work on school projects, or socialize. In addition, there is a full-time director of Teaching Fellows who is available to assist them in every way with academic problems, program advising, and navigating the college experience. As freshman, Teaching Fellows at the College of Charleston are in an Academic Learning Community and take two classes together, one of them taught by the Director and the other by a senior class Teaching Fellow. They bond as a class of future teachers through study, discussion, and collaboration.

There is a strong focus on being prepared to teach all of South Carolina's children in the School of Education's program of study. A Teaching Fellow who graduates from the College of Charleston is prepared to serve the diverse population of students within our communities. Through community service and professional development, Teaching Fellows are encouraged to explore the dynamics of diversity in and out of the classroom. As freshman, they are guided through a course of study that will combine their interests with their professional goals as teachers. As upper classmen, they enhance their pedagogical knowledge and skills by taking on the roles of leaders and advocates for their students and the surrounding communities.

Overseen by the Program Director, the College of Charleston's Teaching Fellow program is a student-centered organization that is guided by the leadership and participation of each Fellow. Our Teaching Fellows Program is about collegiality, camaraderie, and excelling as teachers to all learners. Teaching Fellows are a cohort of emerging professional teachers who seek ways to advance their skills and knowledge in teacher education. It is the goal of the program to provide a high quality experience that will better equip its members to be productive in the teaching community.

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## PURPOSE OF THE HANDBOOK

The College of Charleston Teaching Fellows Handbook provides all participants with important information regarding program policies, obligations, and expectations. It includes the program's constitution and excerpts from the Center of Educator Recruitment, Retention, and Advancement (CERRA) policy manual, which served as the guidelines for the handbook.

Each member of the Teaching Fellows program at the College of Charleston is required to read the contents of this handbook carefully. This is one of the many channels of communication maintained to create an enjoyable and productive program for students in the Teaching Fellows program. Should you need further explanation of the items covered, contact the program director.

The contents of this handbook are presented for information purposes only and supersede all former handbooks issued by the College of Charleston Teaching Fellows Program. All participants specified in the handbook are expected to adhere to the specific provisions within this handbook. Execution of the procedures will be monitored by the Center for Educator Recruitment, Retention, and Advancement (CERRA).

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## PROGRAM ADMINISTRATION

### Advisory Board

The Advisory Board shall meet twice a year to assist with the planning and implementation of the Teaching Fellows Program. Chaired by the director of Teaching Fellows at the College of Charleston, the board will be composed of:

1. Two to three teachers who are former Teaching Fellows
2. A representative from Student Services and Certification
3. The current Chairperson of the Teaching Fellows Governance Council
4. The past Chairperson of the Teaching Fellows Governance Council (Fall meetings only)
5. Two to three members of the School of Education, Health, and Human Performance (EHHP)
6. A faculty member outside of EHHP

### Program Director

The program director is expected to uphold the policies and procedures stated in the most current version of the Teaching Fellows Policy Manual. This includes, but is not limited to, the following responsibilities:

- Attend up to five meetings annually with CERRA staff.
- Organize and maintain inter-departmental planning and advisory committee to assist with the planning and implementation of the Teaching Fellow program.
- Maintain a cohort of Teaching Fellows who are provided diverse experiences and enrichment opportunities in their teacher education program.
- Oversee the program budget and expenditures.
- Prepare a report on the implementation of the institution's progress towards the goals and objectives of the Teaching Fellows Program.
- Oversee admissions of Fellows to the institution including a commitment to expedite admissions for highly qualified students that have been accepted in to the Teaching Fellows Program but not admitted to the university.

- Work with the School of Education, Health & Human Performance to promote the Teaching Fellows Program to businesses, public schools, and the community.
- Provide academic and personal support of Teaching Fellows to include plans to assist Fellows in developing long-range goals for their college and professional experiences.
- Identify and intervene for Teaching Fellows who are in academic difficulty (including low GPA and below the expected number of credit hours).
- Chair and keep record of the Advisory Board meetings
- Work with the recruitment committee to develop and implement a recruitment plan to increase the number of minority and male candidates in the applicant pool.

### **Program Assistant**

Under the direction of the program director, the program assistant is responsible for keeping the teaching fellows lounge organized, working with Teaching Fellows to plan events and/or meetings, managing travel and expenditure forms for the program, performing administrative tasks, and assisting with various projects related to the implementation of the program. This includes, but is not limited to the following:

- Track and keep a record of governance council, committee, and cohort expenditures
- Secure locations for meeting and/or events
- Maintain a record of attendance and active participation for all fellows each semester
- Prepare and distribute weekly updates about the upcoming events, meetings, and other related matters to all teaching fellows

## **TEACHING FELLOWS GOVERNANCE STRUCTURE**

### **Governance Council**

The Governance Council shall meet on at least three times on Wednesday of each semester prior to the Teaching Fellows Program meetings. They shall also meet when the Program Director or the Governance Council President deems necessary, including meetings in August and May. This council is expected to work with the director to plan and implement activities that will expose Teaching Fellows to the multicultural, political, social and economic aspects of teaching. The Terms of Office will be for one year – elections to be held each Fall and officers installed at the Spring Banquet.



**President:**

- Convene and chair the 4 regular meetings of the Council (2 per semester unless others are needed)
- Convene and conduct all Teaching Fellow Program Meetings
- Serve as the representative to the School of Education Student Organization Council
- To convene and conduct Executive Council meetings, which shall consist of the Teaching Fellows Program Director, Program Assistant, President, Vice President and Council Secretary
- Represent the Teaching Fellows at formal events as necessary
- Serve as the representative on the Teaching Fellow's Advisory Board
- Meet with the Director on a regular basis
- Attend summer Teaching Fellow Orientation

**Vice President:**

- Serve in the council presidents absence
- To place Teaching Fellows into committees for the year
- Serve as a representative to the School of Education Student Organization Council
- Responsible for all meeting site arrangements
- Attend summer Teaching Fellow Orientation
- To collect all records of activity from each committee chairperson and cohort representative
- To submit records of cohort/committee meeting activity to the Teaching Fellows Program Assistant in a timely manner
- To update and maintain Teaching Fellows Gmail account

**Treasurer:**

- Work with program assistant to maintain record of the budget for the Governance Council and the Governance Council committees, and cohorts
- Work with director to develop and distribute expense reports of the governance council, cohort, and committee expenditures on a regular basis

**Secretary:**

- Record minutes of the Teaching Fellows Governance meetings, the Teaching Fellow Program meetings, Executive Council Meetings, and Advisory Board meetings

- To prepare minutes for meetings for publication in the weekly update, a publication distributed to all Teaching Fellows at the beginning of each week
- To collect and submit all records of cohort/committee minutes to program assistant to be included in the weekly update

**Committee Chairpersons:**

- Convene meetings of their committee or sub committees as necessary
- Solicit a volunteer on each committee to record the minutes and attendance for each meeting
- Report meeting minutes to Governance Council Secretary in a timely manner
- To hold elections for Vice committee p
- Represent their committee on the Governance Council

**Co-Committee Chairpersons:**

- Stay in close communication with the Governance Council President and Vice President
- Serve in the absence of the Committee Chairperson

**Cohort Representatives:**

- To maintain a current database of information on their class of Teaching Fellows
- To identify specific College of Charleston and School of Education events that pertain to each class and to encourage participation in such events
- To conduct class meetings as necessary
- To inform Teaching Fellows Director of class concerns
- To report meeting minutes to Governance Council Secretary in a timely manner
- To monitor cohort member service hours

**Governance Council Committee Responsibilities**

**Recruitment:**

The purpose of this committee is to make known the opportunity of the Teaching Fellow Program to rising college freshmen, who are planning on attending a four-year South Carolina college and are interested in the field of education. It is also dedicated to recruiting people, particularly minorities and males, into the profession of teaching through collaboration with Teacher Cadet Partnership Program.

The chairperson and one other committee member will work closely with the director and greater community chair to plan and implement an annual recruitment campaign during the summer. This committee will assist with the Teaching Fellows Regional Interviews held during Spring Semester and be a liaison/spokesperson for the university with Teacher Cadet Partnership program. The chairperson will update the Communications committee with news for the College of Charleston about the Teacher Cadet program, Teaching Fellow Application Process, and other pertinent recruitment information to be posted on the Teaching Fellows website.

**Greater Community:**

The purpose of this committee is to incorporate Teaching Fellows into the greater community by building relationships and credibility within the community. This will be done through service toward and active involvement in the greater community. It also includes working with the director to establish public school partnerships and campus organizations. It provides Teaching Fellows opportunities to work with diverse populations. The greater community is defined as campus-wide and the PreK-12 school community.

This committee will identify two or more service projects (campus or community) which the Teaching Fellows will support each year. All Fellows will be offered the opportunity to participate in the projects. This committee will assist and salute Fellows who have become actively involved in activities around campus and in the community.

**Our Community Committee:**

The purpose of this committee is to bring our community closer together through a variety of activities and personal support. The committee is responsible for planning and implementing an orientation session and activities specifically designed for Teaching Fellows before and during their freshman year, including the Freshman Retreat and CERRA's Annual Hill Day. This committee is also responsible for planning the Fall Welcome Back Reception and the Spring Honors Banquet.

This committee monitors the mentor program between sophomore and freshman fellows. It plans one social activity and/or retreat each semester to which all Fellows are invited (a picnic, softball game, a trip). They publish the information and carry out the plan.

**The Communications Committee:**

The Purpose of this committee is three fold: 1) to document our activities and our growth; 2) to share information about our activities with the Greater Community; and 3) to foster ways the members of the community can more accurately communicate with each other.

This committee is responsible for the Holiday Party in December and the Fellows Scrapbook. This committee will work with the Program Assistant as the “Sunshine and Sympathy Committee.” This committee is responsible for taking pictures (or seeing that someone does) of all events for the Teaching Fellows. In collaboration with the Recruitment committee, this committee maintains the program’s social network accounts and serves as editors for the TF weekly update. It is also responsible to promote the recruitment committee’s recruitment campaign via email , the Teaching Fellows website, and other media outlets.

**Professional Development Committee:**

The purpose of this committee is to provide for Teaching Fellows and others interested in teaching as a career, such as teacher cadets, opportunities to participate in professional activities, which will support their growth and development. This includes establishing opportunities for Fellows to interact with leaders on the college/ university campus and in the community. It is responsible for at least 3 major activities, two professional development meetings each semester and one technology education workshop in the spring. The committee alerts Teaching Fellows about upcoming professional activities in the community via email and other forms of communication.

# PROGRAM REQUIREMENTS

## Participation Policy

As stipulated in the Promissory Note and Fellowship Agreement that South Carolina Teaching Fellows sign in order to receive scholarship funds, each Teaching Fellow agrees to complete all participation requirements established by his/her Teaching Fellow Institution (TFI). Any Fellow who fails to meet these requirements or who misrepresents his or her participation in the Fellows Program will be placed on probation with CERRA (the Center for Educator Recruitment, Retention, and Advancement).

All Teaching Fellows at the College of Charleston agree to the following:

1. Maintain successful progress toward S.C. Teacher certification
2. Attend TF meetings as assigned by the institution (80% participation level)
  - a. serve on a governance committee
  - b. attend cohort meetings
  - c. attend Teaching Fellow Program meeting
  - d. participate in service activities
3. Successfully complete 30 semester hours per academic year
4. Attend summer enrichment programs assigned by CERRA
5. Maintain a minimum cumulative GPA of 2.75 (collegiate)
6. Maintain current address, phone number, and email with CERRA
7. Be accepted to the Teacher Education Program as a junior
8. Remain a full-time student during each fall and spring term
9. Remain in compliance with campus regulations for student academics and conduct
10. Adhere to the policies and procedures of the program handbook and constitution

## Attendance Policy

Each College of Charleston Teaching Fellows is required to attend no less than 80% of the Teaching Fellows meetings/events over the course of the school year. All meetings are expected to be documented by submitting a report indicating the objective and agenda items guiding the meeting.

Teaching Fellows are required to complete a reflective response for a total of seven meetings or events attended each semester. The list of meetings or events includes, but is not limited to:

- Teaching Fellows Program meetings
  - Welcome Back, Holiday Gathering, and the Spring Banquet
  - Professional Development Meetings
  - Elections

- Community Service Activities/Events
- Yet to be announced Activities (maximum of 4 per year)
- Committee meetings
- Cohort meetings
- Governance Council meetings
- Mentor/Mentee Meetings
- Teaching Fellows Program Election Meeting
- Professional Development events
- Social Events
- Enrichment Activity/Event
- Any approved service event/activity

### **Request for an Excused Absence**

Wednesday afternoons are reserved for all Teaching Fellow meetings. Members of the College of Charleston Teaching Fellows are expected to attend all mandatory meetings and/or events. If there is a conflict with these meetings/events a Fellow must submit a copy of Request for an Excused Absence form to the Teaching Fellows Director as soon as possible. Submission of a form does not guarantee that the absence is excused.

Circumstances deemed as excused or unexcused is at the discretion of the director. Excused absences may include but are not limited to illness, death in the family, or family emergency. Documentation may be needed to support request for excused absence.

**Failure to attend at least 80% of meetings/events will result in probation with the College of Charleston Teaching Fellows. A second probation will result in the notification to CERRA of the fellow's failure to fulfill obligations. This attendance policy is applicable to all active participants of the Teaching Fellows program at the College of Charleston, excluding seniors enrolled in clinical practice during that particular semester.**

### **Service Policy**

Each semester Teaching Fellows are required to volunteer their time and talent in the tri-county area or College of Charleston community. A minimum of eight (8) hours per semester is required. A designated party must sign their initials on the log to approve service sites and activities. Service hours must be

performed in an educational setting and/or related to the academic and social well being of youth and their families. This requirement must be beyond service that is related to CofC course work (including field experience and service learning) or to a student's employment. In other words, service cannot be something for which you receive course credit or financial compensation.

**Failure to complete the required hours of service will result in probation with the College of Charleston Teaching Fellows. A second probation will result in the notification to CERRA of the fellow's failure to fulfill obligations. This service policy is applicable to all active participants of the Teaching Fellows program at the College of Charleston.**

## **Professional Standards**

Teaching Fellows are guided by the profession's ethical and professional practice standards. Fellows represent the program and the profession of teaching in multiple roles and situations. Therefore, Fellows are expected to adhere to the following professional standards at all times.

1. Practice confidential communication about individuals.
2. Communicate in ways that demonstrate respect for the feelings, ideas, and contributions of others.
3. Perform responsibilities as directed in a manner consistent with the policies of the Teaching Fellows program and CERRA.
4. Demonstrate problem solving, flexible thinking, and an analysis of personal strengths and weaknesses.
5. Assume fair share of responsibility within a group.
6. Demonstrate the ability to separate personal issues from one's responsibilities as a Teaching Fellow.
7. Demonstrates respect and professionalism in an challenging situation
8. Accept and use constructive feedback.
9. Maintain a high level of integrity across all settings.
10. Demonstrate punctual and reliable attendance.

**If a student does not adhere to these standards at any time, a written notice of violating the professional standards will result in probation with the College of Charleston Teaching Fellows Program. A second probation will result in the notification to CERRA of the fellow's failure to fulfill**

**obligations. These standards are applicable to all active participants of the Teaching Fellows program at the College of Charleston.**

## **Cohort Specific Additional Obligations**

### **Freshmen**

- Active participation in cohort learning academic community
  - Enroll and pass FYSM and FYSE
- Attend the Freshmen Retreat
- Host regular meetings with director during freshman year

### **Sophomores**

- Participate in planning and executing Sophomore Professional Experience (the weekend after spring graduation)
- Host regular meetings with director during sophomore year
- Serve as mentors to Freshmen cohort

### **Juniors**

- Participate in planning and executing Junior Professional Experience (if funded)
- Attend a professional conference
- Serve as mentors to Freshmen cohort

### **Seniors**

- Participate in planning and executing Senior Professional Experience (if funded)
- Join a professional organization in education
- Attend Hill Day



# TEACHING FELLOWS PROGRAM AT THE COLLEGE OF CHARLESTON CONSTITUTION

## Article I. Name and Purpose

Section I. The organization shall be known as the Teaching Fellows Program at the College of Charleston.

Section II. The purpose of the organization shall be:

- a. To make known the opportunity of the Teaching Fellows Program to rising college freshmen who are planning on attending a four-year South Carolina college and are interested in the field of education;
- b. To incorporate Teaching Fellows into the local community through service toward and active involvement in the greater community, so that Teaching Fellows are known and supported as emerging educational leaders;
- c. To develop a network of knowledge and support to be used during the college experience and in the future; and
- d. To provide for Teaching Fellows and others interested in education an opportunity to participate in a professional organization that will support their growth and development.

## Article II. Membership

Section I. Members of the College of Charleston Teaching Fellows community must:

- a. Maintain successful progress toward S.C. Teacher certification
- b. Attend TF meetings as assigned by the institution (80% participation level)
  - serve on a governance committee
  - attend cohort meetings
  - attend Teaching Fellow Program meeting
  - participate in service activities
- c. Successfully complete 30 semester hours per academic year
- d. Attend summer enrichment programs assigned by CERRA
- e. Maintain a minimum cumulative GPA of 2.75 (collegiate)
- f. Maintain current address, phone number, and email with CERRA
- g. Be accepted to the Teacher Education Program as a junior
- h. Remain a full-time student during each fall and spring term
- i. Remain in compliance with campus regulations for student academics and conduct
- j. Adhere to the policies and procedures of the program handbook and constitution

Section II. Teaching Fellows shall be governed by the Teaching Fellows Constitution, the School of Education Teaching Fellows Program Guidelines, and the College of Charleston Honor Code.

### **Article III. Advisory Board**

Section I. The Advisory Board shall meet twice a year to assist with the planning and implementation of the Teaching Fellows Program. Chaired by the director of Teaching Fellows, the board shall be composed of Teaching Fellow Alumni, Faculty from the School of Education, Health, & Human Performance, a representative from the Office of Student Services and Certification, Faculty from outside of the School of Education, Health & Human Performance, past and current Teaching Fellows Governance Council President.

Section II. A record of the Advisory Board meeting and related activities are expected to be archived for future reference.

### **Article IV. Governance Council Officers and their Duties**

Section I. The elected officers of the Teaching Fellows Program who shall make up the Governance Council are the Council Chairperson, the Vice Council Chairperson, the Council Secretary, Committee Chairpersons, and Class Representatives. The ex-officio members of the Governance Council shall be the Teaching Fellows Program Director and the Program Assistant.

Section II. Officer positions on the Governance Council are open to all sophomores, juniors, and seniors who are in good standing in the Teaching Fellows Program. The exception will be the Freshman Class Representative.

Section III. The terms of office shall begin upon installation, which shall occur at the first meeting of the spring semester. The exception will be the Freshman Class Representative, who will be chosen during the first class meeting during the fall semester.

Section IV. The duties of the President shall be:

- a. To convene and conduct meetings of the Governance Council;
- b. To convene and conduct all Teaching Fellows Program meetings;
- c. To convene and conduct Executive Council meetings, which shall consist of the Teaching Fellows Program Director, Program Assistant, President, Vice President, and Council Secretary;
- d. To serve as a representative to the School of Education Student Organization Council;
- e. To represent Teaching Fellows at formal events as necessary;
- f. To represent Teaching Fellows on the Teaching Fellows Program Advisory Board;
- g. To meet with the director on a regular basis;

Section V. The duties of the Vice President shall be:

- a. To serve in the President's absence;
- b. To place Teaching Fellows into committees for the year; and
- c. To manage the budget of the Governance Council and Governance Council committees;
- d. To collect all records of activity from each committee chairperson and cohort representative
- e. To submit records of activity to the Teaching Fellows Program Assistant in a timely manner.
- f. To update and maintain Teaching Fellows Gmail account

Section VI. The duties of the Treasurer shall be:

- a. Maintain a record of the expenses for the Governance Council , the Governance Council committees, and class cohorts
- b. Develop and distribute expense reports on a regular basis

Section VII. The duties of the Council Secretary shall be:

- a. To record minutes at the Governance Council, Teaching Fellow Program meetings, Executive Council meetings, and Advisory Board meetings; and
- b. To prepare minutes for publication in weekly updates to all Teaching Fellows;
- c. Collect records of activity for the governance council, committee meetings, and cohort meetings.

Section VIII. The duties of Committee Chairpersons shall be:

- a. To convene meetings of their committees or sub-committees as necessary;
- b. To solicit a volunteer from the committee to serve as a recorder;
- c. To submit activity report to the Governance Council Secretary;
- d. To hold elections for Vice Committee Chairpersons; and
- e. To represent their committees on the Governance Council.

Section IX. The duties of the Vice Committee Chairperson

- a. To serve in the Committee's Chairperson's absence;
- b. To stay in frequent communication with Committee Chairperson;

Section X. The duties of the Cohort Representatives shall be:

- a. To maintain a current database of contact information on their class of Teaching Fellows;
- b. To identify specific College of Charleston, School of Education, CERRA events that pertain to each class and to encourage participation in such events;

- c. To conduct class meetings as necessary;
- d. To inform Teaching Fellows Director of class concerns; and
- e. To stay in submit record of activity to the Vice Council Chairperson

## **Article V. Nominating and Electing Officers**

Section I. Elections shall be held during a meeting designated for elections at the end of each fall semester. Nominations of officers to serve on the Governance Council shall proceed as follows:

- a. The President shall openly solicit five volunteers at a Fall Teaching Fellows Program meeting who do not wish to hold an office to serve on the Nominating Committee.
- b. Teaching Fellows shall have three weeks to nominate candidates by filling out forms and returning them in the Teaching Fellows Lounge.
- c. The Nominating Committee shall review all nominations, inform eligible Teaching Fellows of their nomination, and ask for a dissent or consent to be considered for an elected position.
- d. The Nominating Committee shall create a slate of officers that names of at least one nominee for each elected office and present the slate no less than one week prior to the Teaching Fellows Program Election meeting.

Section II. Elections of officers shall proceed as follows:

- a. The Nominating Committee shall present the slate for a vote at the next Teaching Fellows Program meeting.
- b. Nominations will be taken from the floor.
- c. Teaching Fellows shall vote by general consent on the slate as presented or vote by ballot on any offices for which two Fellows are nominated.

## **Article VI. Finances**

Section I. The Program Director will work with the department chair of the Teacher Education Department to oversee the annual program budget. A record of expenses will be maintained by the program director and the program assistant. All expenditures related to the operation of the governance council committees will be reported to the governance council during each governance council meeting.

Section II. Committees shall request program funds from the Governance Council. Only requests approved by Governance Council and Program Director will be funded.

## **Article VII. Meetings**

Section I. Teaching Fellows Program Meetings shall meet at least twice each semester on Wednesdays or when the Program Director or Governance Council President deems necessary. These

meetings shall be used to build camaraderie, develop professionalism, and conduct program business.

Section II. The Governance Council shall meet regularly during each semester of each month prior to the Teaching Fellows Program meetings. They shall also meet when Council Chairperson or Program Director deems necessary, including meetings in August and May.

Section III. The Executive Council shall meet as necessary. Any member of the Executive Committee can call a meeting with twenty-four hour notice. A majority present, along with the Teaching Fellows Director, constitutes a quorum.

Section IV. The Governance Council Committees shall meet monthly as determined by the Committee Chairpersons.

Section V. Class meetings shall be called as necessary by the Class Representative and will follow Teaching Fellows Program meetings.

Section VI. Annual Special Events shall be planned to foster camaraderie and recognize excellence among the body of Teaching Fellows. Annual special events include, but are not limited to the following:

- a. The Fall Welcome Back Reception
- b. The Winter Holiday Social
- c. The Spring Banquet

Section VII. All meetings must be scheduled between five and six o'clock PM at a specified location each semester. Each meeting is expected to follow the guidelines stated in Robert's Rules.

## **Article VIII. Committees**

Section I. The Teaching Fellows Program at the College of Charleston shall include the Recruitment Committee, Greater Community Committee, Our Community Committee, Communications Committee, and the Professional Development Committee.

Section II. Each committee chairperson shall elect a Vice Committee Chairperson in the fall who shall serve in the absence of the Committee Chairperson.

Section II. The responsibilities of the Recruitment Committee shall be:

- d. To inform incoming College of Charleston freshmen who have specified an interest in education of the College of Charleston Teaching Fellows Program;
- e. Work with the director to develop a recruitment plan to increase the number of minority and male candidates in the applicant pool.
- f. To operate the Teaching Fellows information table during all College of Charleston Open House dates

- g. To solicit two representatives who shall serve on the School of Education Student Recruitment and Retention Committee; and
- h. To assist with Teaching Fellows Regional Interviews held during Spring Semester.

Section III. The responsibilities of the Greater Community Committee shall be:

- a. To identify two or more service projects in the campus or community for which Teaching Fellows will give support and in which Teaching Fellows will participate; and
- b. To recognize Teaching Fellows who have become actively involved in service activities around campus and in the community.

Section IV. The responsibilities of the Our Community Committee shall be:

- a. To plan and host the Fall Welcome Back Reception and the Spring Banquet;
- b. To monitor the mentor program involving Freshmen and Sophomore Teaching Fellows; and
- c. To plan and publicize one other activity each semester in which Teaching Fellows can participate as a community;

Section V. The responsibilities of the Communications Committee shall be:

- a. To plan and host the Holiday Party in December;
- b. To maintain the Teaching Fellows Scrapbook;
- c. To form each year a "Sunshine and Sympathy" Sub-committee that will send out letters and cards to Teaching Fellows;
- d. To take pictures at all Teaching Fellows events;
- e. To edit the Teaching Fellows Web Page; and
- f. To collect and prepare materials for publication in a variety of literature and/or media outlets

Section VI. The responsibilities of the Professional Development Committee shall be:

- a. To lead the student chapter of the South Carolina Education Association at the College of Charleston;
- b. To plan a PRAXIS workshop for freshmen; and
- c. To plan or publicize at least one other professional activity or event that relates to the professional growth and development of Teaching Fellows.

## **Article IX. Service**

Section I: Teaching Fellows are required to volunteer their time and talent in the state and College of Charleston community. A designated number of service hours is established by the Advisory Board and must be logged by each active member of Teaching Fellows.

Section II: Service is defined as volunteering time and talent beyond service that is related to course work (including field experience and service learning), a student's employment, and Committee/Cohort duties.

Section III: Service sites and activities eligible for service hours are determined by the Advisory Board.

## **Article X: Professionalism and Disposition**

Section I: Teaching Fellows are guided by the profession's ethical and professional practice standards. Fellows represent the integrity of the program and the profession of teaching in multiple roles and situations. Therefore, active members of the Teaching Fellow program are expected to adhere to a set of standards established by the school of Education, Health, and Human performance.

## **Article XI. Amending the By-laws**

Section I. This constitution may be amended by a majority vote of a quorum, which shall be seventy-five percent of the total number of Teaching Fellows.

Section II. An amendment may be placed for consideration by any current Teaching Fellow in good standing.

Section III. Any proposed amendment must be brought to the Governance Council one week prior to a scheduled meeting.

# CERRA TEACHING FELLOWS POLICY MANUAL EXCERPTS

## Standards and Expectations of Teaching Fellows and Teaching Fellow Institutions

*Version 4.1, printed 4/14/2010*

### 8.0 Student Responsibilities and Obligations

#### 8.1 A Teaching Fellow must

8.1.1 sign a Promissory Note indicating financial obligation if the Fellow does not complete the program

8.1.2 maintain successful progress toward SC teacher certification

8.1.3 successfully complete 30 semester hours per academic year or complete enough hours to be classified in their appropriate class: Freshman – 30 hours; Sophomores – 60 hours; Juniors – 90 hours; Seniors – 120 hours.

8.1.3.1 approved courses taken at other colleges/universities may be used to meet the credit hour requirement only

8.1.4 maintain a minimum cumulative GPA of 2.75 (collegiate) and be accepted into the Teaching Fellows Institution Teacher Education Program

8.1.4.1 approved course taken away from the home Teaching Fellows Institution may not be used to meet the 2.75 GPA requirement of the program

8.1.5 remain a full-time student during each fall and spring term

8.1.6 attend Teaching Fellows Institution programs as assigned by the institution

8.1.7 attend all summer enrichment programs as assigned by CERRA

8.1.8 remain in compliance with the campus regulations for student academics and conduct

8.2 Fellows must maintain satisfactory progress toward graduation as defined by the institution and CERRA. At the end of the freshman year (two semesters), the Fellow must qualify as a rising sophomore; at the end of the sophomore year (four semesters), the Fellow must qualify as a rising junior; at the end of the Fellow's junior year (six semesters), the Fellow must qualify as a rising senior. CERRA Board of Directors will decide any exceptions to this policy.



8.3 Fellows are required to remain full-time students in accordance with the Teaching Fellows Institution's guidelines including those in compliance with ADA and Section 504 of the Rehabilitation Act of 1973.

8.3.1 Teaching Fellows will be permitted to take 24 semester hours during the academic year in which the Fellow does his or her clinical internship provided the student is good standing as a Fellow with the enough credit hours to graduate following the internship and has a cumulative GPA of at least a 2.75 at the end of the Junior year.

8.4 Male Fellows must register with Military Selective Service. Exceptions to this requirement include current active duty members of the military and students under the age of 17. Each male Fellow must sign the appropriate verification form provided by CERRA.

8.5 Fellows must maintain a current address and name on file with CERRA. A current address for the Surety must also be maintained.

8.6 Fellows must participate in the Campus Evaluation of the South Carolina Teaching Fellows Program.

8.7 Notwithstanding the provisions of the Promissory Note and other notes, the following will be subject to declaration of default or such other actions as CERRA Board of Directors deems appropriate:

8.7.1 Any Fellow who fails to notify CERRA of his/her intention to repay the scholarship loan through teaching service.

8.7.2 Any Fellow CERRA determines does not intend to repay through teaching service.

8.7.3 Any Fellow who fails to notify CERRA of his/her status of employment pursuant to the rules of CERRA promissory note.

outlined in 8.1.3, 8.1.4, 8.1.5, 8.1.6, 8.1.7 and/or 8.1.8. Freshman will have a full academic year before transcripts are evaluated.

8.7.4 Any Fellow who graduates without eligibility for licensure to teach, except for those programs that require five (5) years to complete.

8.7.5 Any Fellow who fails to meet the obligations outlined in 8.1 of the Teaching Fellows Policy Manual.

8.7.6 **Resignation:** Resignation from the Teaching Fellows Program is initiated by the Fellow in cooperation with the Campus Director. A student may resign from the program for personal reasons and for any of, but not limited to, the following:

- Low GPA which cannot be raised in two semesters
- Not enough hours to maintain full-time status
- Change in majors (from education to other)

**Withdrawal:** Withdrawal from the program is initiated by the Campus Director. A fellow is not withdrawn from the program without notice. A student may be withdrawn from the program if he/she refuses to resign for any of, but not limited to, the following:

- Low GPA which cannot be raised in two semesters
  - Not enough hours to maintain full-time status
  - Change in majors (from education to other)
  - Poor attendance in Fellowship Program activities
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- Forms for requesting Resignations and Withdrawals are to be obtained from the Campus Directors.

**Termination:** Termination from the program is initiated by CERRA. A student is not terminated without notice. A student may be terminated as a Fellow for any of the following:

- Failure to return to the Teaching Fellows Institution
- Appeal request to Board of Directors denied
- Is convicted or otherwise found guilty of conduct that would prohibit becoming certified in SC
- Dismissed from the university

Termination forms will be used by CERRA.

8.8 Transcripts are to be evaluated at the end of each semester for all Fellows that are in their sophomore year or higher for compliance with the requirements and obligations

8.9 **Probation:** Upon the recommendation of the Campus Director and CERRA, a Fellow can be placed on probation for one semester. If the probation occurs at the end of the fall semester, the probationary period will extend through the last session of summer school for that academic year. Fellows will continue to receive financial support during the probationary period.

8.9.1 Initial probation shall occur if the Fellow's grade point average (GPA) and/or number of accrued hours do not meet the requirements set forth in 8.1.3 and 8.1.4 of the Policy Manual. The Campus Director will complete a Probation Request Form; have it signed by the Fellow, and send it to CERRA. The Fellow will be notified in writing by CERRA as to the terms of the probation, the appeals process and the financial impact.

8.9.2 An initial probation shall also occur if the Fellow does not remain a full-time student. This probation request **MUST** be based on medical or other extenuating circumstances beyond the student's control. The CERRA Appeals Committee will make the final determination regarding probation.

8.9.2.1 If the number of hours falls below that required to remain a full-time student prior to the beginning of the semester, the student will be placed on "temporary" probation and the student's funding for that semester will be withheld pending the decision of the Appeals Committee. If the Committee approves the probation, the funds will be sent to the college/university without further action from the student. If the Committee does not approve the probation, the student will be withdrawn from the program and will be considered in default of the loan.

8.9.2.2 If the number of hours falls below that required to remain a full-time student after the semester has started, the student will be placed on "temporary" probation and funding withheld pending the decision of the Appeals Committee. If the Committee approves the probation, the funds will be sent to the college/university without further action from the student. If the Committee does not approve the probation, the student will be withdrawn from the program at the end of the semester and will be considered in default of the loan.

8.9.3 A Fellow may not be placed on consecutive probations unless the latter probation is approved through the appeals process.

8.9.4 **Appeals:** An extension of the probation may be requested through the appeals process. The Fellow must file an appeal in order for the probation to be considered for an extension.

8.9.5 To file an appeal, the Fellow must obtain the approval of the Campus Director and either the Dean or Department Chair in the College/School of Education and complete an Application for Appeals Form. The appeal will be reviewed by CERRA and then presented to the Teaching Fellows Appeals Committee with a recommendation as to whether or not to grant the extension. If granted, the period of extension will be specified.

8.9.5.1 Both the Campus Director and the Dean or Department Chair must support the appeal before it will be taken before the Appeals Committee. Fellows not supported in such a manner will be withdrawn from the program and be considered in default of the loan.

8.9.5.2 The Appeals Committee will base their final decisions on medical or other extenuating circumstances beyond the student's control.

8.9.5.3 The Fellow is responsible for providing all documentation to support his/her appeal. This must include copies of the most recent transcripts and a letter from an attending physician if the appeal is based on medical reasons. Other items that may be included are letters of support from the Campus Director, college professors, family, etc. It is the Fellows responsibility to provide any and all information necessary to support the appeal.

8.10 The Teaching Fellows Appeals Committee will consist of five current or former CERRA Board of Directors members, with one or more alternates willing to serve when a Committee member is unable to attend a Committee meeting or must recuse him/herself. This may result because the appeal comes from the school represented by the Committee member or the member is acquainted with the Fellow.

8.11 Appeals will be reviewed following the conclusion of the initial probation period. The Fellow will be notified in writing as to the decision of the Committee.

8.12 Students may be allowed to postpone their appeal until the next appeal period in cases where a grade is pending at the student's college/university or where the student is medically unable to file the appeal in a timely manner. In either case, documentation supporting the need for the delay must be submitted with the appeal when the appeal is filed.

8.13 The student will not continue to receive funding during the appeals process and must seek alternate funding for the appeals semester. If the appeal is approved, CERRA will send the Fellowship funds to the college/university without further action by the Fellow. If the appeal is not approved, the Fellow will be withdrawn from the program and will be considered in default.

8.14 One initial probation and one appeal will be allowed per 12 month period.

8.15 Special requests may be made to transfer to another college/university. The Fellow should follow the procedures described in 10.1. The request will go before the Appeals Committee with a recommendation from CERRA. The Fellow will be notified in writing as to the decision of the Committee.

8.16 Special requests may also be made to take a leave of absence. The request will then go before the Appeals Committee with a recommendation from CERRA. The Fellow will be notified in writing as to the decision of the Committee.

8.17 Fellows shall be bound by any changes to the Teaching Fellows policies approved by the CERRA Board of Directors; however, should policy changes result in higher academic requirements, Fellows will be held to those requirements in place at the time the fellows entered the program, as specified in Paragraph 2. of the Promissory Note and Fellowship Agreement.

8.18 If a Fellows' Grade Point Average falls to such a point that it is not technically possible for the student to raise it to the required 2.75 during the next two consecutive semesters, the Fellow will be given the option of withdrawing from the program voluntarily or being removed from the program by CERRA. The student will then be in default of the fellowship.

## **9.0 Fellows Special Requests**

9.1 Students enrolled in internships, cooperative work programs, travel study programs or National or International Student Exchange Programs that receive academic credit are eligible to receive Fellowship Scholarship funds during the period in which the student is enrolled in such programs provided that the student meets the continued eligibility requirements.

9.2 Any exception to the policies established by the CERRA Executive Committee and provisions of the promissory note will be decided by the CERRA Appeals Committee on a case-by-case basis.

9.3 Prior to graduation, a Teaching Fellow must inform the Teaching Fellows Institution Campus Director of his/her intention to appeal a Teaching Fellow policy decision.

9.4 All requests must be submitted on the Special Request form.

9.5 The Teaching Fellow and the Campus Director of the assigned Teaching Fellows Institution will be notified of the CERRA Executive Committee's decision regarding the appeal.

9.6 All decisions of the CERRA Executive Committee are final.

## **10.0 Requests for Transfers**

10.1 A Fellow who wishes to transfer from one Teaching Fellows Institution to another must:

- Be in good standing with his/her current Teaching Fellows Institution. Contact CERRA staff to find out if an opening is available in the Fellow's class at the transfer institution
- Notify the Campus Director of the current Teaching Fellows Institution to which he/she is requesting a transfer
- Contact the Campus Director at the transfer institution and obtain approval for transfer
- Write a letter of explanation to CERRA requesting a transfer. This letter must be submitted with the Transfer Request Form and current Teaching Fellows Institution transcript
- Apply and be accepted to the transfer Teaching Fellows Institution
- The transfer may occur no later than the end of the first semester of the Fellows sophomore year, except under extenuating circumstances beyond the student's control.

The Fellow must make the case for these circumstances to the Teaching Fellows Program Director.

- Transfer requests after the end of the first semester of the sophomore year are subject to the approval of the Policy and Appeals Committee of the CERRA Board of Directors.

10.2 The receiving Campus Director may not consider the Request for Transfer until the first semester transcript is available. In the event of extenuating personal or family hardship, appeals regarding this policy will be considered on a case-by-case basis.

10.3 A Fellow granted leave or placed on probation by CERRA must return to the Teaching Fellows Institution from which the leave or probation occurred.

10.4 A student that completes a transfer to a Teaching Fellows Institution where there is not an opening in his/her class at that institution shall be considered in default.

10.4.1 An appeal may be filed if the transfer is based on medical or other extenuating circumstances beyond the control of the student. The process for filing an appeal is outlined beginning with section 8.9.5.

### **13.0 Institution Responsibilities**

13.1 Institutions with a Teaching Fellows program will be expected to demonstrate commitments to:

13.1.1 Enhancing the image and esteem of the teaching profession

13.1.2 Promoting and developing innovation and reform in education

13.1.3 Involving the community and businesses in the education of teachers

13.1.4 Working in partnership with public schools to train pre-service teachers

13.1.5 Developing educational leadership

13.1.6 Utilizing technology in education to improve student achievement

13.1.7 Promoting multicultural awareness and an appreciation of the state's diverse population

13.1.8 Providing faculty-wide professional development for the college or university community

13.1.9 Maintaining accountability through the continuous evaluation of education programs

13.2 Each Teaching Fellows Institution is responsible for the following administrative functions:

13.2.1 Provide internal funding to support the Teaching Fellows Program within the teacher education program.

13.2.2 Assign a faculty member to serve as the Campus Director of the Teaching Fellows Program. While a full-time Campus Director is the most desirable, the Director must be given the appropriate reassigned time to successfully direct the program. Each Campus Director is expected to attend up to five meetings annually with CERRA staff. CERRA assumes all travel and lodging costs for Campus Directors.

13.2.3 Organize and maintain an inter-departmental planning and advisory committee to assist with the planning and implementation of the Teaching Fellows Program.

13.2.4 Maintain a cohort of Teaching Fellows who are provided diverse experiences and enrichment opportunities in their teacher education program. An optimal cohort consists of a minimum of 10 students and no more than 35 per class as allocated by the CERRA Board of Directors.

13.3 Each Teaching Fellows Institution must have the following procedures in effect:

13.3.1 Admissions of Fellows to the institution including a commitment to expedite admissions for highly qualified students that have been accepted into the Teaching Fellows Program but not admitted to the university

13.3.2 Financial counseling to assist a Fellow in receiving supplemental funding

13.3.3 Recruitment to maintain a cohort of Teaching Fellows

13.3.4 Public Relations to promote the Teaching Fellows Program to businesses, public schools and the community



13.3.5 Academic and personal support of Teaching Fellows to include plans to assist Fellows in developing long-range goals for their college and professional experiences

13.3.6 Identification and intervention for Teaching Fellows who are in academic difficulty (including low GPA and below the expected number of credit hours)

13.4 The Teaching Fellows Institution's campus program will include the following:

13.4.1 Orientation sessions and activities specifically designed for Teaching Fellows before and during their freshman year

13.4.2 Activities that will expose Teaching Fellows to the multicultural, political, social and economic aspects of teaching

13.4.3 Opportunities for Fellows to interact on a regular basis with leaders on the college/university campus and in the community

13.4.4 Collaborative efforts with PK-12 public schools, including plans for involvement of Teaching Fellows in public school partnerships

13.4.5 Technology education

13.4.6 Faculty-wide professional development to ensure that faculty members have current information on educational trends, pedagogy, teaching standards and student achievement standards

13.5 The Teaching Fellows Institution will develop a summer enrichment experience for students during the sophomore year or the summer immediately following their sophomore year. These enrichment experiences may be open to all Fellows in the State.

13.6 At the beginning of each semester, Teaching Fellows Institution Campus Directors will provide their individual cohorts an outline of activities and meetings. This outline will include but is not limited to the following:

13.6.1 Date and time of Fellows' meetings

13.6.2 Date and time of Fellows' activities

### 13.6.3 Expectations of attendance

13.7 Teaching Fellows Institution Campus Directors and the Dean/Chair of the Education Department will sign a Teaching Fellows agreement form at the beginning of each academic year.

## **16.0 Minority and Male Recruitment**

16.1 The Teaching Fellows Program will strive to increase the number of minority and male candidates in the applicant pool.

# HANDBOOK AGREEMENT

I (Teaching Fellow's name) \_\_\_\_\_ have read the College of Charleston Teaching Fellows Program Handbook. I have read and understand its contents. I am aware of all the obligations outlined in the handbook and agree to abide by all procedures and policies within.

While emergencies or events beyond my control may come up, I agree to notify the director of any conflicts that may arise throughout the year, and to do so within a reasonable time frame.

Fellow's Signature

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Date

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