INTRODUCTION

Candidate advisement is an important part of our work in the School of Education, Health, and Human Performance (EHHP). Regular and thoughtful advising throughout a candidate’s program enhances academic achievement and success. Both faculty advisors and candidates are invested in this process and have responsibilities regarding effective program advisement.

This document outlines the sequence of events and critical faculty advising issues involved in successful completion of the Teacher Education Program in the School of Education, Health, and Human Performance at the College of Charleston. Examples of program and advising forms referenced in this document are included at the end. Both new and current faculty members are encouraged to review this document to maintain current understanding of the teacher education program sequence and student requirements. This is a living document that will change as we continually strive to become even better at supporting and preparing our prospective teachers.
FACULTY ADVISEMENT RESPONSIBILITIES

1. Become familiar with
   a. The course of study sequence/requirements in your primary content area,
   b. Teacher education admission/provisional admission procedures and paperwork,
   c. Teacher education requirements for certification recommendation and non-standard testing accommodations,
   d. Family Educational Rights and Privacy Act (FERPA) regulations, and
   e. Teacher Education Program standards and dispositions.

2. Attend at least one informational meeting for candidates preparing to enter clinical practice in order to become familiar with candidates’ requirements for progression through the Teacher Education Program.

3. Attend at least one clinical practice (CP) supervisors’ meeting to familiarize yourself with CP requirements and supervisors’ duties.

4. Meet with each advisee at least once per semester. If they do not schedule a meeting, initiate one via email or phone.

5. Respond to student/candidate phone calls or emails within 24 to 48 business hours. Leave notification on phone or email when you will not be available.

6. Send/forward email reminders of important deadlines to advisees.

7. Keep regular office hours and post hours each semester on your website and door.

8. Get to know advisees. Actively encourage and then listen to candidate questions and concerns.

9. Prior to appointments
   a. Review candidate advising file from OSSC and previous notes (in EDASYS)
   b. Review candidate current admission status or candidate’s current degree audit.

10. Demonstrate how to use candidate advising tools if candidates have questions.

11. Plan candidate’s coursework for upcoming semesters.

12. Plan and check the status of other candidate requirements (signing up for CP, taking required standardized tests).

13. Record notes in EDASYS after advising meeting for follow-up.

STUDENT/CANDIDATE ADVISEMENT RESPONSIBILITIES

1. Contact faculty advisor by phone or email to make an appointment for advising every semester and as needed. If you are a secondary education candidate, be sure to see both your content area advisor and your education advisor.

2. Prepare for advising appointment:
   a. Bring a copy of most current degree audit (from Degree Works) to appointment.
   b. Be prepared to discuss any academic problems or concerns. Bring a list of any questions you may have.
   c. Be prepared to discuss scheduling and options for the upcoming semester.
   d. Be an active participant in the planning process. Be familiar with program and certification requirements. Ask questions if you don’t know.
   e. Show up for advising appointments prepared and on time.

3. Follow up on referrals and inform your advisor of the outcomes of those referrals.

4. Use campus services such as the Center for Student Learning and the Career Center.

5. Keep up with all program deadlines.

6. Check email regularly. Attend to all emails/notices from the teacher education program and your advisor.

7. Attend all mandatory candidate meetings.

8. Be aware of your rights under FERPA.

9. Accept responsibility for your decisions and actions.
SEQUENCE OF EVENTS IN A TEACHER EDUCATION PROGRAM

from
Education Major Declaration
to
Recommendation for SC Certification to Teach

1. Students declare their major in education with the Office of Student Services and Certification (OSSC)
   a. Declaring a major is not the same as applying for admission to the Teacher Education Program; declaring a major is only declaring intent to pursue the major once admission requirements have been met.
   b. Students interested in becoming secondary teachers should declare majors in both education and their chosen content area; they will have an advisor in both major areas. It is important to see the content area major advisor as well as the education advisor.
   c. Before students enter the College of Charleston as freshmen or as transfer students, they have an opportunity to explore the major of interest. The School of Education, Health, and Human Performance holds information sessions for these students before they begin their first semester at C of C. At this point, students may choose to major in education; however, many students explore options for their major fields during the first few semesters of their career at C of C.
   d. First, students interested in declaring education as a major contact by email the Student Services Program Coordinator in the Office of Student Services and Certification (OSSC) to make an appointment to declare a major in education.
   e. In order to change a major, a student should email the Student Services Program Coordinator to request a major change.
   f. Students meet with the Student Services Program Coordinator in OSSC to complete the declaration of major form. At this time the coordinator reviews Teacher Education Program admission requirements (See #2 below).
   g. The initial declaration process serves as an intake for candidates to the Teacher Education Program at the College of Charleston. EHHP only recommends successful program completers for certification, but the state of SC certifies teachers.
   h. The Student Services Coordinator reviews the student’s degree audit at declaration and advises the student how to read and interpret the degree audit for degree progress tracking.
   i. In order to review education program requirements with interested students and answer prospective candidate questions, the Student Services Coordinator visits each EDFS 201 class. This class, Introduction to Education, is typically taken during the sophomore year and is a requirement of the Teacher Education Program.
   j. The Student Services Coordinator assigns each declared student a faculty advisor, provides advisor contact information, advises the student to request the advisor’s office hours and availability for appointments, and encourages the student to meet with the advisor at least once each semester.
   k. ADVISOR CHECKLIST for the initial advising meeting for students who have declared a major but have not yet completed all admission requirements.
      i. Review student’s admission status to the Teacher Education Program.
         1. Does the student met GPA requirements?
         2. Have all disposition forms been submitted to OSSC?
         3. Has the student satisfied all standardized test requirements for admission? (See #2 below)
            a. If the student does not have passing scores in SAT/ACT and needs to take PRAXIS 1, see Information on PRAXIS 1.
4. What is the status of EDFS 201? Has student taken it, is it currently in progress, or when is student planning to take it? Student must earn a “C” or above in the course.

2. Students meet admission requirements to the Teacher Education Program.
   a. Admission to the Teacher Education Program requires successful completion of all admission requirements.
   b. Admission process must be complete before beginning any professional program coursework (any education courses beyond EDFS 201).
   c. Admission requirements:
      i. Students must complete a minimum number of general education requirements as determined by their selected program of study. See individual program sheets for course hours for each program.
      ii. Students must have a 2.5 minimum cumulative GPA.
      iii. Students must have passing scores on all three PRAXIS 1 tests OR minimum SAT/ACT scores.
      iv. Students must have completed EDFS 201: Introduction to Education with a grade of “C” or better. Students may begin education classes beyond EDFS 201 only when all admission requirements have been met and all general education coursework has been completed.
      v. Students must have submitted to OSSC three disposition forms completed by each of the following individuals:
         1. EDFS 201 instructor (entered into EDASYS by 201 instructor),
         2. One general education course professor (entered into EDASYS by OSSC), and
         3. Someone knowledgeable about the candidate’s involvement with children/youth (entered into EDASYS by OSSC).
      vi. Students must have on file in OSSC an Essential Tasks Statement and completed application form.

3. Students are approved for candidacy in the Teacher Education Program when all required documentation (see #2) is received in OSSC.
   a. OSSC sends an official letter of acceptance to the candidate.
   b. OSSC sets up an advising file for the new candidate and forwards it to the candidate’s faculty advisor.
   c. The advising file contains the following information:
      i. Degree audit (Degree Works) printed at the time of the student’s declaration of major,
      ii. A program of study worksheet completed by the coordinator at declaration,
      iii. A blank program planning form (see Tentative Sequence for Completion of Teacher Education Program),
      iv. Any initial intake notes from coordinator at declaration, and
      v. Qualifying scores printout for the SAT/ACT if the student is exempt from PRAXIS I.

<table>
<thead>
<tr>
<th>Standardized test options</th>
<th>SC minimum score requirements</th>
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<tbody>
<tr>
<td>PRAXIS 1</td>
<td>Reading: 175; Writing: 173; Math: 172</td>
</tr>
<tr>
<td>SAT 1</td>
<td>Math + Writing + Verbal = 1650</td>
</tr>
<tr>
<td>SAT (old version)</td>
<td>Math + Verbal = 1100</td>
</tr>
<tr>
<td>ACT</td>
<td>24</td>
</tr>
</tbody>
</table>

*Institutional code to have scores sent to C of C: R5113
*Institutional code to have scores sent to SCDE: R8108
*C of C receives Praxis I scores approximately 4-6 weeks after testing
d. ADVISOR CHECKLIST for follow-up advising meetings.
   i. Review student’s current degree audit.
      1. Is student maintaining EHHP requirements for cumulative and major GPAs? GPA calculators are available at http://undergrad.cofc.edu/academic-resources/gpcalculators.php
      2. Have all required courses been completed? Plan subsequent semesters based on missing coursework in degree audit.
      3. The degree audit assumes successful completion of all coursework in progress and provides a list of courses not completed as well as all courses accepted for transfer.
      4. Review earned hours. The minimum number of earned hours required for graduation from the College of Charleston is 122.
   ii. Plan coursework for upcoming semester/s and complete planning form (Tentative Sequence for Completion of Teacher Education Program). Retain a copy in student file and provide a copy to student.

4. Provisional Admission is determined from Students of Concern list
   a. Approximately two weeks prior to the end of each semester, OSSC initiates a review of admission status for students registered for education classes beyond EDFS 201.
   b. Students who have not yet met all criteria for admission are included on the list of Students of Concern. Students on the list must complete all unfulfilled requirements by the end of the current semester. Unsuccessful students are dropped from all education classes for the following semester.
   c. The department chair, associate department chair, and OSSC send a certified letter to each student who has been dropped from classes.
   d. A student may qualify for provisional admission in two circumstances:
      i. PRAXIS 1-Pre-Professional Skills Test (PPST): This provisional admission only applies if the deficiency is in one and only one test area, either mathematics, reading, or writing. A student who scores below cut-off score in more than one area will not be considered for provisional admission. The student must have successfully met all other requirements for admission. Provisional admission is for one semester only. Failure to meet all admission requirements by the end of the provisional semester (the date final grades are due) will result in removal of the student from the Teacher Education Program.
      ii. Overall GPA of 2.5: This provisional admission only applies if the overall GPA is at or above 2.4 but less than 2.5. A student whose overall GPA is below 2.40 will not be considered for provisional admission. The student must have successfully met all other requirements for admission. Provisional admission is for one semester only. Failure of the student to successfully meet all requirements for admission by the end of the provisional semester (the date grades are due) will result in removal from the Teacher Education Program.

5. Candidates work toward Clinical Practice and recommendation for certification
   a. Neither the College of Charleston nor the School of Education, Health, and Human Performance certifies candidates to teach.
      i. EHHP recommends for certification those candidates who have successfully completed all requirements for SC state certification (successful completion of all coursework, successful completion of CP, evidence of passing PRAXIS II test scores, and official college record containing awarded degree).
      ii. Once a candidate has been recommended for certification, OSSC sends the candidate a letter of intent. The letter states that the student has been recommended for certification in the state of SC and gives the area of certification. Students may use the letter of intent until grades and degrees are posted by the Registrar’s Office.
b. Clinical practice (CP), formerly known as student teaching, typically occurs during the last semester prior to graduation. Prior to CP, candidates participate in three field experiences in public schools, one each semester. Fields are intended to expose candidates to varied socioeconomic populations and to provide a graduated system of interaction with students and teachers in real classrooms. Each subsequent field experience provides the candidate with opportunities for more and more complex interaction with students, from observation, to working with individuals and small groups, and finally, to teaching lessons to groups of students.

c. During the second semester of education classes, or two semesters prior to the intended CP semester, OSSC holds a mandatory meeting for candidates. Four optional meeting dates are provided to candidates to accommodate diverse schedules. Candidates are not allowed to participate in CP if they do not attend one of these meetings. These meetings outline the deadlines and events critical to participating in CP and becoming recommended by EHHP for certification to teach in SC.

d. See included documents for a complete listing of these deadlines that are typically in late spring (April) for admission to the next spring’s CP (and October for the next fall’s CP).

e. Some of these requirements are the following:
   i. Application to participate in CP
   ii. Official application to the state of SC
   iii. Fingerprinting and results submission
   iv. Optimal time to take PRAXIS exams and which exams are required
      *Institutional code to have scores sent to C of C: R5113
      *Institutional code to have scores sent to SCDE: R8108
   v. Orientation to CP
   vi. ADEPT training

f. At the end of the semester prior to the CP semester, candidates receive an official letter from OSSC that includes information about their CP placement, their cooperating teacher and school, and the grade level/content area in which they will be teaching.

g. ADVISOR CHECKLIST for candidate advising meetings.
   i. Review candidate’s current degree audit.
      1. Is candidate maintaining Teacher Education Program requirements for cumulative and major GPAs?
         a. GPA calculators are available at http://undergrad.cofc.edu/academic-resources/gpa-calculators.php
      2. Have all required courses been completed? Plan subsequent semesters based on missing coursework.
      3. The degree audit assumes successful completion of all coursework in progress and then provides a list of courses still lacking. This document also lists all courses accepted for transfer.
      4. Review earned hours. The minimum number of earned hours required for graduation from the College of Charleston is 122.
   ii. Plan coursework for upcoming semester/s and complete planning form (Tentative Sequence for Completion of Teacher Education Program). Retain a copy in student file and provide a copy to student.
   iii. Has the candidate met critical deadlines for CP and recommendation for certification?