

## **COLLEGE OF EDUCATION ADVISOR HANDBOOK ADDENDUM TO THE ETSU ADVISOR HANDBOOK**

### **ACADEMIC ADVISING PROCESS**

#### **What is advisement in the College of Education?**

Advisement within the College of Education reinforces the university's commitment to development advising to provide ongoing advisement to students throughout their academic careers. Advisement within the College of Education is provided according to a student's academic pursuit. Undergraduate students who have declared themselves pre-education majors are advised primarily by the Professional Advisor, located in Room 321 Warf-Pickel Hall (439-7628). Once a student has been admitted to teacher education, a department advisor is assigned to continue the advisement from the point of admission through completion of the student's program of study.

Students pursuing the Physical Education major with concentrations in Exercise Science and Sports Management and Leisure Services are assigned advisors in their concentrations at the point of initial advisement within one of the concentrations. Early Childhood non-teaching, Special Education non-teaching and Human Development and Learning – Career students begin their advisement with the Professional Advisor and are instructed to see faculty advisors in their respective majors.

Graduate students are assigned advisors in their respective programs.

#### **Who should see an advisor?**

All students have an assigned advisor and should confer with that advisor regularly. ETSU has a mandatory advisement policy which states that all undergraduates with less than 60 earned hours must receive advisement to register for classes for the upcoming semester. Undergraduate students in the Departments of Curriculum and Instruction and Human Development and Learning follow the 60-hour advisement requirement. The Department of Physical Education requires advisement throughout the undergraduate program. New transfers with 60 or more earned hours and students on academic probation must meet with an advisor as well. All students will benefit by conferring with their assigned advisors on a regular basis. In the College of Education, the assigned advisor for all students who are not admitted to teacher education is the Professional Advisor. All students admitted to teacher education and those in non-teaching programs will see advisors in their respective programs.

#### **Why should I see an advisor?**

In summary of the preceding section, the reasons for seeking out an advisor include:

\*discussion of academic progress, educational goals, and future plans

- \*questions about requirements or changes in a major, minor, or electives
- \*exploration of career interests
- \*advisement preliminary to registration for next semester
- \*personal problems, especially those that might interfere with academic success

### **How can a student change advisors?**

An advisor can be assigned or changed by going to the program coordinator or department chair of the program in which the student is enrolled and requesting that another advisor be assigned. If the student is unhappy with the present advisor, the coordinator can assign another advisor.

## **COLLEGE OF EDUCATION UNDERGRADUATE ADVISEMENT PROCESS**

### **Introduction**

Since 1911, East Tennessee State University has prepared and recommended teachers for certification in Tennessee. The preparation of teachers, professional school personnel, and leaders in the community is still a major part of the ETSU mission. Over the years, the ETSU College of Education has become the leader in this role at both graduate and undergraduate levels in Northeast Tennessee.

The undergraduate role of the ETSU College of Education includes the preparation of teachers and leaders in all of its majors. Teacher preparation programs are provided in Special Education (K-12), Early Childhood Development (PreK-3), Interdisciplinary Studies (K-8) and Physical Education (K-12). The College of Education also provides programs that do not lead to teacher licensure. These include Physical Education - Exercise Science or Sports Management and Leisure Services, Early Childhood – General and Special Education – General. The college provides professional education course work for Music, Health, Visual Arts, and Theater, all K-12, and secondary majors that are located in the Colleges of Business, Arts and Sciences, Applied Science and Technology, and Public and Allied Health. This handbook is designed to grow with the advisement system in the College of Education. Hopefully those who use it will gain a better understanding of the advisement process as well as a more comprehensive understanding of professional licensure. As of now the educational institutions are responsible for the total preparation of professionals in education from induction through licensure. With a thorough understanding of the advisement process and the programs with which we work, this system allows for flexibility in advisement and the addition of quality.

### **Tennessee Standards Change**

As of September 1, 1994, the College of Education began requiring all of its candidates to complete programs which meet the new criteria for licensure as required by the Tennessee Department of Education and the State Board of Education. Licensing criteria are no longer stated and implemented as "Minimum Standards". They now consist of sets of knowledge and skills approved and disseminated by the State Department of Education by order of the Tennessee Board of Education. Both General Education and Professional Education are described through sets of knowledge and skills rather than minimum standards. Each teaching field is supported by its own set of

knowledge and skills. In short, licensing is no longer based on specific courses. One course might satisfy several requirements and skills. You will note that the skills are listed in competency terms which allows greater flexibility and coordination of courses within the specialized fields of study. Knowledge and skills can reasonably be expected to be incorporated into every course we teach.

It is imperative that each department realize that as teacher education curricula are developed, evaluated, and utilized in the individual departments the new standards and the terminology are the core of the process.

As a result of this change, teacher education curricula must be developed, evaluated, and utilized differently in the teacher education process. As the change from minimum standards to knowledge and skills is implemented, it is imperative that advisors make every effort to 1) learn the knowledge and skills of their particular area and 2) learn how to apply them consistently in the process of their advisement of students. Experience in advising will enhance understanding of the knowledge and skills base and its application in advising.

### **Declaration of Intent**

All students wishing to pursue professional licensure in education must file a Declaration of Intent as follows:

\*Complete a declaration form with the Professional Advisor in the College of Education, Student Services Office, Room 321, Warf-Pickel Hall.

\*All students must file a Declaration of Intent as soon as they reach a decision to enter teacher licensure.

\*At the point of filing a Declaration of Intent, all students will have their academic work reviewed by the Professional Advisor.

\*Post-baccalaureate students will be expected to declare their intent to pursue professional licensure during their first term of enrollment

### **Advisement Responsibilities of the Student Services Office**

\*Orienting and providing advising all undergraduate students (continuing, new, returning, and transfer,) who have not been admitted to Teacher Education.

\*Maintaining individual student files for all students enrolled as undergraduates, graduates, post-baccalaureates, and certification-only candidates

\*Providing on-going advisement to each student until he or she is admitted to Teacher Education or decides to pursue another major

\*Providing lists for each department of all students who have satisfied the academic and test requirements for admission to Teacher Education, which include the following:

-Completion of EDFN 2100, Orientation to the Profession of Education, with a

grade of "C" or better;

-Completion of EDFN 2300, Foundations for Teaching, or AHSC 2120, Foundations of Early Childhood, with a grade of "C" or better

-An ACT score of 22 or an SAT of 1020 or PPST scores of 174 in Reading, 173 in Math, and 173 in Writing, or computer-based testing (CBT) scores of 321 in Reading, 318 in Math, and 319 in Writing.

-A grade point average of 2.5 or above on all general education work as reflected in the calculate grade point average (excluding Developmental Classes).

-Completion of 30 semester hours of General Education courses as specified in the Admission Criteria.

After the Teacher Education Board interview at the department level, the appropriate department chair or program coordinator will assign advisors to those who are recommended for admission and notify the Professional Advisor regarding candidates accepted and/or not accepted.

The Professional Education Advisor will write a letter to those accepted, notifying them of their acceptance and of their assignment to an advisor. The Professional Advisor will set up individual meetings with students not admitted to the program in order to determine whether an appeal is in order or if the problem can be resolved in some other way, such as remediation. ***Students denied admission must remain under the advisement of the Professional Advisor until unconditionally admitted or until the students change to other majors.***

### **Responsibilities of Department Advisors**

The general responsibility of the department advisor is to guide each advisee through the completion of their chosen program of professional preparation. More specifically, their responsibilities include:

\*mentor advisee

\*maintain an academic file for each advisee

\*monitor the development of the portfolio

\*record advisement conferences by date and purpose (Students should be seen a minimum of once per term)

\*assist advisees with problems regarding the completion of their programs

\*originate course substitution forms when necessary

\*recommend advisees to student teaching when all prerequisite course work has been completed with eligible grades

\*specify the required subject and grade level for student teaching placement required for the teacher preparation program

\*assist advisees with the graduation process by providing signed copies of program completion forms for the Graduation Analyst

### **The Advisement Process for 7-12, 5-12, and K-12 Majors**

Students preparing to teach at 7-12, 5-12, and K-12 levels who are majoring in disciplines housed in other colleges will receive **academic advisement** from their parent college and **teacher education advisement** from the College of Education.

Academic advisors of 7-12, 5-12, and K-12 students should familiarize themselves with the knowledge and skills of their respective disciplines and utilize them in working with their advisees.

Students preparing at this level must:

\*Declare intent to pursue professional licensure by starting a file and completing the Declaration of Intent with the College of Education's Professional Advisor prior to the end of their sophomore year.

\*Complete EDFN 2100, Orientation to the Profession of Education, with a "C" or above during their freshman or sophomore year.

\*Complete EDFN 2300, Foundations for Teaching, with a "C" or above during the freshman or sophomore year.

\*Complete the 30 semester hours of General Education requirements as required in the Teacher Education Criteria with a calculated grade point average of 2.5 or above.

\*Meet one of the state mandated test score requirements.

\*Apply for admission to Teacher Education through the Professional Advisor in the College of Education when all pre-admission requirements are met.

When all of these steps have been satisfactorily completed, the appropriate teacher education department will conduct an admission interview. The Admissions Board Committee will consist of:

- a teacher from an appropriate instructional level of a public school
- faculty members from the department or program conducting the interview

The responsibility of the teacher education advising department toward candidates admitted include:

\*Naming of a teacher education advisor

\*Informing the Professional Advisor of admission status and advisor assignment

\*Determination of conditions when appropriate (*If the teacher education Board determines that conditions should be established for admission to teacher education, a recommendation should be made for the condition(s) and how it/they should be met. Any conditions placed on the candidate should be in written form and filed with the Professional Education Advisor.*)

Candidates not admitted to Teacher Education will meet with the Professional Education Advisor to determine how and when conditions can be met.

Upon completion of all requirements, candidates for Tennessee public school licensure are responsible for filing an application with the Certification Analyst (Forms are available in room 321 Warf-Pickel.)

## **ACADEMIC ADVISEMENT POLICY AND PROCEDURES**

The primary mission of the academic advisor is to be a processor of the student's academic record. Even in its most sophisticated context, academic advisement involves the development and management of the student's academic data file.

### **Management of Advisement Files by the College of Education**

#### **Responsibilities of the Professional Advisor:**

- \*Preparation and maintenance of student files
- \*Distribution of relevant materials to departmental advisors
- \*Transfer of permanent advisement folders to the coordinator of academic advisement for other colleges or schools when students elect to change from a teacher licensure major
  
- \*Communication with each student referred to the college or for academic assignment in order to assure clear understanding of academic policies, procedures, and requirements of the college
- \*Establishment of schedules for academic advisement conferences for students to assure reasonable convenience for all students during any term of study, with particular attention given the period preceding registration for each term

#### **Responsibilities of the Department Chair or Program Coordinator:**

- \*Assignment and recording of individual faculty advisors within the college or school after a student is admitted to a teacher education program
- \*Preparation of a report of advisor assignments to be filed with the Professional Advisor in order that these assignments may be recorded in the student's permanent file
- \*Distribution of relevant materials to advisors
- \*Reassignment of advisors within the program or department when circumstances indicate a need for such reassignment or the student requests reassignment, with notification of reassignment given to the professional advisor
- \*Communication with each student admitted to teacher education to assure clear understanding of academic policies, procedures, and requirements of the college
- \*Establishment of schedules for academic advisement conferences within the program or department to assure reasonable convenience for all students during any term of study, with particular attention given the period preceding registration for each term

## **SUGGESTIONS FOR EFFECTIVE ADVISING**

Students should be partners in the advising process not simply the recipients of advice.

**Common Goals Shared by the Advisor and Advisee Include:**

- \*Planning an educational program consistent with the student's interest and abilities
- \*Obtaining accurate information about the College's and University's programs, policies, and procedures
- \*Encouraging exploration of career alternatives
- \*Monitoring academic progress
- \*Meeting student needs through University support services

**(See ETSU Advisor Handbook, Section III, Academic Advising Rights and Responsibilities)**

**An Effective Advisor is One Who:**

- \*is genuinely interested in the student's welfare
- \*has a working knowledge of the various areas of the University and the characteristics of the program
- \*is accessible to students
- \*knows when and where to refer a student for assistance
- \*is an active listener

**PROACTIVE ADVISING**

**Availability**

Maintain and post office hours each semester for the purpose of advising students. Consider making contact through a note or phone call to encourage the student to see you should a problem arise. Instill a comfort level in which a student feels he or she may inform you of positive experiences, and not just when something goes wrong or it is time to register for another semester of classes.

**Information**

Be familiar with documents such as the Spectrum, Student Handbook, Schedule, Catalog, and college or departmental publications. Have them readily at hand should a question arise and do not be reluctant to look up an answer to a question or call another office for more information. Know the important dates and mark them on a calendar such as last day to drop, add, or withdraw. These are found in the semester schedule.

Maintain a file for each advisee which contains student records and anecdotal notes about meetings with the student, special concerns, reminders, correspondence, etc.

Transmit originals of pertinent forms to the College of Education Office of Student Services for inclusion in the student's permanent file.

**The Advising Appointment**

Before the student arrives, review the file to refresh your memory or acquaint yourself with his or her record. Pay special attention when advising for course work, to SAT/ACT scores, PPST scores, GPA, scholarships, special programs, and other relevant material. Introduce yourself and use the student's name often. Use small talk to put the student at ease and use humor when appropriate. You may want to ask about adjustment to campus, jobs, campus activities, or topics of common interest.

Be an active listener, use eye contact, and don't do all the talking. Help the student feel free to talk and ask questions or rephrase comments to show you are listening. Give your full attention to the discussion and remove distractions or partially close the door to your office if there is too much noise to concentrate or if the nature of the discussion is personal. Use criticism cautiously and avoid arguments.

Make suggestions and place responsibility for decisions with the student. Some prefer to be told what to do and would rather have someone else make the choices. Encourage the student to think ahead, consider alternatives, and make plans for the future. Discuss academic progress realistically and give positive reinforcement when appropriate and negative feedback in a manner that the student leaves with self-esteem intact.

### **LEGAL ISSUES INVOLVED IN ADVISING**

It is important advisors be familiar with documents such as the University Catalog and Student Handbook, which serve as an agreement regarding expectations on the part of both the student and the institution. Advisors should also be familiar with the College of Education Undergraduate Student Handbook. Advisors should exercise caution in making promises to students. In general, an advisor is not held personally liable for erroneous advising except in the cases involving gross negligence, irresponsible behavior, or arbitrary treatment. It is wise to keep notes of advice given, dates of advising sessions, and other pertinent information.

Since advisors maintain academic records on their advisees, they must understand the implications of the Family Educational Rights and Privacy Act of 1974 (FERPA), also known as the Buckley Amendment. This act give students the right to inspect most of their academic records and prohibits the disclosure of most of this information without the student's written consent. Only school officials with a legitimate educational interest may have access to these files. At ETSU, grades are available to the student and not to the parents or guardians.

The student's right to inspect academic records does not extend to personal notes placed in an advising folder by the advisor, if these notes are not shown to anyone else. If a change of advisor occurs, such personal notes should be removed from the file before sending to the new advisor unless you wish the notes to be open for inspection by the student as well.

Under the provisions of the FERPA, the University may release directory information unless the student has filed a "Request to Prevent Disclosure of Directory Information" in the Registrar's office. The Registrar's office notifies the Dean and department chairs each semester of students who have made such requests. Requests for information should be referred to the to the Registrar's Office.

FERPA also recognizes the advisor's right to privileged communications. In the process of assisting students, an advisor may discuss confidential information with other appropriate individuals who have a legitimate academic need to know of the concerns, e.g. deans, counselors, and academic support staff. Personal problems discussed with an advisor should remain confidential unless the student indicates an intention to cause harm to himself or herself or to someone else, in which case it is incumbent upon the advisor to contact the appropriate authorities, i.e. the Counseling Center, for assistance.

Any information about a student should not be disclosed to a third party, **including parents**, without written permission from the student. Requests for information should be referred to the Registrar's office.