ADVISING HANDBOOK

Guidelines for Faculty

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GENERAL INFORMATION

This handbook supports Peru State College faculty in their successful advisement of teacher education candidates. The handbook provides general information and strategies related to assisting candidates as they move through each teacher education checkpoint.

While it is the advisor’s responsibility to be familiar with academic requirements for the major and admission to teacher education, it is ultimately the student’s responsibility to ensure that he/she meets all requirements and checkpoints in a timely manner.

Should you have questions related to the requirements for admission to teacher education, student teaching, and/or program completion checkpoints, please visit the corresponding sections. If this handbook does not provide the information you need, please communicate with the Dean of Education.

Assignment of Advisees

The assignment of advisees occurs within each School by the Dean and his/her staff. When the School of Education receives information from Student Records, the assignment of the student is based upon the student’s major and the availability of faculty advisors. Once an advisee is assigned, this designation will change unless the student changes his/her major or the advisor is no longer available at PSC.

Communication with Advisees

When an assignment is made you should email to the advisee to open the line of communication and welcome the student. You can send a welcome email to all of your advisees by accessing your advisee list in NeSIS. This list allows you to select one or more advisees to communicate with them regarding information you may wish to share.

Prior to course registration each term, you should email advisees and invite them to communicate with you. Faculty are responsible for removing the advising hold for their advisees each semester (excluding summer term) once they have communicated with the advisee regarding the courses they plan to take the following semester.

Course Load Restrictions

When a student wants an overload, follow these steps:

1. The student MUST first enroll in the courses that he/she wants to take, up to the 18 credit limit. This way, those courses will already be in the system and documented as part of the full load.

2. The student should then copy/paste that list of courses into the e-form on the web at www.peru.edu/education/studentforms and also the course for which they are requesting the overload, which will then be sent to you.
3. As the advisor, you need to confirm that the GPA is at least 3.5 by checking myPSC. If so and you approve of the overload, forward the student’s e-form to the Dean for consideration and further processing.

If a student is enrolled in ENG 100 or MATH 100, the maximum number of credit hours he/she can enroll in for the semester is 14 credit hours. Academic probation is listed under Holds in the Campus Community part of myPSC; any student on academic probation will be limited to 14 credit hours the following semester.

**Availability for Advisement**

Each faculty member will have office hours clearly established on his/her faculty web page, office door, and course syllabi. These hours mean that you are in your office during the posted times and available for phone calls or visits from advisees. In addition to holding posted office hours faculty should check voicemail and email regularly [at least once each business day M-F]. An advisee should expect a response from you within 24 hours during the week.

During pre-registration a large number of advisees will contact you to discuss the courses they plan to take, remove the advising hold and update their programs of study. Please provide additional times when you are available to assist them in their planning. A signup sheet of days/times is very helpful and allows candidates to easily make appointments with you during this busy time.

**NeSIS for Accessing Information**

Training in NeSIS (MyPSC) will be provided to enable faculty to use the system to get information and provide advising assistance. Most of the information may be found in the Advisee Student Center and Class Search.

**DEGREE REQUIREMENTS**

**Progress Sheets**

Each student’s catalog can be verified on the academics tab or the academic requirements portions of myPSC. The progress sheets section of the Student Records web page provides blank progress sheets for each major and various catalogs. These progress sheets are best used as snapshots of advisee progress through the major’s requirements. If you have questions, please ask.

**Academic Requirements (Degree Audit)**

NeSIS (myPSC) is the primary vehicle for advising; utilize this system for monitoring progress and planning programs of study. The academic requirements/degree audit can be accessed through the advisee student center in myPSC. Find the advisee using the search function or
from the list of advisees. Choose academic requirements from the drop-down menu and click on the “Go” arrow next to that option.

Transfer Courses to Complete a Major

Should a student wish to take a course from another institution once he/she has begun a program at PSC, he/she will need to request approval for the course to count toward a degree requirement. The e-form to request approval of alternative courses may be found at www.peru.edu/education/studentforms. This e-form will be submitted to Dean for consideration, then forwarded along to student records should the course be approved. Candidates who enroll in courses without receiving prior approval should be aware that the course may not be accepted for his/her program at PSC. Please note that 24 of the degree’s last credit hours must be earned at Peru State.

Continuous Enrollment

If a candidate sits out more than one semester and does not take any courses at Peru State, he/she will be asked to move to the most recent catalog for his/her program. One semester of sitting out does not negatively impact the candidate; a year or more automatically moves them to the new requirements which could mean the need to complete additional coursework.

If a student who has remained enrolled in a program chooses to add another major, that student can meet the requirements for the added major under the original catalog year instead of having to meet new catalog requirements.

General Studies

The General Studies requirements include courses needed to obtain a degree from PSC. They must be completed with a grade of D or higher and with an overall GPA of 2.0. Teacher education candidate must have a GPA of 2.75 for certification requirements. Every student takes Coll 101 unless he/she has already completed at least 30 credits of coursework. Keep in mind that several general studies courses may be fulfilled with courses required for specific majors; see the Specific Program Information section on the next page for further information.

Transfer students who have earned an AA, AS, BA, or BS degree from an accredited institution meet all Peru State general studies requirements. AAS degrees do not count – those candidates must meet each required general studies course to earn a degree from PSC.

Endorsement Requirements

The courses specific to that endorsement program must ALL be completed prior to student teaching with the exception of Educ 420 Student Teaching Seminar which is taken during the student teaching semester. There is no exception to this policy, as it is the expectation that a highly qualified student teacher has completed all content and pedagogy coursework for the endorsement(s) in which he/she will be student teaching.
If the candidate is completing more than one endorsement for certification, the required courses for each endorsement must be fully completed prior to the student teaching semester. The student teaching experience will then be divided based on the endorsements being completed.

Specific Program Information

Early Childhood/Early Childhood Inclusive Education:

✓ EDUC 305 is a pre-requisite course for EDUC 402.
✓ EDUC 308 is a co-requisite for Educ 336.
✓ SPED309 practicum is a co-requisite course for SPED 405.
✓ General Studies – EDUC 315 for Technology; PSYC 250 for Social Science

Elementary Education:

✓ EDUC 301, 302, 325, 326, 327, and 328 are all co-requisite courses that must be taken during the same semester.
✓ EDUC 334 is a pre-requisite course for EDUC 403.
✓ Content knowledge courses must be completed on the back side of the sheet. Note that in addition to all of the minimum credit requirements for each content area, the top four content areas must equal 30 credits or more.
✓ These content knowledge courses go directly toward the general studies requirements and fit the following slots:
  Composition – ENG101/ENG 201
  Speech – any speech course
  Math – any math course and statistics courses; recommend MATH 110
  Science – any biological science and physical science
  Social Science – HIST 113/114, PSYC 250, other social science courses
  Fine Arts – ART 308 and MUS 251
  Physical Education – HPER 322
✓ Based on the list above, the number of general studies courses that an ELED candidate has to complete are mandated by the content knowledge courses needed for the program. This is why it is very important to ensure that the students refer to the content knowledge courses for elementary education when choosing general studies courses. Any other plan will likely lead to extra general studies courses that add unnecessary time and expense.
✓ Elementary content knowledge courses are included in the Content Knowledge GPA; the grades for these courses must be C or higher and must also be high enough to earn the minimum GPA requirements needed for admission to teacher education and student teaching.

Middle Grades Education:

✓ EDUC 304 is a co-requisite course that must be taken with EDUC 425.
Content courses are identified for each area of specialization. A minimum of two areas must be completed by each candidate.

A number of general studies courses that a middle grades candidate has to complete are mandated by the content knowledge courses needed for the program. This is why it is very important to ensure that the students refer to the content knowledge courses for middle grades when choosing general studies courses. Any other plan will likely lead to extra general studies courses that add unnecessary time and expense.

Health & Physical Education:

- EDUC 312 & HPER 317 are co-requisite courses for HPER 315; all three are offered each spring.
- MATH 112, PSYC 250, and EDUC 315 fulfill general studies requirements for HPER majors.
- Be aware of the fall/spring rotations for HPER courses. Suggested programs of study may be found on the advising part of the School of Education web page.

Special Education:

- SPED 307 practicum is a co-requisite course for SPED 430.
- Be aware of the fall/spring/summer rotations of the special education courses.
- Take STATS 210 prior to SPED 300.
- SPED 300 (spring) and SPED 430 (fall or spring) are best taken within two semesters of student teaching.

All Majors:

- EDUC 400 must be taken the semester prior to student teaching.
- With the exception of EDUC 420 all courses for the major must be taken prior to student teaching.

CHECKPOINTS FOR ADMISSION TO TEACHER EDUCATION

Candidates are expected to meet these requirements in order to progress toward program completion and initial certification in the state of Nebraska. To assist and support the advisement of teacher education candidates, two types of documents are included in this handbook:

The Program Advising Form (see Appendix) is a checklist and planning guide to be used collaboratively by the advisor and advisee. It provides a checklist of required criteria and a blank 5-year plan to be used to select courses for each term.

The Student Teaching Application – Advisor Directions (see Appendix) provides detailed directions related to the successful advisement of candidates as they complete their student teaching application.
Program of Study Forms for each endorsement program are available on the School of Education website. Each form provides a suggested schedule of coursework to be completed each semester for each teacher education endorsement program. These forms can assist the advisor and advisee in successful planning. Please check course rotations as some courses are not offered each term.

Checkpoint 1 - Admission to Teacher Education

Typically students take general education courses during the freshman year at PSC. Students should take EDUC 208/209, SPED 200, and EDUC 255 as soon as possible after earning sophomore standing.

Requirements for admission to TE include:

- GPA of 2.75 based on successful completion of 54 or more credits
- Completion of a composition course and a math course with a grade of C or higher
- Completion of preadmission education core courses (grade of C or higher)
  - EDUC 208
  - EDUC 209
  - EDUC 255
  - SPED 200
  - PSYC250
- Passing scores on Praxis CORE (156 Reading, 150 Math, 162 Writing)
- No more than one disposition deficiency form on file
- Two successful faculty interviews
- Successful background check

All candidates who apply for admission to teacher education must complete a background check through OneSource. The School of Education will notify the candidate once all other admission requirements have been met and the candidate is otherwise ready to be admitted to teacher education. Please do not encourage the candidate to complete the background check until he/she is notified, as the check must be completed within a specific time frame prior to admission. A successful background check is required prior to admission; if a candidate’s background check is flagged for one or more violations under Nebraska Department of Education Rule, he/she will be referred to the Nebraska Department of Education.

Provisional Enrollment Requests

Candidates who want to take restricted courses in Education but who, for some reason, have not yet been admitted to teacher education can request a provisional enrollment approval for specific courses for one term. In order for provisional enrollment in restricted courses to be approved, the student MUST have passing Praxis Core (or PPST) scores on file. If this condition is met, a request e-form is completed and submitted to the School of Education Dean for consideration, along with the candidate’s program of study and letter of request. If the provisional enrollment is approved, permission codes will be issued and instructions for how to enroll using the permission codes will be sent to the student. Students are allowed to enroll provisionally for ONLY ONE semester. Please refer to www.peru.edu/education/studentforms for the provisional enrollment request e-form.
Should a candidate request courses that include a practicum component, he/she can be approved to take the course; however, a background check will need to be completed at the time of approval for enrollment in addition to the one required for admission to teacher education. Since the candidate has not yet met admission requirements, the background check is required to ensure that he/she is eligible to be in the classroom. Please note this for any advisee who wishes to take a practicum course under provisional enrollment status for it will cost additional funds to complete the extra background check.

**Checkpoint 2 - Admission to Student Teaching:**

Candidates who believe they will be eligible to meet all requirements for student teaching should complete an application for admission to student teaching. The application and all related documents should be submitted by the application deadline listed on the student teaching part of the School of Education web page.

In order to be eligible to apply for student teaching, the candidate must be fully admitted to teacher education by the date on which graduation applications are due (October 1 or March 1). No exception will be made to this policy, as a candidate who has not demonstrated successful completion of this checkpoint cannot be considered for student teaching.

The criteria that needs to be met to be eligible for student teaching includes:

- Submission of application for student teaching (along with supporting documents)
- Admission/retention in teacher education
- Successful completion (grade of C or higher) of all coursework listed on program endorsement progress sheets
- Content knowledge GPA of 3.0 for each respective endorsement
- Successful completion of the candidate portfolio check in EDUC 400
- Successful Background Check as completed by One Source

Each of these requirements must be met, or evidence provided to document that each will be met by the beginning of student teaching, in order for the Director of Field Experiences to begin the placement process. Should a candidate be missing one or more criteria at the time of application, the Director of Field Experiences will email the candidate to inform him/her of the deficient aspects of the application.

The advisor will be included in the email so that you are aware of any deficiencies that have been documented, so that you can assist the candidate in successfully meeting them by the time the student teaching experience begins.

While many of the requirements can be met between the time of the application and the beginning of student teaching, the content knowledge GPA needs to be monitored much sooner than the time of application.
Please make sure that your advisees are aware of the need to do well in their endorsement courses and assist them in computing their GPAs if a concern is warranted. Realizing the content knowledge GPA is too low during the final semester prior to student teaching is too late to counteract without delaying student teaching.

To further assist you in your advisement of candidates who are ready to apply for student teaching, please use the Student Teaching Application – Advisor Directions referred to above. It provides detailed information for this important checkpoint.

**Checkpoint 3 - Program Completion:**

Candidates submit the application for graduation at the same time as the application for student teaching as both have identical deadlines. Should a candidate successfully meet requirements for student teaching, he/she should usually only have to successfully complete student teaching and the correlating seminar. Please remember that a candidate might have a general studies course yet to complete to meet graduation requirements. Please assist the candidate in realizing that he/she needs to complete any deficient degree requirements within a semester of completing student teaching in order to avoid meeting any changes in requirements.

To successfully complete student teaching, all candidates will have to receive a mean of 2.75/4.0 on their final student teaching evaluations from their cooperating teacher and college supervisor. A mean of less than 2.75 will result in no credit for the experience. Candidates who receive a mean of 2.0 at midterm will be placed on a remediation plan that is developed to identify the areas in which he/she need to improve.

In addition to meeting degree requirements, all candidates must pass the Praxis II in their respective content area(s) as a certification requirements. Minimum scores have been set by the State of Nebraska and are available on the ETS website.

Once a degree has been conferred by Student Records, the Certification Officer will complete the paperwork for initial certification which requires an official transcript documenting completion of the degree.
Appendices

Program Advising Form

Student Teaching Applications - Advisor Directions
Student Name: ____________________________________  Student ID# __________________
Advisor: ________________________________________  Anticipated Grad Date: _____________

Program Checkpoints:

Admission to Teacher Education Criteria:

- Complete minimum of 54 credits
- Complete math course
- Complete composition course
- Complete Psyc 250
- Complete Educ 208
- Complete Educ 209
- Complete Educ 255
- Complete SpEd 200
- Earn cumulative GPA of 2.75 or higher
- Pass Praxis Core
  - Reading 156
  - Math 150
  - Writing 162
- Completed two faculty interviews
- Complete/pass background check

Admission to Student Teaching Criteria:

- Successfully admitted to TE
- Complete all courses in major
- Complete all courses in Educ
- Complete all Core Comp coursework
- Retain cumulative GPA of 2.75 or higher
- Earn content knowledge GPA of 3.0 or higher
- Earn at least 80% on LiveText portfolio (Ed 400)
- Complete/pass background check

Program Completion Criteria:

- Successfully complete student teaching (2.75/5.0)
- Successfully complete LiveText portfolio (80%)
- Complete all courses for degree program
- Retain cumulative GPA of 2.5 or higher
# PROGRAM OF STUDY PLANNING SHEET

## Freshman Year - Proposed Program of Study

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## Sophomore Year - Proposed Program of Study

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## Junior Year - Proposed Program of Study

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## Senior Year - Proposed Program of Study

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## Fifth Year - Proposed Program of Study (if needed)

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Student Teaching Application - Advisor Directions

As a faculty advisor for a teacher education candidate, you are an integral part of the process of applying for student teaching. Please read the following information carefully in order to effectively advise candidates during this point in their programs.

The candidates should submit their student teaching application materials to you prior to the deadline for applications. Applications for fall student teaching are due by the **third Friday of January during each spring term**; applications for spring student teaching are due by the **second Friday in September during each fall term**. When reviewing materials, be sure to do the candidate has done the following:

1. **Graduation Application Page** – Make sure all parts are complete with date of graduation marked. Mark all endorsement areas as majors; coaching is an endorsement. A minor field is rare in teacher education. The student teacher signs and dates the document. A payment of $30 is documented by either a receipt from Business Office (attach) or the Business Office marks directly on the application. The Director will make sure that the graduation applications are submitted to the Office of Student Records prior to their October 1 (for spring student teachers) or March 1 (for fall student teachers) deadline. **NOTE: Advisors cannot mark the receipt portion at the bottom of the page, nor should the advisor sign on the signature line reserved for the Dean.**

2. **Student Teaching Application Cover Sheet** – Make sure all parts are completed. If student teaching in more than one endorsement area, the student teacher needs to complete a cover sheet for each endorsement area. On the first sheet, one major is listed as #1 and the other is #2; the order should be reversed on the 2nd cover sheet. Make sure middle grades cognate areas (2) are listed. Do not sign at the bottom until you have checked **everything on the entire student teaching application.**

3. **Preferences Page** – Student teachers should avoid school buildings in which they have connections. Make sure any connections to the school district (for the preferred buildings) are listed and the student teacher signs signifying he/she has read the form. Only one preference page is needed regardless of the number of endorsements. **DO NOT** lead the student teacher to believe the Director of Field Experiences will place him/her in a school building where there are connections.

4. **Resume** – The Director will accept a one- or two-page resume. Check for content, formatting and mechanics. Make sure the quality of the print is good; watermark or other nicer paper is not required as this will be photocopied. Do not list references because they will not be included. Make sure the education and practicum placements are listed toward the beginning of the document.

5. **Essays** – Read through each essay for content that matches the question, is professionally written, and contains no mechanical errors.
6. Copies of Progress Sheets – Student Records will send the original progress sheets to the Director of Field Experiences. Student teachers will be contacted to pick up a copy of the progress sheets from the Director prior to meeting with the advisor. Check the following, then sign and date at the bottom of each page:

- First page – Make sure all majors are correct. I usually highlight any major I add in yellow. Will the student have 125 credit hours when finished with student teaching? Will the student have at least 40 credit hours of 300- and 400-level courses? Will the student have a GPA of 2.75 when going into the student teaching semester?

- General Studies Page – General studies courses are considered complete if the left side part is marked as having an AA, AS, BS, BA, MS, or MA degree (NOT AAS); then all that needs to be completed are the graduation requirements on the far right side. If something is not marked and the student knows he/she took it, use a POST IT to note that course and when/where it was taken. Remind the student to get official transcripts for non-PSC courses to the Office of Student Records. Check on all areas of general studies. Read all the instructions under each area, especially social science, science, and humanities. Someone can student teach with up to 12 hours of general studies left, but it is HIGHLY recommended that they avoid doing so for many reasons. Finally make sure each course grade is a “D” or above for general studies.

- Progress Sheet for the Major(s) – Only student teaching and the seminar (EDUC 420) should remain for the student teaching semester. Are the content knowledge (left side) grades high enough that an average score would be above 3.0 (beginning fall 2014)? Is the candidate fully admitted to teacher education or will he/she be eligible for full admission prior to October 1 (for spring student teachers) or March 1 (for fall student teachers)? Sign/date the page where it has a place for the person who completed the graduation evaluation.

- Back Side of the Elementary Education or Middle Grades Progress Sheets – Make sure all courses will be completed prior to student teaching. Check the GPA there as well, as it must be above 3.0 (fall 2014). Courses on the back side of the elementary and middle grades progress sheets (along with core competency courses) may also be used for general studies courses.

- Are the course substitutions allowed on the transfer guides from the Office of Student Records (see web page)? If not, there should be course substitution forms for the other courses that are transferred in (for ease of processing these applications)?

Thank you for your assistance and guidance in this process. If you have other questions, please e-mail Ms. Patricia Rippe, the Director of Field Experiences, at prippe@peru.edu.