



CHARLESTON SOUTHERN UNIVERSITY

School of Education

Handbook for Master of Education in Elementary Education

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Integrating Faith in Learning, Leading and Serving

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Introduction

Charleston Southern University's School of Education in compliance with the standards established by the South Carolina Department of Education, the National Council for Accreditation of Teacher Education, and recognized professional specialist associations offers the Master of Education in Elementary Education. The primary goal of this program is to advance the professional growth of competent, caring, and committed educators. Following the propositions and procedures established by the National Board for Professional Teaching Standards, teachers complete advanced coursework that incorporates inquiry and reflection and fosters leadership in education. While becoming a National Board Certified teacher is not a requirement of the Master of Education degree, many graduates choose to pursue this goal.

This handbook will serve as a guide to understanding the policies, procedures, and regulations of the program. Candidates must adhere to the unit benchmarks that are identified in the Graduate Catalog. The administration and faculty will monitor candidates throughout the program to determine readiness to move to the next stage of graduate study. Upon successful completion of all requirements the Dean will recommend the awarding of the Master of Education degree.

Vision and Mission

The School of Education has as its **vision** the preparation and sustained development of candidates who are “called to serve as competent, caring educators committed to student success.” Candidates who are **called to** the education profession accept the ethical responsibility to practice and model integrity and Christian values in creating safe and effective learning environments for all students. **Competent** educators *learn* continuously and systematically to demonstrate the knowledge, skills and dispositions to create and manage supportive learning environments that result in increased student learning. **Caring** educators who are taught to see the connections between their daily work and Christian faith *serve* sensitively and effectively in their roles as educators. They intentionally view their lives as a form of Christian service and strive to provide the best environments to meet the diverse needs of all students and the broader educational community. Educators who are **committed** to student success are advocates for children— learning, leading and serving in ways that support the entire educational community in its pursuit of quality education and increased learning for all.

The primary **mission** of the School of Education is to *prepare professional educators who, guided by a strong sense of community and the integration of their faith, are academically strong, pedagogically skilled, and morally committed to educating in a wide range of culturally diverse learning environments*. We strive to be a School of Education where faculty, staff and students are engaged in significant collaborative work and ongoing involvement and service in the public schools to improve education. We seek to inspire educators to value learning as well as the learner as they serve as teachers and leaders in culturally diverse learning environments. We encourage candidates to see the connections between their daily work and Christian faith so that they will not only have the content knowledge, skills and dispositions that they need to be successful in a career but also they will be able to view their whole lives as a form of

ministry. The SOE mission is reinforced professional education courses, clinical settings, content specialty courses and other extracurricular candidate experiences. Our mission is fulfilled through our three graduate programs: Master of Elementary Education, Master of Education in Elementary Administration and Supervision and Master of Education in Secondary Administration and Supervision.

The National Board for Professional Teaching Standards

The National Board for Professional Teaching Standards (NBPTS) was created in 1987 after The Carnegie Forum on Education and the Economy's Task Force released **A Nation Prepared: Teaching for the 21st Century**. The Five Core Propositions form the foundation and build knowledge, skills, dispositions and beliefs that characterize National Board Certified Teachers.

Proposition 1: Teachers are Committed to Students and Their Learning

- They are dedicated to making knowledge accessible to all students. They believe all students can learn.
- They treat students equitably. They recognize the individual differences that distinguish their students from one another and they take account for these differences in their practice.
- They understand how students develop and learn.
- They respect the cultural and family differences students bring to their classroom.
- They are concerned with their students' self-concept, their motivation and the effects of learning on peer relationships.
- They are also concerned with the development of character and civic responsibility.

Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students

- They have mastery over the subject(s) they teach. They have a deep understanding of the history, structure and real-world applications of the subject.
- They have skill and experience in teaching it, and they are very familiar with the skills, gaps, and preconceptions students may bring to the subject.
- They are able to use diverse instructional strategies to teach for understanding.

Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning.

- They deliver effective instruction. They move fluently through a range of instructional techniques, keeping students motivated, engaged and focused.
- They know how to engage students to ensure a disciplined learning environment and how to organize instruction to meet instructional goals.
- They know how to assess the progress of individual students as well as the class as a whole.
- They use multiple methods for measuring student growth and understanding, and they can clearly explain student performance to parents.

Proposition 4: Teachers Think Systematically about Their Practice and Learn from Experience.

- They model what it means to be an educated person—they read, they questions, they create and they are willing to try new things.
- They are familiar with learning theories and instructional strategies and stay abreast of current issues in American education.
- They critically examine their practice on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice.

Proposition 5: Teachers are members of Learning Communities.

- They collaborate with others to improve student learning.
- They are leaders and actively know how to seek and build partnerships with community groups and businesses.
- They work with other professionals on instructional policy, curriculum development and staff development.
- They can evaluate school progress and the allocation of resources in order to meet state and local education objectives.
- They know how to work collaboratively with parents to engage them productively in the work of the school.

Conceptual Framework Standards and Performance Indicators

The School of Education at Charleston Southern University operates within a unified conceptual framework to prepare candidates who are called to serve as Competent, Caring and Committed Educators. The conceptual framework guides all our undergraduate and graduate programs, syllabi, teaching, service, scholarship, assessment, and unit accountability. Collaboratively developed both institutionally and within the School of Education's greater educational community, the framework constitutes what we believe to be a highly qualified professional who will contribute positively and productively to programs and practices that are in the best interest of students and the broader community. Three major standards across all programs comprise the conceptual framework and support the unit's programs and actions. These standards are assessed by specific **performance indicators** aligned to the standards of professional organizations such as INTASC, NCATE, NBPTS, ELCC, ACEI, and content areas; state curriculum standards, South Carolina assessment standards (ADEPT & PADEPP); and the unit's vision and mission outlined in the *CSU Handbook for Educational Administration* and the *CSU Handbook for the Master in Elementary Education*. All programs are approved by the South Carolina State Board of Education. The Elementary Education program is aligned with NBPTS. The Educational Administration and Supervision programs are recognized by ELCC. The School of Education at Charleston Southern University is nationally accredited by the National Council for Accreditation of Teacher Education (NCATE).

Upon completion of the program, competent, caring, and committed individuals will demonstrate and provide evidence they possess the knowledge, performance behaviors, and dispositions to meet the ever-changing social, emotional, and academic needs of diverse school populations. The primary goal of the Master of Education programs in Elementary and Secondary Education is to advance the professional growth of teachers called to serve as competent, caring and committed educators. Following propositions and procedures established by the National Board for Professional Teaching Standards (NBPTS), the School of Education in collaboration with the other schools and colleges on campus offers programs of study designed to refine teachers' understanding of their discipline, enhance their classroom teaching skills and encourage their leadership in the larger educational community. Graduates of the program are expected to exhibit a commitment to lifelong learning based on an understanding of how to utilize an ever expanding knowledge base and the evolving nature of best practices to meet the needs of diverse learners. Additionally, as candidates complete coursework that incorporates the processes of systematic inquiry, reflection and collaboration into class activities and assignments, they are given opportunities to develop the skills and knowledge necessary to seek National Board Certification for teachers. While becoming Board Certified is not a requirement for the master's degree, graduates may choose to pursue it as a personal goal.

Specific standards and performance indicators for the Master of Education in Elementary and Secondary Education are aligned to the NBPTS's Five Core Propositions as outlined in the *CSU Handbook for Master's in Elementary Education*. These propositions define what accomplished teachers should know and be able to do. Upon completion of their programs of study, candidates will (1) be committed to students and their learning, (2) know the subjects they teach and how to teach those subjects, (3) be responsible for managing and monitoring student learning, (4) think systematically about their practice and learn from experience, (5) be members of learning societies.

Listed below are the CSU standards and performance indicators for the Master of Education in Elementary and Secondary Education.

1.0 The competent educator demonstrates the knowledge, skills and dispositions to create and manage supportive learning environments that result in expected student achievement. To this end, the accomplished teaching candidate:

CSU Evidence Indicators/Objectives	NBPTS Proposition	Courses
1.1 demonstrates a rich understanding of the subject(s) they teach and appreciates how knowledge in subject is created, organized, and linked to other disciplines and applied to real-world settings; develops the critical and analytical capacities of their students.	2.1	EDUC 646 EDUC 647 English 616 Math 606
1.2 commands specialized knowledge of how to convey and reveal subject matter to students; articulates its substance—factual information as well as its central organizing concepts—and the ways in which new knowledge is created, including the forms of creative investigation that characterize the work of scholars and artists.	2.1 2.2 2.3 3.1	EDUC 646 EDUC 647
1.3 commands specialized knowledge of how to convey and reveal subject matter to students; articulates its substance—factual information as well as its central organizing concepts—and the ways in which new knowledge is created, including the forms of creative investigation that characterize the work of scholars and artists	1.3 2.1 2.3 3.2	EDUC 646 EDUC 647 EDUC 632
1.4 demonstrates an awareness of the preconceptions and background knowledge that students typically bring to each subject and strategies and instructional materials that can be of assistance; understands where difficulties are likely to arise and modifies their practice accordingly	1.1 1.3 2.2	EDUC 611 EDUC622 EDUC 646 EDUC 647
1.5 assesses the progress of individual students as well as that of the class as a whole by employing multiple methods for measuring student growth and understanding; clearly explains student performance to parents; makes data driven decisions.	3.2 3.3 3.4	EDUC 611 EDUC 622 EDUC 646 EDUC 647
1.6 demonstrates multiple ways of knowing within a subject and are dedicated exposing students to different modes of critical thinking and to teaching students to think analytically about content; helps students develop higher-order thinking skills.	2.1 2.3 3.1	EDUC 611 EDUC 622 EDUC 646 EDUC 647
1.7 treats students equitably, recognizing the individual differences that distinguish one student from another and taking account of these differences in their practice; adjusts their practice based on observation and knowledge of students' interests, abilities, skills, knowledge, family circumstances and peer relationships; knows when and how to alter the social and physical organization structure of the learning environment.	1.1 1.2 1.3 1.4 2.3 3.2	EDUC 611 EDUC 619 EDUC 622 EDUC 646 EDUC 647 EDUC 662

CSU Evidence Indicators/Objectives	NBPTS Proposition	Courses
1.8 uses strategies to engage groups of students to ensure a disciplined learning environment and how to organize instruction to allow the school's goals for students to be met; demonstrates proficiency at setting norms for social interaction among students and between students and teachers; motivates students to learn and how to maintain their interest even in the face of temporary failure.	1.5 3.2	EDUC 611 EDUC 622 EDUC 646 EDUC 647
1.9 uses multiple integrated repertoires as ways to present the subject matter to students through analogies, metaphors, experiments, demonstrations and illustrations, investigations, discovery, lessons, uses resources including knowledge of available curricular resources such as primary sources, models, reproductions, textbook series, teachers' guides, videotapes, computer software, musical recordings, and technology; teaches for understanding by requiring students to integrate aspects of knowledge into habits of thinking.	2.2 3.1 3.2	EDUC 611 EDUC 632 EDUC 646 EDUC 647

2.0 The caring and reflective educator relates effectively and sensitively to the diverse needs of learners and creates a positive and productive learning environment through ongoing inquiry and reflection. To this end, the candidate the accomplished teaching candidate:

CSU Evidence Indicators/Objectives	NBPTS Proposition	Courses
2.1 critically examines their practice, seeks to expand their repertoire, deepen their knowledge, sharpen their judgment and adapt teaching to new findings, ideas and theories.	4.1 4.3	EDUC 611
2.2 demonstrates an awareness of the influence of context and culture on behavior; develops students' cognitive capacity and their respect for learning; fosters students' self esteem, motivation, character, civic responsibility and their respect for individual, cultural, religious and racial differences.	1.1 1.2 1.3 1.4 1.5 1.6	EDUC 622 EDUC 662
2.3 uses knowledge of how students develop and learn by incorporating the prevailing theories of cognition and intelligence into their practice; uses aligned standards to organize activities and processes.	1.3 3.2 4.2 5.4	EDUC 611 EDUC 622 EDUC 646 EDUC 647
2.4 acts on knowledge about specialized school and community resources that can be engaged for their students' benefit and demonstrates skill at employing such resources as needed; finds ways to work collaboratively and creatively with parents, engaging them productively in the work of the school.	5.1 5.2 5.3 5.5	EDUC 611 EDUC 619

3.0 The committed educator pursues learning experiences individually and collaboratively thereby demonstrating a true commitment to the profession and to seeking the best possible educational practices for ensuring success for all students.

CSU Evidence Indicators/Objectives	NBPTS Proposition	Courses
3.1 contributes to the effectiveness of the school by working collaboratively with other professionals on instructional policy, curriculum development and staff development; evaluates school progress and the allocation of school resources in light of their understanding of state and local educational objectives.	5.1 5.2 5.3 5.4	EDUC 608 EDUC 611 EDUC 601 EDUC 699
3.2 models expected dispositions and behaviors exemplifying the virtues they seek to inspire in students—curiosity, tolerance, honesty, fairness, respect for diversity and appreciation of cultural differences—and the capacities that are prerequisites for intellectual growth; the ability to reason and take multiple perspectives to be creative and take risks, and to adopt an experimental and problem solving orientation.	1.3 4.1	EDUC 601 EDUC 608 EDUC 662
3.3 strengthens their teaching through professional development opportunities, conferences, professional readings, leadership activities.	4.1 4.2 4.3 5.3	EDUC 601 EDUC 608 EDUC 611
3.4 demonstrates commitment to learning about new materials including keeping abreast of technological developments that have implications for teaching; draws on their knowledge of human development, subject matter and instruction, and their understanding of their students to make principled judgments about sound practice—making decisions not only grounded in the literature, but also in their experience—engages in lifelong learning which seek to encourage in their students.	4.1 4.2 4.3	EDUC 601 EDUC 608 EDUC 611 EDUC 632

Unit Benchmarks

Master of Elementary Education

Benchmark 1: Entry to Master of Elementary Education Program

1. Complete the orientation with the Director of Graduate Studies to review requirements for the Master of Education program and outline the program of study, course sequence of study, prerequisites, benchmarks, potential transfer credits, and obtain copy of program handbook.
2. Meet unit *Competent* Criterion on Dispositions Programmatic Rubric.

Benchmark 2: Completion of Term 1 – Initial Cohort Block

1. Complete initial cohort block (EDUC 646, EDUC 608, ENGL 616) with a grade point average of 3.0. Transferred courses will not be included in the calculation of the grade point average.
2. Candidates must be regularly accepted into the program by the end of Term 1.

Benchmark 3: Progression through Terms 2, 3, 4, and 5

1. Earn an overall GPA of 3.0 on all courses (EDUC 647, Math 606, EDUC 632, EDUC 611, EDUC 662, EDUC 619, EDUC 622, and EDUC 601).
2. Meet unit *Emerging Master* Criterion on Dispositions Programmatic Rubric.

Benchmark 4: Completion of Program – Term 6

1. Complete the capstone course, EDUC 699, with a “B” or better.
2. Complete all degree requirements for the university.
3. Meet unit *Master* Criterion on Dispositions Programmatic Rubric.

Master of Education in Elementary Education

Students Name _____ SS# _____

Courses	COMPLETED AT C.S.U. SEM/YEAR	GRADE	ACCEPTED BY TRANSFER FROM SEM/YEAR
EDUCATION CORE: 15 Hours From:			
Educ 601: Principles of Educational Research	_____	_____	_____
Educ 611: Foundations of Professional Development: Part One	_____	_____	_____
Educ 619: Parent and Community Involvement	_____	_____	_____
Educ 622: Assessing and Addressing Student Needs	_____	_____	_____
Educ 699: Issues in Teacher Leadership	_____	_____	_____

PROFESSIONAL EDUCATION: 9 Hours from:

Educ 632: Computers; Advanced Applications in the Elem/Sec School	_____	_____	_____
Educ 646: Language Arts/SS: Elem/Mid Sch	_____	_____	_____
Educ 647: Math/Science: Elem/Mid School	_____	_____	_____

SPECIAL INTEREST EDUCATION: 6 Hours :

Educ 608: Foundations of Education	_____	_____	_____
Educ 662: Issues & Perspective on Managing A Diverse Student Population	_____	_____	_____

CONTENT SPECIALITY COURSES: 6 Hours

English 616: Theories and Applications of Grammar and Composition	_____	_____	_____
Math 606: Concepts in Mathematics	_____	_____	_____

Director of Graduate Studies _____ Date _____

Student _____ Date _____

**RECOMMENDED COURSE SEQUENCE
MASTER OF EDUCATION IN ELEMENTARY EDUCATION**

Summer I

Education 608: Foundations, Issues and Trends in Education (online)
Education 646: Methods, Trends and Issues in Teaching Language Arts/Social Studies in
Elementary/Middle School
English 616: Theory & Application of Grammar and Composition

Summer II

Education 632: Computers: Advanced Application in the Elementary/Secondary School
(online)
Education 647: Methods, Trends and Issues in Teaching Mathematics/Science
Mathematics 606: Concepts in Mathematics

Fall

Education 611: Foundations of Professional Development
Education 662: Issues and Perspectives on Managing a Diverse Student Population
(online)

Spring

Education 619: Parent and Community Involvement
Education 622: Assessing and Addressing Student Needs (online)

Summer I

Education 601: Principles of Educational Research

Summer II

Education 699: Issues in Teacher Leadership

CHARLESTON SOUTHERN UNIVERSITY

CATEGORIES OF DISPOSITIONS

Professional dispositions are an integral part of the teacher education program at Charleston Southern University. All teacher candidates are expected to exhibit appropriate dispositions in and out of the classroom while at CSU and in PK-12 schools.

CSU Institutional Standard I: The competent educator demonstrates the knowledge, dispositions, and performances (or skills) to create, manage, and/or supervise supportive learning environments that result in expected and/or increased candidate achievement.

1. The candidate demonstrates professional responsibility at all times.

Indicators of professional responsibility:

- appropriate and effective actions in field experience settings
- commitment to success for all learners
- initiative and strong work ethic
- flexibility and openness
- effective time management skills
- professional dress and appearance
- acceptance of constructive criticism with immediate positive action on the suggestions

CSU Institutional Standard II: The caring and reflective practitioner relates effectively and sensitively to the diverse needs of all learners and creates a positive and productive classroom and/or school-wide learning environment through on-going, systematic inquiry and reflection.

2. The candidate demonstrates effective communication and collaboration skills in university and PK-12 school classrooms.

Indicators of Communication and Collaboration Skills

- responsive listening skills
- clear and appropriate written and oral language
- the ability to communicate with a variety of audiences/constituents
- skills, responsibility and sensitivity in working in collaborative situations
- a sense of inquiry, intellectual curiosity and effort

3. The candidate exhibits effective dispositions in working with diverse higher education and school faculty, peers, and diverse candidates in P-12 schools.

Indicators of Positive Response to Diversity

- respect and appreciation for differing opinions, insights, and cultural norms.
- respect for and responsiveness to the diverse abilities, backgrounds, skills, and interests of all learners
- respect for the needs and differences of families and communities
- desire to reach all candidates, especially those who have special needs and challenging circumstances

CSU Institutional Standard III: The committed professional pursues personal and professional learning experiences alone and collaboratively on an ongoing, systematic basis thereby demonstrating a true commitment to the profession and to seeking the best educational practices.

4. The candidate demonstrates professional integrity and commitment.

Indicators of Integrity and Commitment

- critical thinking and self-directed learning
- the ability to model ethical, moral and Christian values
- self-awareness and honest reflection
- integrity in all situations
- respect for persons in authority, systems and institutions
- consistency in applying biblical truths to personal growth and development
- willingness to participate in professional development activities that will enhance personal/professional growth

Professional Standard of Writing

It is expected that professionals will adhere to a high standard when submitting written assignments. The criteria for evaluating written assignments are as follows:

- effectively meets its goals in terms of content;
- provides relevant, useful, and accurate information;
- presents information in a logical, coherent manner;
- develops topic thoroughly through supporting details;
- conforms to standard English grammatical rules and correct spelling;
- submits a quality document that is word processed or typed; and
- meets the announced deadline for submission.

A research paper is defined as any piece of writing that uses material borrowed from outside sources. This includes material that is quoted, paraphrased, or summarized. The student must give credit for all borrowed material using the style of documentation determined by the professor of the course for which the paper is intended.

1. The student must clearly indicate within the text which material is borrowed.
2. Such citations must relate clearly to an item listed in a bibliography at the end of the paper.
3. All quoted material must be within quotation marks or indented according to a selected publication manual guidelines.

It is recommended that students consult their professors regarding their specific writing style preferences and/or other requirements.

Academic Integrity Policy

A Community of Honor

As a liberal arts university committed to the Christian faith, Charleston Southern University seeks to develop ethical men and women of discipline, creative minds, and lives that focus on leader, service, and learning. The Honor System of Charleston Southern University is designed to provide an academic community of trust where students can enjoy the opportunity to grow both intellectually and personally. For these purposes, the following rules and guidelines will be applied.

Academic Dishonesty

Academic Dishonesty is the transfer, receipt, or use of academic information, or the attempted transfer, receipt or use of academic information in a manner not authorized by the instructor or by university rules. It includes, but is not limited to, cheating and plagiarism as well as aiding or encouraging another to commit academic dishonesty.

Cheating is defined as wrongfully giving, taking or presenting any information or material borrowed from another source including the internet by a student with the intent of adding himself or another on academic work. This includes, but is not limited to a test, examination, presentation, experiment or any written assignment, which is considered in any way in the determination of the final grade.

Plagiarism is the taking or attempted taking of an idea, a writing, a graphic, music composition, art or datum of another without giving proper credit and presenting or attempt to present it as one own. It is also taking written materials of one's own that have been used for a previous course assignment and using it without reference to it in its original form.

Students should ask their instructors for clarification regarding their academic dishonesty standards. Instructors are encouraged to include academic dishonesty/integrity standards on their course syllabi.

For further information please read Student Handbook, Academic Integrity Policy. The procedures for dealing with violations are specified.

Technology

Website: Charleston Southern University maintains a website that includes pertinent information for current and prospective students. The address is www.csuniv.edu

Email: Messages will be sent through email. Please provide your CSU email address as well as your personal email address to your professors so they can contact you when necessary.

Internet: Wireless Internet service is provided free of charge to all students. Non-residents can connect to the network providing they have the properly configured equipment and are present on campus. You will need an 802.11b wireless card. It can be purchased on the CSU bookstore at a reduced cost. You will also need a current copy of virus scan software uploaded on your computer. If you do not have any virus scan software you will not be allowed to access the network.

LIVETEXT: LIVETEXT is an electronic information management system that has been adopted by C S U. Students are required to purchase the program at the CSU bookstore upon enrolling in the School of Education. The program will be used to manage your assignments and assessments and to foster communication and collaboration in your courses. Training opportunities and ongoing support in the use of LIVETEXT will be provided to students, faculty, and staff.

BlackBoard: BlackBoard is a network-learning tool that is used by professors and students to access information. It can be used to view instructional content, to assess academic performance, and to access learning resources.

Computer Labs: Computers are available for students at various locations on campus. The Norris Hall 203 Laboratory is available without an appointment during office hours. In order to receive current information on other locations and hours of operation, call 863-7035 or go to the CSU website, select Quick Links, and then select Computer Labs.

L. Mendel Rivers Library

Graduate students may use the library facilities. You will need to have a student identification card in order to check out materials. Hours of operation during the fall and spring semesters are 8:00 a.m. to Midnight Monday through Thursday and 3:00 p.m. to Midnight on Sunday. The library closes at 5:00 p.m. on Friday and Saturday. Please visit the CSU website to find hours of operation during the Maymester and Summer Sessions.

The phone numbers for the library are:

Circulation Desk—843-863-7938

Reference Desk—843-863-7946

AV/Media Desk—843-863-7949

Upgrading Certificate Status

The following information is available from the South Carolina Department of Education, Division of Educator Quality and Leadership. If you need more information on the guidelines or wish to download forms, it is advisable to go to their website: www.scteachers.org/cert/upgrade.cfm

Classification of Teaching Certificates

- Master's Degree plus 30 semester hours (must have 21 hours of graduate credit in one area of concentration and must be completed within seven years)
- Master's Degree
- Bachelor's Degree plus 18 semester hours

To advance a credential from one classification to another or from one type of certificate to another, the applicant must provide the Office of Educator Certification the following:

1. A written request to have the certificate advanced; and
2. The required documentation indicating that State Board of Education requirements have been met for certificate advancement.

Explanation

- A. A written request is one that is made on the Request for Change/Action form. The form may be submitted via e-mail attachment, fax, or regular mail.
- B. Documentation will include official transcripts that must be mailed directly to the Office of Teacher Certification from the college. You will need to make the request and pay the transcript fee to The Registrar of Charleston Southern University. You may complete your request on-line at the CSU website.