College of Education

Student Handbook

Florida Agricultural and Mechanical University
Tallahassee, Florida

Revised Fall 2009
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Section I:

GENERAL PROGRAM INFORMATION
The Professional Education Unit’s mission retains its historical essence by continuing to serve as a source of leadership in preparing students to serve in vital educational roles not only in the State of Florida but also in the nation and the world. The primary mission of the Professional Education Unit is to produce certified, qualified, and competent teachers; to create knowledge in education and other professions related to growth; to disseminate that knowledge through instruction, publications, demonstration and participation in community services; to reach out and improve teaching and human services for varied consumer groups; and to stimulate social progress and justice through the application of research findings. In addition, in 1984 a special committee, formed by the President of the University to evaluate the status of the College of Education, recommended that the mission should be expanded to “....focus on the development of high quality classroom teachers, administrators, and support personnel who can function effectively in multicultural settings and who demonstrate a commitment to improve education practices in multicultural settings.”

\[1\]Currently, the vision and mission statements are being refined by the faculty of the Professional Education Unit.
THE CONCEPTUAL FRAMEWORK: AN EXEMPLARY PROFESSIONAL

The conceptual framework of the Professional Education Unit at Florida A&M University may be described as an integrated approach to providing educational experiences that result in exemplary professional educators. The term “exemplary” describes the kind of graduates the unit strives to produce. Educational experiences include courses, clinical experiences, and support services, all of which are interrelated and integrated and have several strands or emphases that pervade them. The integrated approach of PEU’s conceptual framework is comprised of the component activities and cross-curricular themes described below and illustrated in the following diagram:

Cross-curricular themes shown in the conceptual framework diagram have been identified and are used to build in both rigor and continuous change to the teacher education program. These themes include, diversity, educational technology, values, critical thinking, professionalism, and urban/rural education.

Although program components appear as self-contained “orbits” on the diagram, all are dependent on and integrated with each other as to program design, implementation, and evaluation.

The preparation of an exemplary professional at FAMU will be guided and characterized by certain essential measurable qualities (outcomes) as defined in the:

- **Educator Accomplished Practices** specified by the Florida Education Standards Commission,
- **Florida Essential Teaching Competencies** identified by the Florida Department of Education,
- Competencies and domains identified by the Florida Council for Educational Management, and
- Competencies set forth by national specialty organizations for each program in the unit.

The conceptual framework for the FAMU Professional Education Unit is grounded in a combination of directed, constructivist, developmental, and social learning theories derived from the writings of system theorists, educational philosophers, social scientists, practitioners, and developmental theorists. Concepts from these writers and from learned societies for each area of education help form the knowledge base from which the unit gets the curriculum components and principles of its conceptual framework.
# COLLEGE OF EDUCATION

**ADMINISTRATION**

<table>
<thead>
<tr>
<th>Position</th>
<th>Office Location</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office of the Dean</td>
<td>302-A Gore Education Center; 561-2989</td>
<td></td>
</tr>
<tr>
<td>Associate Dean, Academic Affairs</td>
<td>300-A Gore Education Center; 599-3482</td>
<td></td>
</tr>
<tr>
<td>Associate Dean, Student Services</td>
<td>300-A Gore Education Center; 599-3482</td>
<td></td>
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<tr>
<td>Associate Dean, Administrative Services</td>
<td>202-C Gore Education Center; 599-3749</td>
<td></td>
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<tr>
<td>Educational Leadership and Human Services</td>
<td>308-B Gore Education Center; 599-3191</td>
<td></td>
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<tr>
<td>Elementary Education and Early Childhood Education</td>
<td>306-B Gore Education Center; 599-3397</td>
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<tr>
<td>Health, Physical Education and Recreation</td>
<td>206 Gaither Athletic Center; 599-3135</td>
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<tr>
<td>Business and Technology Education</td>
<td>103-C Gore Education Center; 599-3061</td>
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<tr>
<td>Secondary Education and Foundations</td>
<td>307-B Gore Education Center; 599-3123</td>
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<tr>
<td>Center for Teacher Preparation</td>
<td>200-B Gore Education Center; 599-3619</td>
<td></td>
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<tr>
<td>Office of Student Teaching</td>
<td>301-B Gore Education Center; 599-2145</td>
<td></td>
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<tr>
<td>FAMU Developmental Research School</td>
<td>599-3325</td>
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</table>

**Note:** For other universities administrative contacts please refer to the FAMU university catalogue.
UNDERGRADUATE DEGREE PROGRAMS

The undergraduate curricula in the Professional Education Unit are designed particularly for teaching careers in elementary and secondary schools. In each undergraduate curriculum, a broad relevant foundation is provided in general education, professional education, and related field experiences. Additionally, every effort is made to provide each student with a series of courses required for mastery of the subjects to be taught.

The undergraduate programs are housed in the College of Education and the College of Arts and Sciences and are as follows:

**College of Education**
- **Department of Elementary Education**
  - Elementary Education (1–6)
  - Early Childhood Education (PK –3)
- **Department of Workforce Education**
  - Business Education (6-12)
  - Technology Education (6-12)
  - Office Administration
- **Department of Health, Physical Education and Recreation**
  - Physical Education (K-12)

**College of Arts and Sciences**
- **Department of Visual Arts, Humanities, and Theatre**
  - Art Education (K-12)
  - Theatre Education (K-12)
- **Department of Biology**
  - Biology Education (6-12)
- **Department of Chemistry**
  - Chemistry Education (6-12)
- **Department of Languages and Literature**
  - English Education (6 –12)
- **Department of History, Political Science, Public Management and African American Studies**
  - Social Science Education 6-12 (Political Science or History Track)
- **Department of Mathematics**
  - Mathematics Education (6 -12)
- **Department of Music**
  - Music Education (K –12)
- **Department of Physics**
  - Physics Education (6 –12)

Curriculum guides for each of the above programs can be secured from the departmental office or from the Center for Teacher Preparation. Students should follow the curriculum guide that was in circulation upon entering the university. If for some reason, students withdraw from the university, and
later needs to be readmitted for continued matriculation, he or she may have to follow the curriculum in circulation for that particular academic year of readmission. If updates were implemented in the new curriculum, the students will have to fulfill the new requirements for that specific degree.

**ADMISSIONS REQUIREMENTS: TEACHER EDUCATION**

Admission to teacher education is a formal process in which certain criteria must be met, and the Application for Admission to Teacher Education must be completed and filed. This process must not be confused with admission to the University or acceptance into certain academic units to take courses, since students may take a limited number of courses in teacher education prior to being officially admitted to a specific teacher education program (see the Course Restriction Policy in Section IV of the Handbook).

Students seeking admission to any undergraduate teacher education program must meet the following criteria:

* Have a general education and FAMU cumulative grade point average (GPA) of 2.50 or higher; or a baccalaureate degree with a 2.5 or higher GPA;

* Have a grade of "C" or better in the required courses taken as a part of the General Education Preparation Program;

* Must demonstrate mastery of general knowledge, including the ability to read, write and compute by passing the Florida Teacher Certification Exam General Knowledge Test.

* Have met all "Gordon Rule" requirements;

* Must disclose a successful criminal background investigation and

* Must successfully complete an admission interview by the College of Education Admissions Committee

Since it is possible for students to apply for admission to teacher education at several points in their academic career, the following policies have been adopted for these variations:

* First – Time – In – College (FTIC) students should apply the first semester they are enrolled at Florida A&M University;

* Students transferring from a community or junior college or another four-year institution should apply the first semester they are enrolled at Florida A&M University
* Students who change their major to teacher education after enrolling in other programs at Florida A&M University should apply at the same time they are approved for a change of major.

Students seeking admission to teacher education will be classified as:

* **Pre-Teacher Education Major** - students who have not been admitted to professional teacher education programs but have been accepted in the COE.

* **Content Teacher Education Major** - students who have met all of the admission requirements and are fully admitted to designated professional teacher education programs.

**ADMISSION PROCEDURES: TEACHER EDUCATION**

Students admitted to the University are sent letters welcoming them to the College of Education and encouraging them to contact the Center for Academic Success upon arrival. Students admitted into the College of Education will be assigned an advisor. All students seeking admission to teacher education programs will submit an *Application for Admission to Teacher Education* to the Center for Academic Success. Applications will be processed as follows:

1. Students should complete and file copies of the *Application for Admission to Teacher Education* with the Center for Academic Success (CAS).

2. The CAS advisors meet with the prospective students at least once each semester and review the students’ compliance with meeting the criteria for admission into teacher education programs.

3. The CAS advisors complete an *Admission Status Report for Undergraduate Applicants* and chart the students’ compliance with the criteria for admission. Once students satisfy the admission criteria, the applications are submitted, along with any other related information, to the College of Education (COE) Admissions Committee.

4. The COE Admissions Committee reviews the applications and record on the applications the decision of approval or denial by the committee.

5. If applications are approved by the COE Admissions Committee, the following steps will be taken:

   a. The *Application for Admission to Teacher Education* is completed, and forwarded to the Director of the Center for Academic Success and the appropriate Department Chair;
b. The approved *Applications for Admission to Teacher Education* are filed in the students’ folder and copies are forwarded to the department chairs and to the students informing them of the new major status.

6. If the Admissions Committee does not approve the applications, the applicants will be informed of the reason(s) for denial. Deficiencies are noted and students are advised of the corrective actions needed to remedy the denial.

**CHANGE OF MAJOR PROCEDURES**

Applications from students previously enrolled in other academic programs within the University will be processed as follows:

1. The students should initiate *Change of Major* forms in their current (old) department.

2. The *Change of Major* forms should be processed by the staff and/or faculty of Current (old) department.

3. The current (old) department should forward the *Change of Major* forms with copies of the student transcripts to the Center for Teacher Preparation.

4. CAS staff will provide students with a copy of the *Undergraduate Application Booklet* and request that the student:

   a. Submit a completed *Application for Admission to Teacher Education* and

   b. Provide all documents needed for review by the Admissions Committee; read the Student Handbook on the FAMU/COE/Student Services web site; download and sign the affidavit attesting to reading the handbook.

5. The CAS will review documentations, complete *Admission Status Report for Undergraduate Applicants*.

6. If the CAS approves the change of major request, the requesting (new) department and the Dean of the College, should do the following:

   a. Return the gold and yellow copies of the *Change of Major* form to the current (old) department who must then forward the student files to the requesting (new) departments. The current (old) departments should retain the gold copy of the *Change of Major* forms for its record and give the yellow copy to the students.

   b. Send the white or front copy of the *Change of Major* forms to the Office of the University Registrar.

   c. Retain the green copy of the *Change of Major* forms to be placed in the student files when it arrives. The pink copy of the *Change of Major* forms
should be retained for the requesting (new) Dean’s record

d. Inform students of the admissions committee approval.

7. If the change of major is denied, the CAS should return the entire Change of Major form to the current (old) department and shred the transcript. All copies of the denied Change of Major form (except the yellow) should be retained in the student files. Justification for the denial should be provided at the bottom of the Change of Major forms.

8. The students will be formally notified of their status by the CAS or they can check their status by visiting the current (old) departments and picking up the yellow copies of the Change of Major forms.
Section II:

FIELD CLINICAL EXPERIENCES
FIELD/CLINICAL EXPERIENCES PROGRAM

The purpose of the field/clinical experiences program is to provide pre-service teachers an opportunity to actively participate in structured field/clinical experiences using an integrated approach. During these experiences, the pre-service teachers are exposed to different teaching methods, strategies, and techniques employed by a diverse population of teachers in diverse school environments. Careful planning, monitoring, and assessing of the pre-service teachers characterize the field-based and clinical experiences. These experiences include activities in satellite and cooperating schools as well as at the university and are of 100 hours duration. A more complete description of the field/clinical experiences program is provided in the College of Education Field/Clinical Guide for Pre-service Teachers.

FIELD-BASED AND CLINICAL EXPERIENCES DEFINED

The National Council for the Accreditation of Teacher Education (NCATE) definitions are used as guides to the clinical and field-based experiences in the Professional Education Unit. Florida A&M University has adopted these definitions, and they are presented as follows:

Field-Based Experiences

Field-based experiences are activities conducted at a school site, a school administration center, a school clinic, or a community agency. These experiences might include classroom observations, tutoring, assisting school administrators or teachers, participation in school and community-wide activities. Planning is an ongoing process shared by the professional education unit and the appropriate agencies.

Clinical Experiences

Clinical experiences are those activities that are characterized by carefully planned stipulated goals, required activities, projected performance levels and evaluation of growth. Included are experiences gained from micro teaching clinics, participation experiences, skill clinics, the development of case studies of individual students, curriculum development clinics, and the use of instructional technology and/or computers. These are conducted either as school-based or campus-based experiences.
Activities excluded from the criteria for clinical experiences include general observations, voluntary community service, orientation visits, teacher assistance, and periodic visitations to educational settings.

**EARLY FIELD EXPERIENCE**

The Office of Field/Clinical Experience secures between 300 and 400 off-campus field placements each semester. The office works with approximately 30 schools and 200 teachers within a 20-mile radius of Tallahassee, Florida. Early Field Experiences are designed to provide college students with an opportunity to examine the daily lives of teachers.

Florida A&M University students observe teachers and are expected to participate in kindergarten through high school classrooms in a variety of ways. At the introductory level, student’s grade homework, give test, lead-small reading groups, and work one-on-one with children. As students advance through their academic course of study, they design and deliver lesson plans as well as learn classroom management strategies. It is our hope these experiences will cement a student's decision and commitment to become a teacher. For security purposes all field experience students must complete a Leon County School criminal background check before beginning observation/participation hours.

To maximize student time and ensure continued growth over-time a series of congruent field-based and clinical experiences have been organized across the professional education unit. However, please note that for program integrity, some programs may deviate from the series and time apportionment system as appropriate to best meet the needs of the specific program.
Section III:

STUDENT TEACHING INFORMATION
STUDENT TEACHING PROGRAM

The student teaching program consists of a period of supervised teaching where the prospective teacher takes increasing responsibility for guiding the learning experiences of a given group of students, or a class, over a period of fourteen (14) consecutive weeks. The primary purpose of the student teaching program is centered on providing prospective teachers with an opportunity for further growth in an ongoing school situation.

The cooperating school, in effect, constitutes a laboratory in which theory is merged with practice at four levels of experience: observation, participation, student teaching, and participation in out-of-class activities. More specifically, the student teaching program provides the prospective teacher with an opportunity to:

1. Achieve realistic understandings of the individual child as a developing human being and to acquaint students with techniques and methods in achieving this goal;

2. Understand the total organization and program of the modern school, including curricular and co-curricular offerings, staffing patterns and services;

3. Gain insights into the relationship between the school and the community which it serves;

4. Gain experiences in planning learning activities and in the selection and employment of methods and materials of instruction appropriate to the varying age, ability, and interest levels of individuals or groups of individuals who are being taught;

5. Develop professionally by becoming familiar with professional literature, courses of study, and visual aids; and by encouraging them to solve problems which arise during the course of their student teaching experiences;

6. Analyze their personality patterns to the end that they will develop the characteristics which exemplary teachers should possess such as: breadth of interest, sound judgment, self-control, leadership, intellectual curiosity, adaptability, cooperativeness, friendliness, and personal neatness.

Student teachers are not expected to step in and take over teaching responsibilities immediately upon arrival at the school. The cooperating teacher is the judge of this; as he/she works with the student day by day, assessment, can be made of readiness on the part of the student teacher for
assuming teaching responsibilities. After an adequate observation period, most student teachers are able to begin working their way into planning and teaching at least part of the lessons taught by the cooperating teacher.

The cooperating school provides at least four (4) levels of experience during student teaching, namely:

**First Level: Observation**

The first phase of the student teaching period is designed mostly for observation purposes and should not exceed one week in duration. This period is very important because it gives the student an opportunity to become more familiar with the school, its program, its teachers and its students. He/she should:

1. Learn the names of the pupils.
2. Study the school's and county's courses of study.
3. Become acquainted with the instructional equipment, materials and supplies available to him/her in the school center.
4. Study the cooperating teacher's methods of teaching and controlling the class.
5. Establish acquaintance with the total school center, its personnel, and its environment.
6. Learn about his/her duties as a student and what the school expects of him/her through conferences with the directing teacher and principal.

**Second Level: Participation**

The period of participation is very important because it represents a gradual approach to the teaching process. During the second week, the student may:

1. Assist in correcting and grading papers and projects.
2. Assist with housekeeping duties such as ventilation, adjusting lights, keeping the room neat, and arranging seats.
3. Prepare materials to be distributed during class discussion.
4. Tutor exceptional pupils.
5. Bring instructional materials such as posters, slides, and pictures to class.
6. Check attendance.
7. Learn to operate duplicating and audio-visual machinery.
8. Plan and make attractive bulletin boards.
9. Study cumulative records.
10. Make teaching plans and locate resources for use during the period of actual teaching.
11. Supervise study hall or other activities/order supplies.

**Third Level: Student Teaching**

Teaching, as we use the term in working with students, means planning, teaching the class, directing class activities, evaluating class work, and exercising control over the class. We think of the student as actually teaching when he/she plans the work, assumes the responsibility for carrying it out, and stands before the class in the role of teacher. He/she should:

1. Plan and teach lessons. (Minimum requirement: eight weeks of full-time teaching; 280-300 clock hours, plus additional teaching as assigned by Directing Teacher).
2. Plan and use teaching units or areas of study.
3. Make assignments.
4. Conduct pupil activities.
5. Supervise study.
6. Correct written work.
7. Keep records.
8. Make attendance reports.
10. Organize pupils for group work.
11. Participate in school testing program.
12. Maintain the neatness of the classroom.
13. Attend to routine duties such as checking attendance, keeping up bulletin boards, decorating and planning for holidays, reading announcements, collecting lunch money, and the like.
14. Conduct field trips and excursions.
15. Make special studies of individuals and groups of pupils.
16. Conduct homeroom activities.
17. Must develop an Accomplished Practice Portfolio.

**Fourth Level: Participation in Out-of-Class Activities**

The student is expected to engage in many rich and varied experiences outside the classroom. The out-of-class activities, which the student might participate in, are:

1. Attend regular staff meetings.
2. Plan, execute, and evaluate assembly programs.
3. Make home visits.
4. Supervise student activities:
   a. on playgrounds
   b. in the lunch room
   c. in the library and study hall
   d. on field trips and excursions
   e. in club activities
   f. at social affairs
   g. at sports events
   h. in school and community programs.
5. Attend PTO/PTA meetings.
6. Observe and participate in community affairs.
7. Visit and observe at other schools in the county. (Only if approved and arranged by the Directing Teacher. Typically, this can occur during the last week of student teaching or at other times as determined by the Directing Teacher).
The Student Teaching Team: Definitions and Responsibilities

Student Teacher

**Definition:** A student who is enrolled in an institution of higher education approved by the State Board for Teacher Training and who is jointly assigned by such institution of higher education and a school to perform practice teaching under the direction of a regularly employed and certified teacher.

**Responsibilities of the Student Teacher**

a. Student teachers are expected to report to their student teaching centers every day the schools are in session; they are expected to be punctual.

b. Students should plan all activities carefully.

c. Students should maintain the standards of the school.

d. Students should prepare lesson plans and discuss them with the Directing Teacher. These plans should be detail and prepared one week prior to teaching the lesson(s).

e. Students should not teach without lesson plans, these plans must be approved by the cooperating teacher before the student teaches.

f. Students should notify cooperating principals and cooperating teachers when they are unable to report to duty on time. Three emergency absences are allowed.

g. Students are expected to hold conferences with their cooperating teachers until they become adjusted to school routine and to their new roles as “members of the faculty”.

h. Students are expected to maintain a high standard of performance in their areas of specialization.

i. Students are expected to keep a daily log of their professional experiences.

j. Students should be thoughtful, considerate, and socially sensitive.

k. Students should be courteous to pupils.

l. Students are to give evidence of loyalty to the assigned schools.

m. Students are to seek to make definite contributions to the school and to the community.

Pre-Intern

**Definition:** Student participating in field experiences, prior to student teaching, including but not limited to, classroom observations, tutoring, assisting teachers and administrators, and participation in school and community-wide activities.
Teacher Education Program

a. A status earned by students through a formal admissions process in which certain criteria must be met and the application for admission completed and filed.

b. Criteria for admission to an undergraduate teacher education program:
   - Have a cumulative and general education Grade Point Average (GPA) of 2.50 or better;
   - Have a grade of "C" or better in the required courses taken as a part of the General Education Preparation Program;
   - Have evidence of meeting the existing Florida Teacher Certification General Knowledge Test and satisfying the College Level Academic Skills Test (CLAST) requirements;
   - Have met all "Gordon Rule" requirements;
   - Have cleared a criminal background check;
   - Have successfully completed a pre-admission interview by the College of Education Admissions Committee.

QUALIFICATIONS FOR STUDENT TEACHING

Prior to filing applications for student teaching, the following qualification must have been met:

A. Prerequisites

1. Admission to Teacher Education - Admission to teacher education is a formal process in which certain criteria must be met. The Application for Admission to Teacher Education must be completed and filed. Having been admitted to the university does not mean that one has been admitted to teacher education. Students seeking admission to any undergraduate teacher education program must meet the following criteria:
   - have a cumulative and General Education Grade Point Average (GPA) of 2.50 or higher;
   - have a "C" or better in the required courses taken as part of the General Education Program;
   - have evidence of passing;
   - have met all "Gordon Rule" requirements;
   - have cleared a criminal background check;
   - have successfully completed pre-admission interview by the College of Education Admissions Committee.

2. Completion and Filing of Application for Student Teaching. After being admitted to teacher education, students may file application to student teaching with the Office of Student Teaching.

3. The Florida Teacher Certification Examination - Evidence of having passed both subtests (professional and subject area) of the Florida Teacher
Certification examination. This requirement must be met prior to student teaching placement.

B. Departmental Requirements - To qualify for student teaching, students must meet requirements of the respective departments. Decisions relative to eligibility for student teaching are made in consultation with the Office of the Dean, the Office of Student Teaching and respective departments. Departmental requirements are as follows:

1. **Course requirements** - Evidence of having met all course requirements.
2. **Pre-Student Teaching Experiences** - Evidence of having met other requirements including field clinical or other pre-student teaching experiences.

APPLICATION GUIDELINES

A. When and Where to Apply - Application for student teaching must be made the semester preceding the semester in which the student desires to complete the student teaching experience.

APPLICATION DEADLINES

<table>
<thead>
<tr>
<th>Semester Desired for Student Teaching</th>
<th>Deadline</th>
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<tbody>
<tr>
<td>FALL SEMESTERS</td>
<td>February 20 (Approximately)</td>
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<td>(Previous Semester)</td>
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<tr>
<td>SPRING SEMESTER</td>
<td>September 25 (Approximately)</td>
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<td>(Previous Semester)</td>
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Student Teaching is not available during the Summer of any year.

Student Teaching Placement Procedures

The College of Education at Florida Agricultural and Mechanical University operates its student teaching placement procedures according to the following guidelines:

1. Students who anticipate interning should complete a Student Teaching Pre-Application at least one semester prior to the semester in which they plan to intern. The application should be submitted to the Center for Teacher Preparation for the initial screening to determine the status of each applicant.

2. The Student Teaching Pre-Application will be evaluated by the Center for Teacher Preparation and Career Development to determine if the student meets requirements for student teaching. The pre-application will be submitted to the Director of Student Teaching, who will render the final judgment regarding internship eligibility as determined by the student’s advisor, Department Chair, Center for Teacher Preparation and the Dean of the College of Education.

3. An approved list of potential interns will be submitted to the Office of Student Teaching which will be responsible for distributing student teaching application packets to approved applicants.
4. Students who do not qualify will be notified regarding their deficiencies. Services will be provided by the Center for Teacher Preparation to assist students to meet requirements.

5. Approved applicants will complete the Student Teaching Applications and submit three copies to the Office of Student Teaching.

6. Advertised deadlines for pre-applications and final applications for student teaching will be posted and communicated in accordance with requirements set forth by participating school districts for placement purposes.

7. The Director of Student Teaching will make a final judgment regarding internship placement in consultation with the applicant, Department Chair, and Dean of the College of Education. Department Chairs will make the final recommendation regarding students’ eligibility for student teaching.

8. The Director of Student Teaching will make the contacts with school districts regarding student teaching placements. At no time should an applicant make contact with a school district or a particular school. If there is a special request, it should be made to the Director of Student Teaching. Approved placements will be indicated on the Student Teaching Contract Form. A copy will be given to placed interns, school district office, school site and the Office of Student Teaching.

Note: The Office of Student Teaching is located in the Gore Education Center (GEC), Unit B, Room 301 contact information (561-2145 or 561-2146).

GRADUATION REQUIREMENTS

To qualify for a bachelor’s degree in an academic discipline, a student must have completed a minimum of 120 semester hours, in which the State of Florida requirements, institutional undergraduate requirements, and program requirements must have been met. All students graduating from a state approved program must complete an electronic portfolio demonstrating mastery of the twelve accomplished practices and pass all three subtest of the Florida Teacher Certification Examination (FTCE) before graduating. Immediately prior to or at the beginning of the term in which a student expects to complete all requirements for a degree, the student should meet with his/her advisor and complete an Application for Graduation. The completed application should be submitted to the department chair, by the student, for review and processing prior to the deadline indicated by the University Registrar’s calendar.

Each application will be reviewed and appropriately signed, if approved, by the department chair and the Dean and transmitted to the Office of the University Registrar. Any application not approved will be returned to the student’s advisor for review and consultation with the affected student. If required
adjustments can be made prior to the stated deadline, the application can be resubmitted for approval. After review by the University Registrar, each student will be notified of his/her graduation status.

PROFESSIONAL EDUCATION UNIT ELECTRIC PORTFOLIO

The Florida A&M University Professional Education Unit (which includes the Elementary/Secondary Education Departments and the certificated programs of the College of Arts & Sciences) has adopted an electronic “process portfolio model,” to assist students in meeting the twelve standards described as the Florida Accomplished Practices. In 1996 the Florida Education Standards Commission redefined twelve minimum competencies that all pre-service teachers are asked to demonstrate prior to graduation. The twelve Florida competencies include: Assessment, Communication, Critical Thinking, Continuous Improvement, Diversity, Ethics, Human Development and Learning, Knowledge of Subject Matter, Learning Environments, Planning, Role of the Teacher, and Technology. The portfolio documents the development of pre-service teachers against these competencies, over a three and a half year period. The faculty will use the portfolio as one means of assessing students because it is a type of authentic assessment that allows students to illustrate their learning through multiple forms of evidence and connected reflections. The portfolio is seen as a working document that pre-service teachers can build on as they move into their professional lives as educators.

Developer(s)

The Pre-service teacher develops his/her own electronic portfolio online with assistance from instructors in the Professional Education Unit, directing teachers (field experiences), supervising teachers (clinical/internship), and faculty in their respective area of certification.

Audience

University faculty, perspective employers and other teacher reflective agencies

Purpose

The Professional Education Unit Electronic Portfolio has three purposes: To be a vehicle for thoughtful and knowledgeable reflection on the correlation between the pre-service teacher’s work and
the Florida Accomplished Practices. To exhibit growth of knowledge and skills that lead to effective teaching. These will be presented in the form of evidence categorized by the Florida Accomplished Practices. To further understand teaching as a profession and the most appropriate applications of their studies.

**Organization**

All students organize their portfolios by the twelve Accomplished Practices. Developers decide what evidence to include in the portfolio, but a minimum of four illustrations each semester is required. During the three and a half years students are in the program, the focus is on development of a process portfolio that demonstrates the pre-service teacher’s growth in the profession over their time in the program. Each student keeps an electronic portfolio on-line and a copy on a personal computer diskette. The portfolio documentation begins with the student’s placing evidence online, beginning with the student’s first course of field experience, Overview and Orientation to Teaching (in the second semester of the students freshman year) and culminating with the pre-service teacher’s clinical/student teaching experience in the senior year.

**Reflections**

Students write reflections for each piece of evidence. They describe the evidence and its relevance to the Florida Accomplished Practices, how the evidence relates to one of the six conceptual framework themes and detail how it will impact their future teachings.

**Assessment**

Assessment for the Electronic Portfolio begins with the student’s first course that includes field placement (Overview and Orientation to Teaching). Once a student begins the process second semester freshman year, they continue to collect documentation towards completion of the portfolio until second semester senior year. At the conclusion of each course with field experience the student turns in their portfolio to one instructor whose assignment is predetermined. Another evaluation is completed by the
“directing teacher” at the school-site and is picked-up by the Director of Field Clinical/designee before the conclusion of each semester. A tracking sheet is kept on-line and informal feedback, is given to the student by university instructors. Each instructor gives credence to the students work through the formal grading procedures (outlined in the course syllabus). At the end of the senior year, after the clinical/student teaching experience, students turn in their portfolios for a final review. An exit conversation is held between the university supervisor and the pre-service teacher to confirm student illustrations and reflections meet competencies.

**Evidence**

Criterion for the portfolio includes a variety of sources of evidence (formal tests, work samples, writing samples, authentic work products, lesson plans, communication to parents, records of parent conferences, etc.). Students are required to include a wide range of formats (graphics, textual material, audio files, and scanned material) in order to fully illustrate their depth of competency. As students move through the sequence of classes, different Florida Accomplished Practice competencies are naturally emphasized. This helps students include evidence from each of the twelve defined standards over a sequential period of time and provides the Professional Education Unit multiple measures of assessing student progress.

**CRITERIA FOR TEACHER CERTIFICATION**

Requirements for the Teacher's Certificate in the State of Florida include:

* Completion of a State approved teacher education program, which includes a planned program of courses in the area of specialization (major), professional education and student teaching;

* A passing score on the Florida Teacher Certification Examination, which consists of three subtests:

1. General Knowledge Test
2. Professional Test
3. Subject Area Test
Pre-service education majors’ general knowledge is assessed by the FTCE General Knowledge Test and is routinely administered by the Florida Department of Education. A candidate for certification must receive passing scores on all four subtests of the General Knowledge Test.

The professional education subtest of the FTCE is a multiple-choice test, which assesses general knowledge of five content bases: personal development, appropriate student behavior, planning instruction, implementing instruction, and evaluating instruction.

The subject area subtest of the FTCE is designed to measure the applicant's knowledge in his/her chosen teaching field (e.g., Biology, Elementary Education, English). This subtest is usually in a multiple-choice format, but some subject areas require an essay or short answer.

The FTCE examination is administered four times per year: October, January, April and August. The deadline for applications for the examination is 50 days prior to the examination administration date. After successfully passing the FTCE, applicants are eligible for a regular Florida Teacher's Certificate.
Section IV:

COLLEGE OF EDUCATION SUPPORT SERVICES
THE CENTER ACADEMIC SUCCESS

The Center for Academic Success (CAS) is a part of the newly organized Division of Student Support Services. The Center’s primary functions are to assist students in preparing for entry into a professional teacher education program and to foster their academic performance and professional development through a broad range of services and activities. Those services and activities include, but are not limited to, the following:

1. Serve as the student data resource facility for the Professional Education Unit.
2. Assist student in preparing for entry into a professional education program.
3. Coordinate student recruitment for the College of Education.
4. Advise all pre-teacher education students.
5. Monitor the matriculation of all College of Education students.
6. Coordinate the professional career development of students in the Professional Education Unit.
7. Coordinate the registration of all students in the College of Education.
8. Serve as the academic liaison between the students in the College of Arts and Sciences and the College of Education.

The Center for Teacher Preparation is located in the Gore Education Center (GEC), Unit B, and Room 200 and is staffed by dedicated professional counselors and advisors. Representatives in this office can be contacted at 599-3620/3619.

MICROCOMPUTER LABORATORY

This facility houses several Macintosh computers, PC computers and a variety of software, including ERIC on CD-ROM. The hardware and software are available for use by students and faculty members at any time except when classes are meeting in the laboratory. The laboratory is located in GEC, Unit C 201B.
WORD PROCESSING LABORATORY

This facility houses several IBM computers and is used extensively to teach word processing skills, primarily to Business Teacher Education and Office Administration majors. This facility is also available for use by other teacher education majors and faculty. The lab is located in GEC, Unit C, Room 200.

TEACHERS FOR A NEW ERA

The mission of TNE is to increase the production of effective teachers and to improve instruction for P-12 students in ways that impact student learning as demonstrated by standardized test results and students’ commitment to life-long learning.

Students who declare majors in teacher education will receive academic, social, and professional support utilizing a systematic set of appropriate processes through graduation and induction process, into their professional careers. Their effectiveness as professional educators will be assessed through the analysis of their students’ learning outcomes. The Teaching Learning Institute of the TNE Project will provide professional support for the graduates’ application process for National Board Teacher Certification as well as support for other in-service teachers.

DEVELOPMENTAL RESEARCH SCHOOL

DRS is a K-12 laboratory school located on the FAMU campus. Not only is the lab school an excellent educational facility for developmental research as it relates to teaching and learning for early learners through twelve grade but it is also an excellent arena for field clinical experiences.
Section V:

UNIVERSITY SUPPORT SERVICES
Student Affairs Center for Human Development

Faculty, advisors, and staff of the Center may refer education students desiring such services for Teacher Preparation and Career Development, departmental chairpersons, or the Dean of the College of Education; or they may seek such services on their own. The University's Counseling and Assessment Center (CAC) provides social, psychological, and a wide variety of other counseling services including the Crisis Telephone Counseling Program, the Psychiatric Treatment Program, the One-to-One and Group Counseling Programs, the Sexual Assault Program, the Collegiate Program and the Women's and Men's Initiative Programs. These services are available to all students matriculating through the Colleges and Schools of the University. The center is located across from Tucker Hall, and representatives can be contacted at 599-3145.

CAREER ADVISEMENT AND COUNSELING
(The Career Center)

The center assists students in pursuing careers in a variety of professional and occupational fields. The services available are:

1. Assistance in preparing resumes.
2. Interviewing skills.
3. Provisions to interview with major corporations, organizations, and school systems.
4. Internships, part-time and summer employment.

The Career Center in cooperation with the College of Education sponsors an annual Teacher Recruitment Day during the Spring Semester. This career day provides an opportunity for students and alumni to interview with representatives from numerous public school districts around the country for teaching, administrative, and other support positions. The Career Center representatives can be contacted in the Student Union Plaza, Room 118 or at 599-3607.
STUDENT HEALTH SERVICE

The Student Health Service is organized for treating minor illnesses and injuries, which occur while the student is in residence at the University. Students who are found to have illnesses, which require more detailed study, will be referred to an appropriate specialist in the city.

The Student Health Service does not provide for dental care, major surgery, treatment of serious illnesses or injuries, or obstetrics, or hospitalization. Students with major medical emergencies should be sent directly to emergency rooms at local hospitals.

Foote-Hilyer Adm Center, Room 114
599-3777
Hours: 8:00 am - 5:00 pm (M-F)

Psychiatric and Counseling Services
Counseling Center
599-3145

Victim Advocate and Sexual Assault
Foote-Hilyer Adm Center
599-8698

Tallahassee Community Hospital
2626 Capital Medical Blvd.
Emergency Room
656-5090

Tallahassee Regional Medical Center
1300 Miccosukee Road
Emergency Room
681-5411
Section VI:

ACADEMIC POLICIES AND PROCEDURES
COURSE RESTRICTION POLICY

The Course Restriction Policy states that only students fully admitted to a teacher education program are allowed to enroll in professional education courses. Education courses non-admitted students may register and take are as follows:

- DEP 3004 Human Growth and Development or EDF 3135 Adolescent Psychology
- EDF 1005 Introduction to Education
- EDF 3430 Measurement and Evaluation of Educational Growth
- EDF 3604 Introduction to American Education
- EDF 3002 Educational Psychology or EDF 3120 Psychology in Education
- EDG 2701 Teaching Diverse Populations
- EDG 3004 Overview & Orientation to Teaching
- EME 2040 Introduction to Educational Technology
GORDON RULE COMPLIANCE

State Board of Education Rule 6A-10.030 (2), commonly known as the "Gordon Rule", specifies that all state universities require in all baccalaureate degree programs, satisfactory completion of twelve (12) semester hours of English and humanities coursework in which all students are required to produce written work of at least 6,000 words per course for a total of 24,000 words and completion of six (6) hours of mathematics coursework at the level of college algebra or higher.

<table>
<thead>
<tr>
<th>Area</th>
<th>Semester Hours</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>English:</strong></td>
<td>6</td>
</tr>
<tr>
<td>ENC 1101 and ENC 1102 Freshmen Communications Skills I &amp; II</td>
<td></td>
</tr>
<tr>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>ENC 1121 and ENC 1122 Honors Freshmen Composition I &amp; II</td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mathematics:</strong></td>
<td>6</td>
</tr>
<tr>
<td>MAC 1104 College Algebra</td>
<td>3</td>
</tr>
<tr>
<td>MAC 1133 Algebra and Trig Functions</td>
<td>3</td>
</tr>
<tr>
<td>MAC 1142 Pre-Calculus Math</td>
<td>4</td>
</tr>
<tr>
<td>MAC 2223 Calculus for Architecture</td>
<td>4</td>
</tr>
<tr>
<td>MAC 2233 Calculus for Business</td>
<td>3</td>
</tr>
<tr>
<td>MAC 3311 Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>MAC 3312 Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>MGF 1202 Techniques of Math Science</td>
<td>3</td>
</tr>
<tr>
<td>MGF 2212 Finite Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>STA 3023 Introduction to Probability and Stat I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Humanities:</strong></td>
<td>6</td>
</tr>
<tr>
<td>Architecture</td>
<td></td>
</tr>
<tr>
<td>ARC 1211 Building Arts</td>
<td>3</td>
</tr>
<tr>
<td>ARC 1701 Architecture History</td>
<td>3</td>
</tr>
<tr>
<td>Theatre</td>
<td></td>
</tr>
<tr>
<td>THE 3122 Theatre History I</td>
<td>3</td>
</tr>
<tr>
<td>THE 3113 Theatre History II</td>
<td>3</td>
</tr>
<tr>
<td>THE 3000 Introduction to Theatre</td>
<td>3</td>
</tr>
<tr>
<td>THE 3235 Contemporary Black Theatre</td>
<td>3</td>
</tr>
<tr>
<td>Literature</td>
<td>Credits</td>
</tr>
<tr>
<td>----------------------------</td>
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</tr>
<tr>
<td>MMC 2000 Introduction to Mass Media</td>
<td>3</td>
</tr>
<tr>
<td>LIT 2110 An Approach to Literature I</td>
<td>3</td>
</tr>
<tr>
<td>LIT 2120 An Approach to Literature II</td>
<td>3</td>
</tr>
<tr>
<td>LIT 3101 Classical Literature in Transition</td>
<td>3</td>
</tr>
<tr>
<td>AML 3010 American Literature I</td>
<td>3</td>
</tr>
<tr>
<td>AML 3122 American Literature II</td>
<td>3</td>
</tr>
<tr>
<td>ENL 3013 English Literature I</td>
<td>3</td>
</tr>
<tr>
<td>ENL 3023 English Literature II</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fine Arts</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 3050 Art History I</td>
<td>3</td>
</tr>
<tr>
<td>ART 3051 Art History II</td>
<td>3</td>
</tr>
<tr>
<td>ART 3000 Art Appreciation</td>
<td>3</td>
</tr>
<tr>
<td>MUH 2111 Introduction to Music I</td>
<td>3</td>
</tr>
<tr>
<td>MUH 2112 Introduction to Music II</td>
<td>3</td>
</tr>
<tr>
<td>MUH 3211 History of Music I</td>
<td>3</td>
</tr>
<tr>
<td>MUH 3212 History of Music II</td>
<td>3</td>
</tr>
<tr>
<td>MUH 3561 African American Music</td>
<td>3</td>
</tr>
<tr>
<td>MUH 3116 Jazz History</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Philosophy and Religion</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHI 3010 Introduction to Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>PHI 3100 Ancient Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>PHI 3200 Medieval Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>PHI 3700 Philosophy in America</td>
<td>3</td>
</tr>
<tr>
<td>PHI 3120 Contemporary Black Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>PHH 3400 Modern Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>PHH 3600 Contemporary Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>REL 2210 Introduction to the Old Testament</td>
<td>3</td>
</tr>
<tr>
<td>REL 2243 Introduction to the New Testament</td>
<td>3</td>
</tr>
<tr>
<td>REL 2000 Introduction to Religion</td>
<td>3</td>
</tr>
<tr>
<td>REL 3130 Religion in American Culture</td>
<td>3</td>
</tr>
<tr>
<td>REL 2135 Black Religion in America</td>
<td>3</td>
</tr>
<tr>
<td>REL 3320 Western World Religions</td>
<td>3</td>
</tr>
<tr>
<td>REL 3312 Eastern World Religions</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>History</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>WOH 1012 History of Civilization to 1500</td>
<td>3</td>
</tr>
<tr>
<td>WOH 1022 World Civilization, 1500 to present</td>
<td>3</td>
</tr>
<tr>
<td>AMH 3571 Afro-American History to 1865</td>
<td>3</td>
</tr>
<tr>
<td>AMH 3572 Afro-American History Since 1865</td>
<td>3</td>
</tr>
<tr>
<td>AMH 3100 Ancient History</td>
<td>3</td>
</tr>
<tr>
<td>EUH 3102 Medieval History</td>
<td>3</td>
</tr>
<tr>
<td>EUH 3501 History of England</td>
<td>3</td>
</tr>
</tbody>
</table>

Please note that ALL GORDON RULE COURSES REQUIRE A GRADE OF "C" or higher for successful completion.
Students who are exempted from taking ENC 1101 and 1102 by qualifying on College Level Examination Program (CLEP), must fulfill the word writing requirement by doing the following:

A. Enroll in other general education courses, which have writing requirement.

B. Elect courses in academic department which may be available to them and which have a writing requirement.

C. Contract with individual professors to develop papers or other kinds of writing assignments of appropriate length.

GENERAL EDUCATION SEQUENCE

If you were a first time in college Freshmen during the 2001 Fall semester, or beyond, you will have to follow the State board of Education approved changes for the general requirements for teacher education. All students enrolled in the lower division programs of the University must complete the following sequence of general education courses:

<table>
<thead>
<tr>
<th>Area</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>* English</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>To include Writing, Literature, and Speech</td>
</tr>
<tr>
<td>* Mathematics</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>To include College Algebra or above and Geometry</td>
</tr>
<tr>
<td>* Natural Sciences</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>To include Earth Science, Life Science, and Physical Science with minimum of one associated laboratory</td>
</tr>
<tr>
<td>* Social Sciences</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>To include American history and General Psychology</td>
</tr>
<tr>
<td>* Humanities</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>To include Philosophy and Fine Arts</td>
</tr>
</tbody>
</table>

COLLEGE-LEVEL ACADEMIC SKILLS TEST (CLAST)

Effective August 1, 1984, the College-Level Academic Skills Test (CLAST) is required of all community college students seeking Associate of Arts degrees and all students seeking admission to
upper division instructional programs in the State University System. The test measures communication and computation skills listed in the State Board of Education Rule 6A-10.311.

At Florida A&M University, sophomores who are completing 60 semester credits in college courses must present passing standardize scores, exemptions, or waivers on all four subtests (computation, reading, objective writing and essay). The State Board of Education has established passing scores as follows:

<table>
<thead>
<tr>
<th>Date Range</th>
<th>Reading</th>
<th>Writing</th>
<th>Computation</th>
<th>Essay</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/1/84-7/31/86</td>
<td>260</td>
<td>265</td>
<td>260</td>
<td>4</td>
</tr>
<tr>
<td>8/1/86-7/31/89</td>
<td>270</td>
<td>270</td>
<td>275</td>
<td>4</td>
</tr>
<tr>
<td>8/1/89-9/30/91</td>
<td>295</td>
<td>295</td>
<td>285</td>
<td>4</td>
</tr>
<tr>
<td>10/1/91-9/30/91</td>
<td>295</td>
<td>295</td>
<td>290</td>
<td>5</td>
</tr>
<tr>
<td>10/1/92 &amp; Thereafter</td>
<td>295</td>
<td>295</td>
<td>295</td>
<td>6</td>
</tr>
</tbody>
</table>

Because of the recent changes to CLAST, students are asked to check with the CLAST Office to determine if they have satisfied the CLAST.

**COLLEGE-LEVEL ACADEMIC SKILLS PROGRAM (CLASP)**

The responsibility for implementing CLASP at Florida A&M University resides in the School of General Studies. The program consists of courses and special sessions designed to assist students in acquiring the communication and computation skills measured in CLAST. MGF 1201, Special Topics in College Mathematics, is specifically designed as a review course for the computation component of CLAST. The course, offered each semester, carries one-hour credit.

**EXCESS CREDIT HOUR POLICY**

Effective Fall 1996, the excess credit hours policy will be applied to First-Time-In-College freshmen and transfer students not holding Florida A.A. degrees. The policy will be applied to Florida AA degree holding students transferring to the university system in Fall 1998. The excess credit hour policy is designed to encourage students who enter Florida state universities to complete their course curricula on schedule. The policy allows students to take up to 115 percent of the credit hours required
for the baccalaureate degree without being required to pay the higher matriculation fee. For example, a student in a 120 hour degree program can earn up to an additional 18 hours (or 138 semester hours) before being required to pay a special per credit hour penalty. Students accumulate excess credit hours when they withdraw from, fail or repeat courses or take courses outside their degree programs.

**WITHDRAWAL FROM A COURSE**

Under exceptional circumstances, it may be necessary for a student to withdraw from a course(s) after the deadline for making program changes. Such withdrawal may be accomplished upon the recommendation of the student's academic advisor to the dean who will forward the appropriate documents (letter of approval) to the University Registrar. Withdrawal from a course must be accomplished prior to the commencement of the ninth week of classes. A machine printed "W" will appear on the class roll/grade roll for all courses for which a student has been withdrawn. No refund of fees is made.

**WITHDRAWAL FROM THE UNIVERSITY**

A student who desires to withdraw from the University must report to the Director of the Counseling and Assessment Center and explain the circumstances, which require him/her to withdraw from the University. Upon the approval by the director, the withdrawal form will be completed and signed by the director and student. The student is required to turn in all residence hall keys, if applicable, to the counselor of the dormitory in which the student resides. When the above signatures have been placed on the withdrawal form, the student then files the form with the University Registrar. This procedure is to be followed by all students both on-campus and off-campus.

Any students who withdraw from the university during the regular or late registration periods will receive no grades at the close of the term. A student who officially withdraws after “the last day to register” but during the first eight weeks will receive “W” at the close of the term. For information on refunds, see Refund Policy below. A grade of “F” for each course will be given to any student who leaves the university without filing a withdrawal form with the University Registrar.
REFUND POLICY

A 100% fee refund/charge adjustment will be made to the student for tuition and registration if notice of withdrawal from the university is approved prior to the end of the drop-add period and written documentation is received from the student. Terms in the student housing contract will determine the refund of room rent, whereas board will be prorated based on the approved date of cancellation.

a. A 25% refund/charge adjustment of registration and tuition fees, less building and capital improvement fees, will be made if notice of withdrawal from the university is approved prior to the end of the fourth (4th) week of classes and documentation is received from the student, or an appropriate time as designated by the university for summer sessions. The late registration/payment is nonrefundable.

b. A 100% refund/charge adjustment will be made of the registration and tuition fees, if a student withdraws or drops a course due to circumstances determined by the university to be exceptional and beyond the control of the student, including but not limited to;

(i) Illness of a student of such severity or duration, as confirmed in writing by a physician, to preclude completion of the course(s),

(ii) Death of the student or death in the immediate family (parent, spouse, child, or sibling),

(iii) Involuntary call to active military duty, or

(iv) A situation in which the university is in error.

Formal application for a refund in the instances specified above must be made to the Office of the University Registrar on forms provided by that office.

ACADEMIC CLASSIFICATION

Undergraduate students, not enrolled as special students, are grouped in four classes according to total credits in semester hours on their record in the Office of the University Registrar.

Freshmen: those students having less than 30 semester hours.

Sophomores: those students having between 31-60 semester hours.

Juniors: those students having between 61-90 semester hours.
Seniors: those students having 91 or more hours.

ACADEMIC PROGRESS POLICY

A cumulative average of 2.5 is required for graduation. Thus, it is desirable that each student earns a 2.5 term average during each period of enrollment at the University. A student who maintains a cumulative average 2.5 or better will not be subject to academic suspension. However, any term in which the student's cumulative average drops below 2.5, some appropriate action is taken, i.e. warning, probation, suspension, or dismissal. Minimum standards for academic progress are as follows:

Lower Level Students

A. (0-30 hours attempted). A freshman student whose cumulative average is less than 2.5 will be permitted to remain at the University under continuous counseling and academic advisement. The student will receive a warning each period of enrollment that his term average falls below 2.5. If the cumulative average is below 2.5 after 29 hours attempted, the student will be placed on academic probation and must earn a minimum of 2.0 term average during the next period of enrollment. Failure to do so may result in academic suspension from the University.

B. (31-60 hours attempted). A sophomore student must maintain 2.0 term average. A student who fails to earn a 2.0 term average will be placed on probation the first time and suspended any term thereafter that a 2.0 term average is not earned.

Upper Level Student

C. (61 hours and above attempted). At the end of 59 hours attempted, a student must have a 2.5 cumulative average and maintain it each term. A student whose cumulative average are less than 2.5, but who earns at least a 2.0 term average will be allowed to remain in school but placed on probation. Failure to earn a term average of at least 2.0, with the cumulative average being below 2.0, will result in probation or suspension.
FORGIVENESS POLICY AND PROCEDURES

An undergraduate student may improve his/her GPA by repeating a course in which a grade of D or F was received. When an undergraduate student repeats a course (1000-4999) in which a grade of F was previously received, only the grade and grade points received in the final attempt shall be used in computing the cumulative grade point average (GPA).

When a student repeats an undergraduate course (1000-4999) in which the grade of D was previously received, the first attempt is forgivable under certain conditions:

I. The course is repeated because it is a major course required by the major where the minimum grade of C is required.

II. The course is repeated under Rule 6C3-4.009 of Florida A&M University where the minimum grade of C is required.

The revised policy will apply only to currently enrolled undergraduate students. Courses numbered 5000-7999 are specifically excluded. Graduate students and former students are excluded. A student must petition the advisor, department or division chairperson, dean and the University Registrar in order to have this policy applied.

DIRECTED INDIVIDUAL STUDY COURSES

Directed Individual Study (DIS) courses are used to meet the unique needs of the individual student; these courses typically provide opportunities for students, both graduate and undergraduate, to gain credit for research endeavors. The credit hours for DIS courses are variable (1 to 6 semester hours). These courses are not intended to replace or to substitute for regular courses in the curriculum.

Normally, DIS courses are not accepted by the Florida Department of Education for the purpose of satisfying certification requirements unless there is documentation of content and competencies covered in the DIS as complying with standards. Requests for use of DIS courses for this purpose must be made in advance of the term in which the credit is to be sought.
A faculty member who desires to serve as the instructor of record for a DIS course is required to complete an authorization form. A student will be permitted to register for a DIS course only when a completely executed authorization form is turned in to the office of the Dean during registration.

**GRADING SYSTEM AND GRADE POINT AVERAGE**

The quality of work done by a student is indicated by the letter of the alphabet as follows: a grade of **A**, exceptional; **B**, superior; **C**, average; **D**, passing but poor; **S**, satisfactory; **N**, no grade reported; **U**, unsatisfactory; **W**, withdrew; **F**, failure; **X**, audit; and **I**, incomplete.

A grade of “**A**” earns four grade points for each hour of credit; “**B**” earns three grade points; “**C**” earns two grade points; “**D**” earns one grade point; “**F**” earns no grade points; and “**X**” earns no grade points;

The grade of “**W**” is used only to denote that a student withdrew (or was withdrawn) from the course or from the University subsequent to the deadline for dropping a course as specified in the University calendar.

Certain courses may be approved by the academic dean for satisfactory-unsatisfactory (S-U) grades. Such courses would normally be outside a student’s major and minor fields and would not count toward the minimum semester hour’s credit required for graduation and will not be included in the grade point average. An “**N**” grade will be changed to a permanent grade upon receipt of an official grade from the instructor.

**Incomplete (“I”) Grades**

A grade of “**I**” (incomplete) is assigned in the case of a student who is passing a course but, due to unforeseen circumstances, has not completed all of the required work in the course at the end of the term. The assignment of a grade of “**I**” is at the discretion of the instructor. A grade of “**I**” is not assigned in a course for which the student registers but fails to attend, nor if a student withdraws from a course or from the University.
A student receiving a grade of “I” is not required to re-register for the course to change the grade. If he/she does so, the original grade of “I” will be converted automatically to a permanent grade of “F.” It is the responsibility of the student to make arrangements with the instructor for the removal of the “I.” All incomplete grades must be made up by the last day of classes in the next term in which the student enrolls after the grade was assigned, or the grade will be converted automatically to a grade of “F.” Upon completion of the required work, a “Grade Changes and Academic Record Updates” form is completed and forwarded to the Office of the University Registrar.

CLASS ATTENDANCE

Like University regulations, the College of Education class attendance regulation is that class attendance is compulsory for all students. All teacher education majors are expected to make the most of the educational opportunities available to them by regularly attending classes and laboratory periods. Therefore, the College of Education reserves the right to deal with individual cases of non-attendance.

Students will be held accountable for all assignments, quizzes and examinations at the time they are due. Students may not use their absence from class as a way for getting extensions of time to complete assignments or for permission to take make-up examinations or quizzes. The dean, as addressed in the university handbook, will excuse absence from class for specific causes. A student will be permitted one un-excused absence per credit hour of the course he/she is attending.

SUMMER SCHOOL ATTENDANCE

Students entering a University in the Florida University System after September 1, 1976, who have less than 60 hours credit upon admission must earn 9 credit hours prior to graduation by attending one or more summer terms.

READMISSION POLICY

Returning students who (1) have been dismissed from the university and have not been enrolled for one term or more (excluding summer term); (2) withdrew or canceled their registration during the previous term of attendance; or (3) have been out of school for two or more consecutive terms (excluding summer term) must submit an application of readmission to the Office of Admission. An application fee
is not required. However, applications will not be processed for those students who have a university “hold” on their records. Student applying for readmission to those academic areas that have special admission requirements (selective) must secure acceptance for readmission from the deans or heads of those areas.

TRANSFER CREDIT

Decisions regarding transfer credit are made by the appropriate chairperson or his/her designee except in those instances covered by the Articulation Agreement between the State University System and the Division of Community Colleges which provides for recognition of the Associate of Arts (AA) degree as the basic admission credential for upper division study. The Articulation Agreement states, in part:

Once a student has been certified by a public community college as having completed satisfactory its prescribed general education program, no other public institution of higher learning in Florida to which he or she may be qualified to transfer will require any further lower division general education courses in his or her program.

Factors considered in the decision to accept transfer credit include receipt of credit, grade earned, and equivalency as determined by the Florida Statewide Common Course Numbering System (in the case of credit obtained from a Florida public institution or a private institution participating in the system). At the undergraduate level, a minimum grade of C is required; at the graduate level, a minimum grade of B is required. Generally, community college (lower division) credits are not acceptable substitutes for upper division courses in the College of Education. EDF 3604, Introduction to American Education, one of the first courses taken in the professional education sequence, is subject to the terms of the Articulation Agreement. Certain community college courses, identified in the Agreement, are accepted for EDF 3604.

ACADEMIC APPEAL PROCESS

The Academic Regulation Appeals Committee considers petitions from undergraduate students seeking exceptions to the academic regulations stated in the FAMU Catalog. Appeal applications must be filed and considered prior to graduation. The following kinds of appeals are considered by this committee.

- Waiver of Academic Suspension
• Late or retroactive course withdrawal (Limited to one year after course enrollment)
• Late add/drop or registration (Limited to the next semester)
• Late application for graduation (Limited to four weeks after the published term deadline)

Please adhere to the following:

I. PETITIONS: must be picked up from college/school of your major. These petitions must be submitted with documentation and discussed with the college’s representative (Assistant Dean of Academic Affairs) of The College of Education. Colleges are not responsible for petitions that are not submitted directly to and discussed with the proper college representative. Non-degree (special) students must petition through the registrar’s office.

II. DEADLINE: The Academic Regulation Appeals Committee normally meets monthly. In order for a petition to be reviewed by college/school and to be heard at a regular meeting, it must be submitted to your schools/colleges representative prior to the scheduled monthly meetings of the committee. Petitions for re-admission (after academic suspension) must be submitted at least ten working days before the start of classes.

STUDENT GRIEVANCE PROCEDURE

An appeal process has been designed to provide an equitable procedure for resolving student grievances relating to academic matters. The procedural steps are as follows:

1. The student must approach the individual concerned (e.g., instructor, advisor, administrator) to discuss the grievance and attempt to resolve it.

2. If the matter remains unresolved, the student will submit the grievance in writing to his/her department chairperson, who will obtain a written statement concerning the matter from the individual against whom the student alleges the grievance.

3. The student will meet with his/her department chairperson and the individual concerned and attempt to resolve the grievance. The student may ask his/her academic advisor to be present at the meeting.

4. If the student's grievance involves a discipline/academic unit outside the academic jurisdiction of his/her department, the department chairperson will contact his/her counterpart in the grievance area, who should seek to resolve the matter. Progress toward the resolution of the matter should then be reported back to the student's department chairperson.

5. If the grievance still remains unresolved, the student should present his/her grievance, in writing, to his/her dean. After reviewing the student's statement, the dean will request a meeting with the student, the department chairperson, and the individual against whom the student has a grievance in an attempt to resolve the matter. The student's advisor may accompany the student upon his/her request.
6. If the grievance involves a discipline/academic unit outside the student's college, the student's dean will contact his/her counterpart in the grievance area, who should seek to resolve the matter. Progress toward the resolution of the matter should then be reported back to the student’s dean.

7. If the matter still remains unresolved, the student's dean will compile a report, including the student's written statement, and refer the matter to the Provost/Vice President for Academic Affairs.

The procedural steps, up to the time of referring the grievance to the Provost/Vice President for Academic Affairs, should take place within two weeks after the student has made contact with the individual against whom he/she has a grievance. Further, all contacts by the student with individuals in this process should be based upon confirmed appointments.

**UNIVERSITY REGISTRATION**

Described below is the basic manner in which the academic registration process operates at FAMU.

**Regular/Late Registration Procedures**

**Step 1.** Students must report to their advisors and complete the Academic Advisement Form. With the advisor’s assistance develop a class schedule.

Once completed, both the student and the advisor must sign the Academic Advisement Form.

- a) Students enrolling in classes, which require permission, must go to the academic area offering the class and obtain a valid signature. Such classes are denoted by an asterisk (*) in the Schedule of Classes or in the following manner:
- b) Be sure to list alternate classes on your Academic Advisement Form. This way if one or more of your classes are closed, you will not have to go back to your advisor for further advisement and/or approval.

**Step 2.** Using the Computerized University Registration System, enroll in the desired courses

**Step 3.** Print out a confirmation of the courses registered that semester

**Step 4.** Pay your fees.

**Step 5.** Have your I.D. card processed and validated.
**Add / Drop Procedures**

The College of Education complies with the published University dates for the dropping and adding of courses by students. Dropping or adding a course alters the student's fee liability. The addition of courses to a student's schedule after the published deadline date requires approval from the University Registrar.

A course may be dropped from a student's schedule after the published deadline date if the Dean of the College writes a memorandum of justification to the University Registrar requesting the action. The Dean will prepare the memorandum only upon the recommendation of the appropriate department chairperson. The chairperson will honor the student's request if reasons are deemed to be sufficient.

A student who wishes to withdraw from a course after the drop/add period initiates a “Request for Withdrawal from Courses” form. The course instructor, the student’s advisor, department chairperson, dean and the Registrar must sign this form. Withdrawing from a course does not alter a student's fee liability.

**IMMUNIZATION REQUIREMENTS**

As a prerequisite to registration, the State University System of Florida requires all students less-than 40 years of age to present proof of immunity to rubella only. All students born on or after 1957 are required to present proof of immunity against rubella and rubeola. According to the Florida Department of Health and Rehabilitation Services, acceptable proof of immunity is as follows:

**Rubeola** - Students can be considered immune to rubeola only if they have:

1. Documentation of vaccination with live rubeola virus vaccine on or after the first birthday. Persons vaccinated with killed or an unknown vaccine prior to 1968 should be revaccinated. Persons more than 30 years of age may be considered to have had natural immunity and, therefore, do not need rubeola vaccine; or

2. Laboratory (serologic) evidence of rubeola immunity; or

3. A written statement by a physician on his/her stationary which states that a person has had an illness characterized by a generalized rash lasting three (3) or more days, a fever of 101 degrees Fahrenheit or greater, a cough and conjunctivitis, and in the physician’s opinion, has had the ten-day measles (rubeola).

**Rubella** - Students can be considered immune to rubella only if they have:
1. Documentation of vaccination with live rubella vaccine on or after their first birthday;

2. Laboratory (serologic) evidence of rubella immunity;

3. Reached 40 years of age.

The date of vaccination for both rubeola and rubella should include the day, month, and year. However, only the month and year will suffice as long as the month and year show that the vaccine was given at least 13 months after the month of birth.

It is strongly recommended that all students that have questionable immunity to rubeola and rubella be vaccinated unless there are valid contraindications.

Since the revaccination typically causes no adverse medical consequences, it is recommended that those students who cannot provide vaccination dates, those who present questionable vaccination dates, and those with questionable diagnosis of measles be vaccinated (revaccinated) prior to the time of matriculation. All vaccinations should be given in accordance with the recommendations of the Advisory Committee on Immunization Practices.

It is further recommended that all students be vaccinated against diphtheria and tetanus in accordance with the recommendations of the Advisory Committee on Immunization Practices.

Because up to 20% of employees less than 30 years of age may be susceptible to both rubeola and rubella, it is recommended that faculty, staff, and other employees in that age group obtains vaccinations against rubeola and rubella.

NOTE: Immunization records must be forwarded to the DIRECTOR OF STUDENT HEALTH SERVICES at least 60 days prior to registration. Please mail forms to the following address:

Student Health Services
Florida A&M University
Tallahassee, FL 32307
Telephone (850) 599-3777
FAX (850) 599-3067
HIV/AIDS POLICY

Florida A&M University is committed to providing students and employees with accurate information concerning the transmission and prevention of Human Immunodeficiency Virus (HIV) and Acquired Immune Deficiency Syndrome (AIDS).

A university committee representing a wide spectrum of interests has been organized. The Medical Director of the Student Health Services chairs this committee. All inquiries and referrals should be directed to the medical director.

The HIV/AIDS Committee will evaluate each known student with HIV/AIDS on an individual case-by-case basis. There will be no discrimination against such students by the university.

Appropriate measures reflecting official policy outlined by the Florida A&M Board of Trustees will be taken to ensure legal safeguards, confidentiality, and emotional support. Committee recommendations will be consistent with the welfare of both the individual patient and the university community.

Education materials on HIV/AIDS can be obtained at the Student Health Services clinic. In addition, information on videotape is available for viewing in the clinic.
Section VII:

FINANCIAL ASSISTANCE
FOR
TEACHER EDUCATION MAJORS
FLORIDA STUDENT ASSISTANCE GRANTS (FSAG)

The state of Florida provides a need-based grant program. Awards may range from $200.00 to $1,500.00 per academic year or as specified in the General Appropriations Act. FSAG receives funding from the Florida Grant Appropriations Act and from the State Student Incentive Grant (SSIG) of the federal government. CHECK WITH THE FLORIDA DEPARTMENT OF EDUCATION FOR UPDATES.

FLORIDA UNDERGRADUATE SCHOLAR'S FUND

A merit scholarship program for outstanding Florida high school graduates. Initial and renewal awards are $2,500.00 per year if sufficient funds are available for full awards. Top-ranked high school graduate from each county may also receive a Challenger Astronauts Memorial Award of an additional $1,500.00 per year.

VOCATIONAL GOLD SEAL ENDORSEMENT SCHOLARSHIP

A scholarship program for outstanding Florida public high school graduates in recognition of their academic and vocational achievement. Initial and renewal awards are $2000 per academic year.

ROBERT C. BYRD HONORS SCHOLARSHIP

Scholarships of $1,500.00 are offered through the Florida Department of Education and funded by the U.S. Department of Education. Awards are distributed in a geographically equitable manner throughout the state.

NATIONAL SCIENCE SCHOLARS PROGRAM

Scholarship of up to $5,000.00 a year offered through the Florida Department of Education and funded by the U.S. Department of Education. Two recipients are chosen from each Florida congressional district.

MARY MCLEOD BETHUNE SCHOLARSHIP

The Mary McLeod Bethune scholarship funds a need-based scholarship of $3,000.00 per academic year. Awards are subject to contributions received for private sources by participating institutions. The number of awards made is limited to the amount of available funds.
The state of Florida provides a scholarship and loan program available to promising students and teachers to pursue careers in teaching in Florida. A $1,500.00 "Chappie" James Most Promising Teacher Scholarship is available for each of the first two years of undergraduate study. Two-year Critical Teacher Shortage (CTS) Forgivable Loan is available to upper division undergraduate and graduate students who declare their intent to teach in CTS subject areas in Florida. This grant provides up to $4000 per year for undergraduate study and $8000 per year for graduate study.

CRITICAL TEACHER SHORTAGE TUITION REIMBURSEMENT PROGRAM

A tuition reimbursement program created to encourage public school district employees certified to teach to become certified in, or gain a graduate degree in, a critical teacher shortage area. This grant provides up to $78.00 per credit hour for up to nine credit hours per academic year, for up to thirty-six credit hours.

PAUL DOUGLAS TEACHER SCHOLARSHIP PROGRAM

A federal scholarship program created to encourage teaching careers, pre-Kindergarten through 12. This grant provides up to $5,000.00 per academic year for a maximum of $20,000.00 subject to Congressional appropriations. Offered through the Florida Department of Education and funded by the U.S. Department of Education.

FLORIDA WORK EXPERIENCE PROGRAM

The Florida Work Experience program is a need-based employment program to introduce eligible students to work experiences that will complement and reinforce their educational and career goals.
**EXCEPTIONAL STUDENT EDUCATION TRAINING GRANT FOR OUT OF FIELD TEACHERS**

A tuition reimbursement program for teachers holding a valid Florida teaching certificate, but who are not fully certified in the areas of exceptionality in which they teach have an opportunity to receive up to $200.00 per course for a maximum of three courses or nine semester hours per term.

**MINORITY TEACHER EDUCATION SCHOLARSHIP PROGRAM**

The Minority Teacher Education Scholarship program is for capable and promising African American, Hispanic American, Asian American, and Native American students who are Florida residents and plan to pursue a teaching career in Florida public schools. Each Minority Teacher Education Scholar will receive an annual scholarship of $4,000.00 for a maximum of three consecutive years.

**AMERICORPS PROGRAM**

Americorps is a program to improve the reading skills of students at selected school sites and to increase community involvement in the educational process. Upon successful completion of the service year, Members will receive an educational award of $2,362.50 for part-time service from the Corporation for National Service. Throughout the service year’s student receives a monthly stipend.
Section VIII:

PROFESSIONAL AND STUDENT ORGANIZATIONS
Florida A&M University offers a number of professional and student organizations that are open to students interested in the field of education. Such organizations include:

**KAPPA DELTA PI (KDP)**

The co-educational honor society in Education was founded to recognize and encourage excellence in scholarship, high personal standards, improvement in teacher preparation, and distinction in achievement. Membership is by invitation only. Kappa Delta Pi representatives can be contacted in GECO, Unit A, Room 306, or GEC, Unit B, Room 201B, or at 599-3174 or 599-3692.

**PHYSICAL EDUCATION STUDENT CLUB (PEPS)**

The Physical Education Student Club is a professional organization comprised of students majoring in physical education. Students participate in meaningful experiences within the department, university, state and nation. The goal is to promote professional attitudes, participation and membership in varied learned societies. PEPS representatives can be contacted in GOC, Room 206, or at 599-3135.

**PHI BETA LAMBDA (PLEBE)**

Phi Beta Lambda is a business fraternity open to all students expressing an interest in business education. The emphasis is on promoting free enterprise and instilling leadership qualities. PLEBE representatives can be contacted in GEC, Unit B, Room 300, or at 599-3061/62.

**STUDENT MUSIC EDUCATORS NATIONAL CONFERENCE (MENC)**

The Student Music Educators National Conference is an affiliate of the Music Educators National Conference of the state branch and of the Florida Music Association. It is devoted to the furtherance of knowledge and understanding of music education on all levels. Membership is open to any student of the university who is interested in teaching music. Student Music Educators National Conference representatives can be contacted in the Foster-Tanner Music Building, Room 316, or at 599-3024.
FLORIDA FUTURE EDUCATORS OF AMERICA (FFEA)

FFEA is an organization under the umbrella of the Florida Association of Teacher Educators (FATE). The primary goal of FFEA is to train and encourage students to enter the teaching profession and to develop their leadership capabilities. Membership is open to students in all disciplines of education (e.g. Elementary Education, Physical Education, Secondary Education--Mathematics, English, History, Science).

INTERNATIONAL READING ASSOCIATION

The International Reading Association is open to all students expressing an interest in promoting literacy education on the local, state and international levels. Members primarily benefit from this organization by receiving information on reading theory and instruction, which helps with professional experiences, and classroom instruction.

FLORIDA A&M - Association for the Education of Young Children (FAM-AEYC)

FAM-AEYC is an organization under the umbrella of the National Association for the Education of Young Children (FAM-AEYC). The primary goal of is to train and encourage students to enter the field of early childhood education and increase the advocacy for young children. Membership is open to students in all disciplines of education.

STUDENT GOVERNMENT ASSOCIATION

The Student Government Association is the overall student governing body and is responsible for many of the activities and programs designed and executed by students for students. It is composed of three main branches: the executive branch, the legislative branch, and the judicial branch. SGA representatives can be contacted in the Student Union Plaza, or at 599-3624.
ALMA MATER

College of love and charity
We gather ‘round thy noble shrine;
We lift our voice in praise to thee.
And ask a blessing all-divine

Chorus

FAM-U! FAM-U! I love thee!
I’ll fight and win what e’er the battle be.
The Orange and Green thy sons shall e’er defend
FAM-U! FAM-U! FAM-U! I love thee!

On gridiron, diamond, track and field,
Thy sons thy vict’ry never yield,
And while they tread a broader life
Thy love shall stay them in the strife.

Chorus

God ever keep us true to thee;
Thy faith that truth shall make men free,
Shall guide thy loyal sons aright
And fend them thru’ the skeptic night.

THE FLORIDA SONG

Dear old Florida we are yearning
We will fight for you
While our loyal hearts are burning
We’ll be e’er true.

Refrain

Florida, Florida, bless her name
Orange and Green we’ll proudly wave;
We will honor and protect you,
Sons and daughters brave.
Affidavit

On this the _____ day of ______ month in the year of 200___, I do sign this affidavit as proof of my having downloaded/read the Professional Education Unit Undergraduate and Graduate Student Handbook. This handbook contains policy and procedures concerning the education programs offered by Florida A&M University. The policies or requirements include, but are not limited to; admission to educational programs, retention within the university, admission to student teaching and requirements for graduation. By virtue of my signature, I am attesting that I agree, accept, understand and therefore will strictly abide by the policies and procedures contained therein. Furthermore, I understand a copy of this affidavit must be present in my file in the Center for Teacher Preparation Office prior to my being admitted into the teacher education program of my choosing.

Printed Name

[Signature]

Student’s Signature

Advisor’s Signatures