2010-2011

Dr. Genniver C. Bell, Dean
College of Education
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College of Education Administrators and Department Chairs

Dr. Genniver C. Bell, Dean

Dr. Peggy Auman, Associate Dean for Academic Affairs

Dr. Gloria Poole, Associate Dean for Program Approval

Dr. Patricia Green-Powell, Associate Dean for Program Approval

Dr. Ada P. Burnette, Chair, Department of Educational Leadership and Human Services

Dr. Mary Newell, Chair, Elementary Education

Dr. Janet Sermon, Chair, Department of Health, Physical Education and Recreation

Dr. Tony Manson, Chair, Secondary Education and Foundations & Department of Workforce Education and Development

The College of Education seeks to recruit and retain qualified students from diverse backgrounds.

Policy Statement on Non-Discrimination It is the policy of Florida Agricultural and Mechanical University to assure that each member of the University community be permitted to work or attend classes in an environment free from any form of discrimination including race, religion, color, age, disability, sex, marital status, national origin, veteran status and sexual harassment as prohibited by state and federal statutes. This shall include applicants for admission to the University and employment.

Visit us on the web or on Facebook:

http://www.famu.edu/education

http://www.facebook.com/coe.famu
## COLLEGE OF EDUCATION

### Directory for Administration

<table>
<thead>
<tr>
<th>Role</th>
<th>Location</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office of the Dean</td>
<td>Lucy Moten Building 8 Room 208</td>
<td>(850) 561-2989</td>
</tr>
<tr>
<td>Associate Dean, Academic Affairs</td>
<td>Lucy Moten Building 8 Room 219</td>
<td>(850) 599-3482</td>
</tr>
<tr>
<td>Associate Dean, Student Services</td>
<td>Lucy Moten Building 8 Room 219</td>
<td>(850) 599-3482</td>
</tr>
<tr>
<td>Associate Dean, Program Approval</td>
<td>Lucy Moten Building 8 Room 221</td>
<td>(850) 599-3749</td>
</tr>
<tr>
<td>Educational Leadership and Human Services</td>
<td>Lucy Moten Building 8 Room 216</td>
<td>(850) 599-3191</td>
</tr>
<tr>
<td>Elementary Education and Early Childhood Education</td>
<td>Lucy Moten Building 8 Room 217</td>
<td>(850) 599-3397</td>
</tr>
<tr>
<td>Health, Physical Education and Recreation</td>
<td>Al Lawson Multi-Purpose Gymnasium</td>
<td>(850) 599-3135</td>
</tr>
<tr>
<td>Business and Technology Education</td>
<td>Lucy Moten Building 8 Room 204</td>
<td>(850) 599-3061</td>
</tr>
<tr>
<td>Secondary Education and Foundations</td>
<td>Lucy Moten Building 8 Room 202</td>
<td>(850) 599-3123</td>
</tr>
<tr>
<td>Center for Academic Success</td>
<td>Lucy Moten Building 64 Room 166</td>
<td>(850) 599-3619</td>
</tr>
<tr>
<td>Office of Student Teaching</td>
<td>Lucy Moten Building 8 Room 203</td>
<td>(850) 599-2145</td>
</tr>
<tr>
<td>FAMU Developmental Research School</td>
<td>400 W. Orange Avenue, Tallahassee, FL 32307</td>
<td>(850) 599-3325</td>
</tr>
</tbody>
</table>

**Note:** Please refer to the FAMU university catalogue for other universities administrative contacts.
Section I

GENERAL PROGRAM INFORMATION

Florida Agricultural and Mechanical University
College of Education

MISSION STATEMENT

The primary mission of the college is the production of exemplary professionals to serve in educational institutions who are informed, proactive, competent, and reflective practitioners. The College of Education administers the pre-service and in-service professional education and graduate programs encompassed within five (5) undergraduate and graduate degree granting departments: Elementary Education; Secondary Education and Foundations; Health, Physical Education and Recreation; Workforce Education; and Educational Leadership and Human Services. The College of Education in combination with the College of Arts and Sciences, known as the Professional Education Unit (PEU), provides the relevant curriculum for elementary, secondary, and graduate education programs supporting 19 undergraduate degrees and 18 graduate degrees.

The COE purposes to: (1) assume leadership for the selection, guidance and professional preparation of teacher educators and practitioners who will serve in elementary, secondary and post-secondary schools, and other related agencies of Florida and the nation; and (2) provide a substantial foundation for advanced study as students choose to extend their educational preparation and pursuits. These purposes will be met through a foundation of general education, a planned sequence in professional education and rigorous graduate programs providing excellent preparation for professional pursuits, graduate study and post-graduate work.
THE CONCEPTUAL FRAMEWORK: AN EXEMPLARY PROFESSIONAL

The Conceptual Framework in the Professional Education Unit (PEU) at Florida A&M University is an integrated approach to providing educational experiences that result in exemplary professional educators. The Framework is comprised of six themes with the mission of developing high quality classroom teachers, administrators and support personnel. The term “exemplary” refers to the kind of graduates the PEU strives to produce. Cross-curricular themes have been identified and are used to build in both rigor and continuous change to the teacher education program. These themes are acknowledged below:
• **Diversity.** The exemplary professional understands diverse student backgrounds and has the skills, and disposition to employ this understanding to support student learning. He/she accepts and fosters diversity. The candidate practices strategies such as acceptance, tolerance, resolution and mediation, and establishes a comfortable environment in which all students can learn.

• **Technology.** The exemplary professional makes use of available technology to support student learning and uses technology to manage, evaluate and improve instruction. The candidate knows, understands, and uses fundamental concepts in technology and facilitates access to the use of electronic resources for students. The candidate uses technology to manage, evaluate and improve instruction.

• **Values.** The exemplary professional values the worth and dignity of every person. He/she works with colleagues in a professional manner and interacts with students, families and other stakeholders in a manner that reflects ethical and moral standards. The candidate shows respect for varied talents and perspectives and is committed to individual excellence. The candidate values the role of the students in promoting each other’s learning and recognizes the importance of peer relationships in establishing a climate for learning.

• **Critical Thinking.** The exemplary professional understands and uses a variety of instructional strategies to encourage students’ development of critical thinking and performance. The candidate values critical thinking and self-directed learning as habits of mind.

• **Professionalism.** Exemplary professionals know the content and uses appropriate pedagogy to provide all students with the opportunity to learn. The exemplary professional is committed to professional growth and development. The candidate uses major concepts, principles, theories, and research related to development of children to construct learning opportunities that support students’ development and acquisition of knowledge and motivation. The candidate displays effective verbal and nonverbal communication techniques to foster valuable interaction in the classroom.

• **Urban/Rural Education.** The exemplary professional is prepared to work in school settings with limited resources as well as settings that focus on rural/urban contexts with opportunities and challenges that these environments provide. Exemplary professionals have the ability to understand the plight of both rural and urban students and demonstrate a propensity to communicate with them and their parents.
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 (they can also be accessed on our COE website):

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)
Drama Education (K-12)

Department of History, Political Science, Public Management and African American Studies
Social Science Education 6-12 (Political Science or History Track)

Department of Biology
Biology Education (6-12)

Department of Mathematics
Mathematics Education (6-12)

Department of Chemistry
Chemistry Education (6-12)

Department of Music
Music Education (K–12)

Department of Languages and Literature
English Education (6–12)

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 Academic Success. Candidates should follow the curriculum guide that was in circulation upon entering the university. If for some reason, a student withdraws 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 candidates may take a limited number of courses in teacher education prior to being officially admitted to a specific teacher education program. This process enables our candidates to acquire information about the institution, and plan an educational program consistent with his or her goals, interests, and abilities.

The academic advisement is a process that includes the collection, interpretation, and delivery of academic information regarding both the university goal and capabilities and the candidates’ goals and potential. The focus is on candidates’ progress in gaining admission into their professional teacher education programs, internship placement, fulfilling graduation requirements, teacher certification, and insuring our teacher education graduates are prepared to meet the challenges confronting today’s educators.

Candidates 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) candidates should apply the first semester they are enrolled at
  Florida A&M University;

* Candidates 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;

* Candidates 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.

Candidates seeking admission to teacher education will be classified as:

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

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

ADMISSION PROCEDURES: TEACHER EDUCATION

Candidates 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. Candidates admitted into the
College of Education will be assigned an advisor. All candidates 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. Candidates 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 candidates at least once each semester
   and review the candidates’ 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 candidates’ compliance with the criteria for admission. Once
   candidates 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 is filed in the candidates’ folder and copies are forwarded to the department chairs and to the candidate 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 candidates are advised of the corrective actions needed to remedy the denial.

CHANGE OF MAJOR PROCEDURES

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

1. The candidates 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 candidate transcripts to the Center for Academic Success.

4. CAS staff will provide candidates with a copy of the Undergraduate Application Booklet and request that the candidate:

   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 candidates.
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 candidate 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 candidates 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 candidate files. Justification for the denial should be provided at the bottom of the *Change of Major* forms.

The candidates 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.
CANDIDATE PROFESSIONAL DISPOSITIONS INITIAL & ADVANCED LEVELS

The National Curriculum Accreditation of Teacher Education (NCATE) defines Professional Dispositions as professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, colleagues, and communities. These positive behaviors support student learning and development. NCATE expects institutions to assess professional dispositions based on observable behaviors in educational settings. The two professional dispositions that NCATE expects institutions to assess are fairness to all and the belief that all students can learn. Based on their mission and conceptual framework, professional education units can identify, define, and operationalize additional professional dispositions.

In addition to assuring that graduates of initial and advanced certification programs have demonstrated sufficient knowledge and skills for their level of preparation, faculty within the Florida A & M University (FAMU) College of Education (COE) expect graduates to display dispositions that are important for professional practice and development. Teacher candidates who have been accepted into a teacher education program are assessed regularly to determine their progress in the classroom and field experiences. The College of Education has identified and adopted a common set of dispositions that apply to candidates across program areas and across levels of certification are as follows:
<table>
<thead>
<tr>
<th>Profession: The Teacher Candidate demonstrates professionalism (Please use a ✓ to indicate level of performance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Punctuality</td>
</tr>
<tr>
<td>• Does not exceed three unexcused absences, per university catalog 2009-2010</td>
</tr>
<tr>
<td>• In class at or before specified time, per Registrar</td>
</tr>
<tr>
<td>• Attends class, field experiences, meetings</td>
</tr>
<tr>
<td>• Appropriate dress and grooming</td>
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<tr>
<td>• Completes assignments on or before due date</td>
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<tr>
<td>Emotional Management</td>
</tr>
<tr>
<td>o Handles feelings appropriately</td>
</tr>
<tr>
<td>o Reacts reasonably to situations</td>
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<tr>
<td>o Finds a healthy balance between emotions</td>
</tr>
<tr>
<td>• Demonstrates the appropriate use of personal technology during class</td>
</tr>
<tr>
<td>• Follows established protocol and procedures</td>
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<tr>
<td>• Follows established procedures and policies</td>
</tr>
<tr>
<td>Criteria for rating</td>
</tr>
<tr>
<td>Favorable</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>The candidate consistently and thoroughly demonstrates indicators of performance. (90-100 %)</td>
</tr>
<tr>
<td>The candidate usually and consistently demonstrates indicators of performance. (80-90 %)</td>
</tr>
<tr>
<td>The candidate sometime and adequately demonstrates indicators of performance. (70-80 %)</td>
</tr>
<tr>
<td>The candidate rarely or never and appropriately or superficially demonstrates indicators of performance. (60 %)</td>
</tr>
<tr>
<td>Effective Communication: The Teacher Candidate demonstrates effective communication skills (Please use a ✓ to indicate level of performance)</td>
</tr>
<tr>
<td>Uses standard English language in various settings</td>
</tr>
<tr>
<td>Uses appropriate tone of voice for the setting</td>
</tr>
<tr>
<td>Clearly articulates concepts (words words such as you know, um, uh, uh, and okay)</td>
</tr>
<tr>
<td>Models appropriate respectful communication that is not demeaning or harmful (words loud outbursts and profanity)</td>
</tr>
<tr>
<td>Avoids confrontational behavior</td>
</tr>
<tr>
<td>Outcome</td>
</tr>
<tr>
<td>F (4)</td>
</tr>
<tr>
<td>Criteria for rating</td>
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<tr>
<td>--------------------</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>The candidate...</td>
</tr>
<tr>
<td>(96-100 %)</td>
</tr>
</tbody>
</table>

Respectful Behavior: The Teacher Candidate demonstrates respectful behavior
(please use 4 to indicate level of performance)

- Considers opinions of others with an open mind (respects diversity)
- Listens to others in a variety of settings
- Provides equitable learning opportunities for all
- Considers background interests and attitudes
- Reacts reasonably to situations (avoid verbal confrontational behavior)

<table>
<thead>
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<th>Outcome</th>
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<tbody>
<tr>
<td>F (4)</td>
</tr>
<tr>
<td>A (3)</td>
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<tr>
<td>M (2)</td>
</tr>
<tr>
<td>U (1)</td>
</tr>
</tbody>
</table>

Ethical Behavior: The Teacher Candidate demonstrates ethical behavior
(please use 4 to indicate level of performance)

- Demonstrates academic honesty
  - Avoids plagiarism
- Demonstrates honesty inside and outside of the classroom
- Demonstrates trustworthiness
- Understands the importance of professional code of ethics
- Advocates fairness

<table>
<thead>
<tr>
<th>Outcome</th>
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<tbody>
<tr>
<td>F (4)</td>
</tr>
<tr>
<td>A (3)</td>
</tr>
<tr>
<td>M (2)</td>
</tr>
<tr>
<td>U (1)</td>
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</tbody>
</table>

Reflective Behavior: The Teacher Candidate demonstrates reflective behavior
(please use 4 to indicate level of performance)

- Accepts feedback and suggestions and incorporates in subsequent practice in various settings
- Demonstrates accurate self-analysis regarding one’s strengths and weaknesses

<table>
<thead>
<tr>
<th>Outcome</th>
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<tbody>
<tr>
<td>F (4)</td>
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<tr>
<td>A (3)</td>
</tr>
<tr>
<td>M (2)</td>
</tr>
<tr>
<td>U (1)</td>
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### Criteria for rating

<table>
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<th>Marginal</th>
<th>Unacceptable</th>
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<tr>
<td><strong>Favorable</strong></td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>The candidate concisely and thoroughly demonstrates indicators of performance. (90–100 %)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Acceptable</strong></td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>The candidate usually and extensively demonstrates indicators of performance. (85–89 %)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Marginal</strong></td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>The candidate sometimes and adequately demonstrates indicators of performance. (79–79 %)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Unacceptable</strong></td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>The candidate rarely or never and inappropriately or superficially demonstrates indicators of performance.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Professional Behavior

The Candidate demonstrates professional behavior

(Please use a ✔ to indicate level of performance)

- is punctual and regularly attends class
- has a positive disposition (possesses congenial interpersonal skills; is patient, resilient, optimistic, and approachable)
- presents oneself in a professional manner both in demeanor and appearance
- handles feelings appropriately (emotional management)
- maintains integrity and high professional standards
- works in a reliable, dependable manner utilizing initiative
- seeks opportunities for professional development and actively participates in professional organizations
- demonstrates the appropriate use of personal technology during class
- demonstrates academic honesty

### Effective Communication

The Candidate demonstrates effective communication skills

(Please use a ✔ to indicate level of performance)

- communicates effectively in a professional manner using standard English language and appropriate tone for the situation
- is highly sensitive to what to do or say in order to maintain good relations with others and acts accordingly
- is willing to share information and ideas in a mutually respectful manner
- utilizes and models active listening and appropriate feedback skills
<table>
<thead>
<tr>
<th>Criteria for rating</th>
<th>Favorable</th>
<th>Acceptable</th>
<th>Marginal</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>The candidate consistently and thoroughly demonstrates indicators of performance. (91-100 %)</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>The candidate generally and adequately demonstrates indicators of performance. (89-90 %)</td>
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<tr>
<td>The candidate sometimes and inadequately demonstrates indicators of performance. (79-80 %)</td>
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<tr>
<td>The candidate rarely or never and improperly or superficially demonstrates indicators of performance</td>
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**Professional Practice: The Candidate demonstrates professional practice**  
(please use a "~" to indicate level of performance.)

- is curious, willing to experiment with new ideas and techniques, and is receptive to change.
- analyzes and evaluates concepts and clinical practices.
- experiments, evaluates, and initiates innovative practices.
- demonstrates a willingness to review and analyze research and/or conduct research on his/her own.
- recognizes the individual differences that distinguish his/her students from one another and takes into account these differences in behavior of students.
- is respectful, tolerant, and responsive to the cultural and family differences, including special needs, which students and colleagues bring to the learning environment.
- continually deepens knowledge of practice and student learning.
- understands the roles of assessment, including the roles of standards and outcomes in assessment.

<table>
<thead>
<tr>
<th>Criteria for rating</th>
<th>Favorable</th>
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<th>Marginal</th>
<th>Unacceptable</th>
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<td></td>
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</tbody>
</table>

**Systematic Thinking: The Candidate demonstrates systematic thinking**  
(please use a "~" to indicate level of performance.)

- critically examines his/her practice on a regular basis to deepen knowledge, expand his/her repertoire of skills, and incorporate findings into practice.
- thinks critically before responding to unforeseen circumstances and moderates his/her actions as a result.
- thinks critically about how to best manage, apply, and integrate technology into his/her everyday practice.
- conducts self-assessment through reflection in problem solving.
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

I. Preparation

To comply with the Jessica Lunsford Act and ensure the security and safety of students, faculty and staff, all student teachers must complete the following:

1. Complete a Level II background screening (fingerprinting). Application forms are available in 301-B Gore Education Complex. Cost of this screening is $95.00.
2. Secure your own medical insurance (Leon County School District only)
3. Purchase professional liability insurance
4. Purchase FAMU ID badge

II. Requirements: Student Teaching

Students desiring to participate in the student teaching program must meet the following criteria:

- Have been admitted to a teacher education program
- Have satisfactorily completed all program requirements;
- Have a cumulative grade point average (GPA) of 2.50 or higher in a 4.0 scale; and
- Have passed a Level II security background check.

Application Procedures: Student Teaching

The procedures for making application to participate in the student teaching program are as follows:

- Student should complete a Student Teaching Clearance Application at least one semester prior to the semester in which he/she plans to participate in the student teaching program, to the Center for Academic Success for initial screening to determine his/her status.

- The application will be evaluated by the Center for Academic Success staff to determine if the applicant meets the unit’s requirements to participate in the student teaching program.

- Approved Student Teaching Clearance Applications are forwarded to the Office of Student Teaching which is responsible for the advising of students in receiving their Student Teaching Application.

- Students receiving Student Teaching Instruction Sheet are expected to complete and submit the application at predetermined deadlines. These deadlines are posted on appropriately situated bulletin boards and online.

- Completed Student Teaching Applications are returned to the Office of Student Teaching who then forwards them to the appropriate departments for review and approval or disapproval.

- All applications are returned to the Office of Student Teaching by the departments for appropriate action.

- Students who do not qualify to participate in the student teaching program are notified of the deficiencies and are advised of how they can overcome the deficiencies.
APPLICATION DEADLINES:

<table>
<thead>
<tr>
<th>Semester Desired for Student Teaching</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>FALL SEMESTER 2010</td>
<td>March 12, 2010</td>
</tr>
<tr>
<td>SPRING SEMESTER 2011</td>
<td>October 15, 2010</td>
</tr>
</tbody>
</table>

See Student Teaching Handbook for additional information.

Note: The Office of Candidate Teaching is located in the Lucy Moten Building Room 203 contact information (561-2145 or 561-2146).
GRADUATION REQUIREMENTS

To qualify for a bachelor’s degree in an academic discipline, a candidate 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 candidates 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 candidate expects to complete all requirements for a degree, the candidate should meet with his/her advisor and complete an Application for Graduation. The completed application should be submitted to the department chair, by the candidate, 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 candidate’s advisor for review and consultation with the affected candidate. 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 candidate will be notified of his/her graduation status.

PROFESSIONAL EDUCATION UNIT ELECTRONIC 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 candidates 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 candidates because it is a type of authentic assessment that allows candidates 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 candidate 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 candidates 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 candidates 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 candidate keeps an electronic portfolio on-line and a copy on a personal computer diskette. The portfolio documentation begins with the candidate’s placing evidence online, beginning with the candidate’s first course of field experience, Overview and Orientation to Teaching (in the second
semester of the candidates freshman year) and culminating with the pre-service teacher’s clinical/candidate teaching experience in the senior year.

**Reflections**

Candidates 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 candidate’s first course that includes field placement (Overview and Orientation to Teaching). Once a candidate 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 candidate 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 candidate by university instructors. Each instructor gives credence to the candidates work through the formal grading procedures (outlined in the course syllabus). At the end of the senior year, after the clinical/candidate teaching experience, candidates turn in their portfolios for a final review. An exit conversation is held between the university supervisor and the pre-service teacher to confirm candidate 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, and records of parent conferences, etc.). Candidates 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 candidates move through the sequence of classes, different Florida Accomplished Practice competencies are naturally emphasized. This helps candidates 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 candidate 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 candidate 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 candidate 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 FOR ACADEMIC SUCCESS

The Center for Academic Success (CAS) is a part of the newly organized Division of Candidate Support Services. The Center’s primary functions are to assist candidates 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 candidate data resource facility for the Professional Education Unit.
2. Assist candidate in preparing for entry into a professional education program.
3. Coordinate candidate recruitment for the College of Education.
4. Advise all pre-teacher education candidates.
5. Monitor the matriculation of all College of Education candidates.
6. Coordinate the professional career development of candidates in the Professional Education Unit.
7. Coordinate the registration of all candidates in the College of Education.
8. Serve as the academic liaison between the candidates in the College of Arts and Sciences and the College of Education.

The Center for Academic Success is located in Building 64 Room 166 and is staffed by dedicated professional counselors and advisors. Representatives in this office can be contacted at 599-3620/3619.
The Office of the University Ombuds provides confidential, impartial, independent and informal assistance to students, staff and faculty in addressing both academic and non-academic concerns at the University that established processes and procedures have not resolved.

Confidentiality – All interactions with the Office of the University Ombuds are strictly confidential except in cases where there is consent by complainant; imminent harm to the complainant, others or University; or a legal requirement.

Impartiality – The Office of the University Ombuds does not operate as an advocate for individuals or the University, but as an advocate for fairness of outcomes. This Office considers all sides of a concern in an impartial and objective manner.

Independence – The Office of the University Ombuds was established by the state legislature and reports directly to the Vice President of Student Affairs.

Informality – The Ombuds works informally to achieve fair and equitable solutions to concerns.

The Ombuds can:

✓ answer questions.
✓ help analyze your situation.
✓ help develop options for addressing your concerns.
✓ identify and explain relevant University policies and procedures.
✓ listen carefully to your concerns and complaints.
✓ refer you to appropriate persons and arrange meetings.
✓ recommend changes in procedures or policies to University officials

The Ombuds cannot:

✓ advocate for specific outcomes.
✓ direct any University office to change a decision.
✓ make binding or administrative decisions.
✓ make decisions for you.
make, change or set aside policy, procedures, rules or regulations.

✓ provide legal advice or represent you in a legal manner.

✓ replace or circumvent existing channels.

The University is committed to providing the best possible environment for all of its students, faculty and staff. We want to assure that all constituents of the University are served well in all situations.

***Please note that because of the confidential and informal nature of the Office of the University Ombuds, it is not considered an “office of notice” to the University.***

**CENTER FOR DISABILITY ACCESS AND RESOURCES (CEDAR)**

The CeDAR provides comprehensive services and accommodations to FAMU students with disabilities. As an advocate for students with disabilities, the CeDAR collaborates with faculty, staff, and community partners to provide accommodations for the unique needs of students both in and out of the classroom. The CeDAR is located at 667 Ardelia Court, Tallahassee, FL 32307.

Center for Disability Access and Resources

667 Ardelia Court

Florida A & M University

Tallahassee, FL 32307

EMAIL: CEDAR@famu.edu

PHONE: 850-599-3180

FAX: 850-561-2513

TDD: 850-561-2783
OFFICE OF COUNSELING SERVICES

Faculty, advisors, and staff of the Center may refer education candidates 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 Office of Counseling Services 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 (850) 599-3145.

CAREER ADVISEMENT AND COUNSELING
(The Career Center)

The center assists candidates 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 candidates 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 candidate is in residence at the University. Candidates who are found to have illnesses, which require more detailed study, will be referred to an appropriate specialist.

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

Foote-Hilyer Adm Center, Room 114
(850) 599-3777
Hours: 8:00 am - 5:00 pm (M-F)

Psychiatric and Counseling Services
Counseling Center
(850) 599-3145

Victim Advocate and Sexual Assault
Foote-Hilyer Adm Center
(850) 599-8698

Capital Regional Medical Center
2626 Capital Medical Blvd.
Emergency Room
(850) 325-5090

Tallahassee Memorial Healthcare
1300 Miccosukee Road
Emergency Room
(850) 431-0911
Section V

ACADEMIC POLICIES AND PROCEDURES

REGISTRATION POLICY AND PROCEDURES

Registration dates are listed in the university calendar section. Students are responsible for complying with all regulations governing registration, change-of-schedules, tuition payment, and other requirements described either in the bulletin or advised by the administration otherwise. Every registrant must arrange a class schedule in person with a faculty adviser at the time and place designated. Failure to register for a course or courses by the close of the formal registration period (the registration period prior to the first day of classes) will result in the assessment of a late registration fee of $100.00.

No student will be permitted to register after "the last day to register," as listed in the university calendar.

The payment of all expenses and fees is part of registration. A student is not enrolled or registered until all necessary fees are paid and validated by the office of student accounts.

Non-Degree Registration

An individual interested in taking course(s) but not working toward a degree may register as a special non-degree seeking student, provided he or she has not been denied admission to the university. The special student is required to follow the regular registration procedures and pay the same fees as other students. In addition, a one-page special student registration form must be completed and submitted before or at the time of registration. Special undergraduate students are limited to earning 30 credit hours, and special graduate students are limited to earning 12 credit hours.

It should be remembered that credits earned by non-degree students are not to be considered degree he required $20.00 fee. To qualify, all special students registering for undergraduate courses must have graduated from a high school. Exceptions will be considered on an individual basis.

State Employee (Fee Waiver) Registration

In 1979, the Florida Legislature approved the proposal by which full-time state employees may take up to six credit hours per term on a tuition-free basis at any of the nine state universities. State
employees are responsible for payment of fees assessed above six credit hours, including the student
health fee.

The stipulation was made, however, that enrollment would be on a "space available" basis and
does not include thesis, dissertation, applied.

Auditing Course(s)

A student may register to audit a course(s) on a space available basis. Admission to Florida A&M
University is not required, and no credit will be given for audited courses. To audit a course the student
must (1) fill out a class schedule request form and enter an "A" in the "AUD" column of the form and (2)
obtain the approval of the instructor of the course. The instructor must sign in the permission signature
column opposite the course. The student must register and pay the appropriate fee for the course(s).
Registration for audit may not be changed from audit to credit, or vice versa, after the first week of
classes.

Cancellation of Registration

The university registrar shall cancel the registration of a student whose registration fees have not
been paid in full by the deadline as indicated in the university calendar. Students whose registration is so
canceled may apply for reinstatement but must do so not later than the fourth week of classes. A student
whose registration is canceled is not entitled to a refund beyond the circumstances covered under the
refund policy. Cancellation, however, does not include students who have received approved deferred
payment status, but such students must have submitted deferred payment notices (i.e., scholarships,
veterans 60 day deferments, third party billing, etc.) to the office of student accounts.

Reinstatement of Students Whose Registration Has Been Canceled

Students whose registration has been canceled due to their failure to pay registration fees by the
deadline may be reinstated upon the payment of all tuition and fees and a late payment fee of $100.00.
Students who fail to reinstate their registration by the end of the fourth week of classes shall be dismissed
from the university, including university housing, and shall be denied those benefits which are offered to
students who are officially enrolled.
Class Schedule Changes (Add/Drop)

Changes in class schedules may be made only with consent of the advisor and the dean of the college or school in which the student is registered. No changes in class schedules may be made after the date stipulated in the calendar for making changes. The time limit for adding or dropping a course expires one week after the opening of the term. No student will receive credit for any course or courses for which the student is not properly registered, although the student attends class and a grade is reported to the university registrar.

Major Changes

Students may transfer from one department to another or from one school to another with the written approval of the deans concerned and notification to the university registrar.

Curriculum Changes

In response to changes in education and in order to keep in line with occasional changes in certification requirements, the curriculum of one or several divisions or departments may change; such changes may extend the normal time of course requirements for a degree. A student who has been in regular attendance and has taken and passed the prescribed program of work each term may expect to obtain a degree normally in eight semesters. Any other student may be required to spend longer periods of time and must meet any added requirements introduced in the curriculum, including grade point average required, total number of credit hours required, etc.

The curriculum in the catalog of the year in which the student enters the university or a Florida community college is the one under which he normally should obtain his degree if there has been no break in enrollment.

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 course work at the level of college algebra or higher.

**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 A.A. 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. (0-29 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. (30-59 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 Students

C. (60 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 candidate; these courses typically provide opportunities for candidates, 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 candidate 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 candidate 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 candidate 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 candidate’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 candidate 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 candidate registers but fails to attend, nor if a candidate withdraws from a course or from the University.

A candidate 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 candidate 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 candidate 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

As prescribed by University regulations, the College of Education class attendance regulation is that class attendance is compulsory for all candidates. 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.

Candidates will be held accountable for all assignments, quizzes and examinations at the time they are due. Candidates 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 candidate 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 candidates 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 candidates who have a University “hold” on their records. Candidates 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 candidate 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 APPEALS PROCESS

The Academic Regulation Appeals Committee considers petitions from undergraduate candidates 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

Academic Grievances

The College of Education has established specific academic grievance procedures that will be followed in the event of a grade dispute between a given candidate and instructor. A student must initiate the grievance procedure the semester immediately following the semester the grade was awarded. The grievance process will be utilized only after the student has conferred with the instructor and department chairperson in an effort to resolve the issue (as indicated on page 3 of the grievance application).
A candidate may petition a departmental decision concerning a grade to the College of Education Grievance Committee when a final course grade is alleged to have been given by a faculty member in a capricious, arbitrary, or discriminatory manner. Any other classification of grade grievance must be identified and explained by the candidate.

a. “capricious” means not resulting from a reasonable and announced grading policy and procedure.

b. “arbitrary” means without a sound academic basis or else based primarily upon personal preference or whim.

c. “discriminatory” means differential treatment based upon race, religion, color, age, gender, sexual orientation, disability or national origin.

Procedural Steps

The steps to be taken in resolving grade disputes are as follows:

1. The candidate must attempt as soon as is reasonably feasible after receipt of the grade in question, communicate with the instructor in an effort to resolve the issue. If no satisfactory resolution is reached from the communication with the instructor or if the candidate fails in their attempts to communicate with the instructor, after reasonable effort, the candidate will then proceed to step 2.

2. A candidate whose dispute has not been resolved satisfactorily utilizing the directives in step 1 (stated above), should officially submit his/her grievance in writing to the chairperson of the department in which the course is offered. The faculty member of the course will in turn be required to submit a written rebuttal to the candidate’s grievance. The chairperson will attempt to communicate directly with the instructor and the candidate in an effort to resolve the grievance. The chair will submit a written summary of his/her findings and submit to the COE Grievance committee along with the candidate’s grievance application. NOTE: When the instructor of the course also serves as department chairperson, the dispute may be filed with the Associate Dean of Student Affairs in the College of Education. In such case, the Associate Dean would assume the responsibilities originally designated for the chairperson as listed above.

3. The College of Education Grievance Committee will review each appeal, speak with both the candidate and faculty member and/or conduct a hearing if appropriate and necessary in an effort to resolve the academic grievance dispute. Once these procedures have been exhausted the committee will issue written findings and recommendations to the Dean of the College of Education. These findings and recommendations will be forwarded to the Dean as soon as is reasonably feasible once the committee’s decisions have been made.

4. The Dean of the College of Education will review the Grievance Committee findings and recommendations in each appeal in a timely manner. As soon as is reasonably feasible thereafter, he/she will notify the parties to the appeal in writing of his/her decision and also
will provide each of the parties a copy of the Grievance Committees’ findings and recommendation(s). If the decision of the committee does not meet a candidate satisfaction, he/she may continue the grievance process at the next level, the Office of Academic Affairs.

5. In the case a College of Education candidate has a credible grade dispute arising out of a course offered outside of the College of Education, he/she should contact the appropriate College or School to determine the correct procedure(s) for addressing the grade grievance. The candidate will be required to abide by the policies and procedures outlined by the specified college or school.

Further, all contacts by the candidate with individuals in this process should be based upon confirmed appointments.
IMMUNIZATION REQUIREMENTS

As a prerequisite to registration, the State University System of Florida requires all candidates less-than 40 years of age to present proof of immunity to rubella only. All candidates 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** - Candidates 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** - Candidates 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 candidates 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 candidates 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 candidates 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 obtain 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*
*Telephone (850) 599-3777*
*FAX (850) 599-3067*
HIV/AIDS POLICY

Florida A&M University is committed to providing candidates 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 candidates with HIV/AIDS on an individual case-by-case basis. There will be no discrimination against such candidates 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 VI:
FINANCIAL ASSISTANCE
FOR
TEACHER EDUCATION MAJORS

COLLEGE OF EDUCATION SCHOLARSHIPS

Althea Gipson Endowed

Drs. William H. Crosby, Jr. and Camille Olivia Cosby established this endowment in honor of one of our acclaimed graduates. Ms. Gibson has the distinction of winning two Wimbledon singles titles, two U. S. Opens and a French Open, in the late 1950's; feats that all Americans were proud to witness. Her accomplishments paved the way for future African American tennis players. This scholarship is to support students studying physical education, recreation and health, which were Ms. Gibson's disciplines at Florida A&M University.

Ann Richardson Gayles-Felton Endowed

This scholarship is designated to support secondary education undergraduate students in the College of Education who have been fully admitted to the Teacher Education program and is for tuition, matriculation fees, laboratory fees and books. The recipient must have a minimum GPA of 3.25 overall and a 3.00 GPA in education courses. Awardees will be required to provide a photograph and written statement to the Committee. These materials may be used for promotional purposes, upon acceptance of the endowed scholarship. This scholarship may be renewed; however current recipients must reapply each year and follow the procedures outline by the Scholarship Committee.

Costa "Pop" and Emma Kittles Endowed

Two scholarships awarded annually $1,000.00 each. Student must have a 2.5 GPA or above, junior level baseball player with a commitment to complete the Bachelor's Degree at FAMU and excels in the sport of baseball.
Early Childhood Education – Nations Bank Endowed

Students must be an Early Childhood (Pre-Kindergarten/Primary Education) major. Student(s) who are entering or completed no more than one semester of the junior year in the Early Childhood Program. Students must be admitted or Qualify for Admission to Teacher Education. Submit a Portfolio. Complete an Interview with the Scholarship Committee.

Emily A. Copeland Endowed

Seven Florida A&M University Library Science Graduates organized the Emily A. Copeland Scholarship Fund on May 5, 1988 in Miami, Florida while attending the Annual Florida Library Association Conference. The Librarians established the fund under the name of Emily A. Copeland as a tribute to a well deserving educator. Miss Copeland was the Department Chairman of Library Science from 1951 to 1976. Student(s) must have a minimum 2.5 GPA and enrolled in the College of Education, Teacher Education Department. Student should have a burning desire to teach and teach in Florida three to five years after graduation.

Freddie Lang Groomes and Derek Ramone Groomes Endowed

This scholarship is for one deserving student, preferably a single mother enrolled in the College of Education with a minimum grade point average of 2.5.

Melvene D. Hardee Endowed

This scholarship is for undergraduate students with emphasis on Education. Students must be admitted to the Teacher Education Program. Submit a letter of interest and intent that addresses teaching as a chosen profession and be interviewed by a team of faculty members. Financial need will be a decisive factor.

Orr Family Endowed

The scholarship recipient shall be a graduate of a Florida Public High School and shall be selected at the discretion of the Dean of the College of Education. A minimum grade point average of 2.5 is required.
Oscar and LaVerne Moore Endowed

This scholarship was established to assist students majoring in Physical Education with a minimum GPA of 3.2 and possess high moral character.

Ralph L. Cook Endowed

This scholarship is to provide opportunities for pre-service teacher education majors who demonstrate the commitment and ability to provide quality educational experiences for students in the K-12 educational setting.

Robert Griffin and Hansel E. Tookes Sr. Endowed

Students must be a physical education major, 2.5 GPA or better, a junior and a Florida resident.

Matthew R. Estaras Endowed

The recipient(s) must be a member of the Florida A&M University Developmental Research School (DRS) Honor Society, recommended by the Sponsor of the DRS Honor Society and the Principal of the School and admitted to the University. Contact: Sponsor of DRS Honor Society and/or Principal.

The Florida Fund for Minority Teachers Scholarship

The Minority Teacher Education Scholarship program is for capable and promising African American, Hispanic American, Asian American, and Native American candidates 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.

Burger King MFA/Operation PUSH Endowment

This scholarship is for outstanding students in Business (SBI) and Education. Scholarships will be allocated 80% for Business and 20% for Education. Scholarship recipients will be selected based on applicant’s academic record (at least a “B” grade point average or its equivalent), community activities, demonstrated leadership and financial need. The scholarships are annual awards; however, eligible recipients may reapply each year for subsequent awards.
Florida A&M University offers a number of professional and candidate organizations that are open to students interested in the field of education. Such organizations include:

<table>
<thead>
<tr>
<th>CLUB NAME</th>
<th>PURPOSE/MISSION</th>
<th>ADVISOR/PRESIDENT</th>
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<tbody>
<tr>
<td>Phi Beta Lambda</td>
<td>To bring business and education together in a positive working relationship through innovative leadership and career development programs. 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.</td>
<td>Ms. Wanda Martin, Advisor</td>
</tr>
<tr>
<td>Pi Omega Pi</td>
<td>To foster high ethical standards in business and professional life among teachers of business. Pi Omega Pi representatives can be contacted at 599-3061.</td>
<td>Dr. Dawn Holley, Advisor</td>
</tr>
<tr>
<td>Phi Delta Kappa</td>
<td>To promote high-quality education, in particular publicly-supported education, as essential to the development and maintenance of a democratic way of life. This mission is accomplished through our tenets of leadership, research, and service. Phi Delta Kappa representatives can be contacted at 599-3107.</td>
<td>Dr. Patty Ball Thomas, President</td>
</tr>
<tr>
<td>Kappa Delta Pi (KDP)</td>
<td>International Honors Society that promotes excellence in and recognizes outstanding contributions to education. Membership is by invitation only. Kappa Delta Pi representatives can be contacted at 412-7190 or 599-3692.</td>
<td>Dr. Bernadette Kelley, Advisor</td>
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<td>Dr. Charles Ervin, Advisor</td>
</tr>
<tr>
<td>Chi Sigma Iota</td>
<td>Promotes scholarships, professionalism, and research, excellence in counseling to recognize high attainment in the pursuit of academic and clinical excellence in the profession of counseling. Chi Sigma Iota representatives can be contacted at 599-3325</td>
<td>Dr. Arland Billups, Advisor</td>
</tr>
<tr>
<td>Physical Education Professional Students (PEPS)</td>
<td>To foster a concern for the progress and importance of physical education and wellness for all individuals. To advance standards within the discipline of physical education and related disciplines. To encourage and initiate greater interaction between the students, faculty, and alumni. To cooperate and provide an opportunity for advancement in local, state, district and national professional organizations and personal growth and leadership development. PEPS representatives can be contacted in The Lawson Multi-Purpose Gymnasium, or at 599-3135.</td>
<td>Advisor- To Be Announced</td>
</tr>
<tr>
<td>Florida A&amp;M Association Education for Young Children (FAMAEYC)</td>
<td>To serve and act on behalf of the needs and rights of all young children and their families in the local community. Membership engages the student in a professional organization that focuses on continuous improvement, which includes a plethora of resources, attendance at local, state, regional, and national conferences. Students also have an opportunity to present at these conferences. FAMAEYC representatives can be contacted at 599-3152 or 599-3125.</td>
<td>Dr. Gwendolyn Dixon, Advisor</td>
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<td>Dr. Nancy Fontaine, Advisor</td>
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</table>
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 candidate 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 candidates in all disciplines of education (e.g. Elementary Education, Physical Education, Secondary Education, Mathematics, English, History, and Science).

INTERNATIONAL READING ASSOCIATION

The International Reading Association is open to all candidates 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.

STUDENT GOVERNMENT ASSOCIATION

The Student Government Association is the overall candidate governing body and is responsible for many of the activities and programs designed and executed by candidates for candidates. 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.
Taskstream Information for Students

www.Taskstream.com

All Students Applying To Teacher Education Programs Must Subscribe To Taskstream As A Requirement of Completing The Program. Students Must Also Maintain A Subscription Throughout Their Matriculation In The Teacher Education Program.

Students Will Have Access To Different Portfolio Templates In Taskstream After Acquiring A Taskstream Subscription. It is important for you to correctly identify the degree and program you are in when you register for the first time on Taskstream.

How to Obtain A Subscription to Taskstream

A Downloadable Guide Is Available To Activate Your Subscription
EQUAL OPPORTUNITY PROGRAMS

Introduction

MISSION STATEMENT FOR THE OFFICE OF EQUAL OPPORTUNITY PROGRAMS

It is the mission of the Office of Equal Opportunity Programs (EOP) to ensure the University community operates within a system of equity for all its constituents and all its operation as it relates to federal and state laws.

VISION STATEMENT FOR THE OFFICE OF EQUAL OPPORTUNITY PROGRAMS

It is the vision of the Office of Equal Opportunity Programs to decrease the number of discrimination complaints through training methods and operations, and utilize proactive measures to promote a more diverse University Community.

RESPONSIBILITIES OF THE OFFICE OF EQUAL OPPORTUNITY PROGRAMS

Office of Equal Opportunity Programs is responsible for ensuring that employment at the University, as prohibited by state and federal statues, continues to be on the basis of qualification without regard to race, religion, color, age, sexual harassment, sex, disability, national origin and veteran status.

RECEIVE, CONCILIATE AND INVESTIGATE COMPLAINTS OF DISCRIMINATION OR HARASSMENT

The University's president has delegated to the EOP officer the authority and responsibility to receive, conciliate and investigate complaints of discrimination and/or harassment and to make recommendations concerning the disposition of complaints (Refer to Policies and Procedures/Chapter 10/ Regulation 10.103) employee or student who believes that he/she is a victim of harassment and wishes to seek guidance.

provide accommodations to qualified individuals

The Americans With Disabilities Act (ADA) of 1990 extends to individuals with disabilities comprehensive civil rights protection similar to those provided to persons on the basis of race, sex, national origin, and religion under the Civil Rights Act of 1964. Title III of the ADA prohibits discrimination on the basis of disability in places of public accommodation by any person who owns,
leases (or leases to), or operates a place of public accommodation. Title III also establishes accessibility
requirements for new construction and alterations in places of public accommodation and commercial
facilities. The office of EOP, through the Americans with Disabilities Act (ADA) Coordinator, ensures
that Florida A&M University is in compliance with the ADA Act.

The office of EOP is responsible for completing and/or monitoring the following reports:
Affirmative Action Plan (AAP) and the Florida Education Equity Act (FEEA). The office also monitors
the coordination of the following scholarships: Minority Community College Transfers
(MCCTS) and Theodore and Vivian Johnson Scholarship (Scholarships).

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.

- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to
disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them.

Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

To access the Authorization to Release Educational Records and Information Form in Taskstream please visit:

http://www.taskstream.com/ts/green-powell1/StudentServices.html
## University Calendar (2010-2011)
### Office of the University Registrar

**Fall 2010 Calendar**

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<td>Early Registration by Appointment</td>
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<td>Last Day to apply for admissions for FALL 2010 term</td>
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<td>Non-Degree Seeking Student Application Due to Registrar’s Office</td>
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<td>In-State Residency Classification Period</td>
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<td>Residence Halls Open</td>
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<td>Late Registration &amp; Add/Drop Period</td>
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<td>Graduation Applications Due to Advisors</td>
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<td>1st Class Meeting</td>
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<tr>
<td>State Employee/Non-Degree Seeking Student Registration</td>
<td>August 23- 25</td>
</tr>
<tr>
<td>Last day to pay 100% of ALL fees without penalty</td>
<td>August 27</td>
</tr>
<tr>
<td>Holiday (Labor Day) Classes Suspended</td>
<td>September 6</td>
</tr>
<tr>
<td>Graduation applications due from Deans to Registrar</td>
<td>September 13</td>
</tr>
<tr>
<td>25% Refund for withdrawal from Univ.</td>
<td>September 17</td>
</tr>
<tr>
<td>Last Day for Instructors to submit “I” Change of grade</td>
<td>October 21</td>
</tr>
<tr>
<td>Last Day to Withdraw: Course/University</td>
<td>October 29</td>
</tr>
<tr>
<td>Holiday (Veterans Day) Classes Suspended</td>
<td>November 11</td>
</tr>
<tr>
<td>Holiday (Thanksgiving) Classes Suspended</td>
<td>November 25 – 26</td>
</tr>
<tr>
<td>Last day of classes</td>
<td>December 3</td>
</tr>
<tr>
<td>Final Examinations</td>
<td>December 6 – 10</td>
</tr>
<tr>
<td>Degree Confirmed Date</td>
<td>December 10</td>
</tr>
<tr>
<td>Commencement held at the Alfred Lawson Multipurpose Teaching Gym @ 6:00 p.m.</td>
<td>December 10</td>
</tr>
<tr>
<td>Residence Halls Close (9 a. m.)</td>
<td>December 11</td>
</tr>
<tr>
<td>Grades due by Noon</td>
<td>December 13</td>
</tr>
</tbody>
</table>
## Spring 2011 Calendar

<table>
<thead>
<tr>
<th>Activity Guide</th>
<th>Official Calendar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-Degree Seeking and Special Student Application Due</td>
<td>November 29, 2010</td>
</tr>
<tr>
<td>In-State Residency Classification Period</td>
<td>Nov. 22 – Dec. 17, 2010</td>
</tr>
<tr>
<td>Residence Halls Open</td>
<td>January 3</td>
</tr>
<tr>
<td>New Student Orientation</td>
<td>January 3</td>
</tr>
<tr>
<td>Override/Regular Registration – Grand Ballroom</td>
<td>January 4 - 10</td>
</tr>
<tr>
<td>Late Registration &amp; Add/Drop Period</td>
<td>January 4 - 10</td>
</tr>
<tr>
<td>1st Class Meeting</td>
<td>January 4</td>
</tr>
<tr>
<td>State Employee/Special Student/Transient/Non-Degree Registration</td>
<td>January 7-10</td>
</tr>
<tr>
<td>Last day to pay 100% of ALL Fees</td>
<td>January 10</td>
</tr>
<tr>
<td>Holiday (Martin Luther King)</td>
<td>January 17</td>
</tr>
<tr>
<td>25% Refund for withdrawal from Univ.</td>
<td>January 28</td>
</tr>
<tr>
<td>Graduation applications due from Deans</td>
<td>February 18</td>
</tr>
<tr>
<td>SPRING BREAK</td>
<td>March 7 - 11</td>
</tr>
<tr>
<td>Last Day to Withdraw: Course/University</td>
<td>March 25</td>
</tr>
<tr>
<td>Last Day for Instructors to submit “I” Change of grade</td>
<td>April 22</td>
</tr>
<tr>
<td>Last day of classes</td>
<td>April 22</td>
</tr>
<tr>
<td>Final Examinations</td>
<td>April 25 - 29</td>
</tr>
<tr>
<td>Commencement held at the Alfred Lawson Multipurpose Teaching Gym @ 9 a.m. and 2 p.m.</td>
<td>April 30</td>
</tr>
<tr>
<td>Residence Halls Close (9 a.m.)</td>
<td>May 1</td>
</tr>
<tr>
<td>Grades due by Noon</td>
<td>May 2</td>
</tr>
</tbody>
</table>
## Fall 2011 Calendar

<table>
<thead>
<tr>
<th>Date(s)</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 11-15, 2011</td>
<td>Fall 2011 online Registration begins <em>(By Appointment ONLY)</em></td>
</tr>
<tr>
<td>April 16 – August 28, 2011</td>
<td>Regular Registration <em>(Open Enrollment)</em></td>
</tr>
<tr>
<td>May 15, 2011</td>
<td>Last day to apply for admission for Fall 2011</td>
</tr>
<tr>
<td>July 5 – August 5, 2011</td>
<td>In-State Residency Re-classification Period</td>
</tr>
<tr>
<td>July 29, 2011</td>
<td>Non-Degree Seeking Student Application Due</td>
</tr>
<tr>
<td>August 24-28, 2011</td>
<td>Opening for Housing Residents</td>
</tr>
<tr>
<td>August 24, 2011</td>
<td>Gibbs, Paddyfoote, Sampson, and Young ONLY</td>
</tr>
<tr>
<td>August 25, 2011</td>
<td>Cropper, Diamond, McGuinn, Truth, and Wheatley ONLY</td>
</tr>
<tr>
<td>August 26, 2011</td>
<td>Palmetto North, Palmetto South, and Phase III ONLY</td>
</tr>
<tr>
<td>August 27-28, 2011</td>
<td>ALL Facilities</td>
</tr>
<tr>
<td>August 29, 2011</td>
<td>Late Registration. <em>A $100 late fee will be assessed to your account @ Midnight</em></td>
</tr>
<tr>
<td>August 29, 2011</td>
<td>1st Class Meeting</td>
</tr>
<tr>
<td>August 31 – September 1, 2011</td>
<td>Registration for State Employees and Non-Degree Seeking Students</td>
</tr>
<tr>
<td>September 2, 2011</td>
<td>Last day to pay 100% of all fees <em>Without a late fee penalty of $100</em></td>
</tr>
<tr>
<td>September 5, 2011</td>
<td>Holiday – University Closed in observance of Labor Day</td>
</tr>
<tr>
<td>September 16, 2011</td>
<td>Last day to receive a 25% refund for a Term/University withdrawal</td>
</tr>
<tr>
<td>October 28, 2011</td>
<td>Last Day to Withdraw (Course/Term)</td>
</tr>
<tr>
<td>October 28, 2011</td>
<td>Last day for instructors to submit “F”, “N”, or a “DIS” grade or name change</td>
</tr>
<tr>
<td>October 31, 2011</td>
<td>Spring 2012 Online Registration (By appointment ONLY) begins</td>
</tr>
<tr>
<td>November 5 – January 10, 2012</td>
<td>Spring 2012 Regular Online Registration</td>
</tr>
<tr>
<td>November 11, 2011</td>
<td>Holiday – University Closed in observance of Veterans Day</td>
</tr>
<tr>
<td>November 24 – 25, 2011</td>
<td>Holiday – University Closed in observance of Thanksgiving</td>
</tr>
<tr>
<td>December 9, 2011</td>
<td>Last day of classes</td>
</tr>
<tr>
<td>December 12 – 16, 2011</td>
<td>Final Exams</td>
</tr>
<tr>
<td>December 16, 2011</td>
<td>Commencement @ Lawson Center - <em>Degree Conferred Date</em></td>
</tr>
<tr>
<td>December 17, 2011</td>
<td>Residence Halls close @ 9am</td>
</tr>
<tr>
<td>December 19, 2011</td>
<td>ALL GRADES posted by Noon</td>
</tr>
</tbody>
</table>

*Revised 04-01-2011*

Dates and times listed below are subject to change. Please refer to the Registrar’s Office on-line website at [http://www.famu.edu/index.cfm?a=Registrar](http://www.famu.edu/index.cfm?a=Registrar).
RATTLER CARD

The Rattler card is used for:

Identification Cards

Cash to Card Machines

Card Access for Vending (Laundry, Snacks and Soft Drinks)

Card used to Access Meal Plans

Library Card

ATM Services (Automatic Teller Machines) / Wachovia Checking Account

Secured Access to Buildings

Gated Parking

Electronic Book Voucher

Bookstore Purchases

Direct Deposit of Financial Aid

Athletic Events

Student Health Services - Clinic / Pharmacy

Student Union / Fitness Center / Ticket Office

Identification card cost

$10

Replacement card cost

$15
FREQUENTLY ASKED QUESTIONS

What is the RATTLER Card and who needs one?

The RATTLER Card is Florida A&M University’s official University Identification Card, and is a vital part of your everyday life at FAMU. Many campus services are available only when the RATTLER Card is presented. The RATTLER Card can also serve as an ATM card. These options are features specifically designed for the Florida A&M community. You can select the options that benefit your needs.

What are the two stripes on the back of the card?

The ABA or the wider of the two magnetic stripes houses personalized (banking and access services) information and ATM functions. The smaller of the two stripes is the vend stripe and is used on-campus for smaller dollar purchases.

What is the vend stripe and how do I use it?

The vend stripe is like cash. Value can be added to it at any of the Card service/Card value Centers located on campus. Simply insert the card face up with the small stripe on the bottom right side of the card, insert a $1, $5, $10, or $20 bill in the machine and that amount will be added to the card. You can put a maximum of $20 on the vend stripe. Your RATTLER Card can be used like cash at most on-campus vending machines equipped with a card reader. Adding cash to your card eliminates the need to carry cash and can actually save you money.

What if my card is lost, damaged, or stolen? Care should be taken to ensure that the card is not lost, damaged, or stolen. Because the RATTLER Card is considered an official identification card with cash value, loss of the card is comparable to the loss of a driver’s license or credit card. Lost or stolen cards should be reported immediately to the RATTLER Card Office (850)-599-8366. There is a $15.00 charge for a replacement card.
Professional Education Unit
Undergraduate and Graduate Student Handbook
Affidavit

On this the ______ day of ______ month in the year of 2011, 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 candidate 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 Academic Success prior to my being admitted into the teacher education program of my choosing.

Printed Name

Student’s Signature

Advisor’s Signatures
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.