Dear College of Education Student,

The College of Education Student Handbook provides valuable and important information for your engagement in the College of Education at Florida A&M University. This Handbook compiles much of the essential information you will need to optimize your College of Education experience.

As an academic community, it is necessary to set standards that will promote an environment conducive to learning. You are encouraged to become familiar with the many programs, services, and activities that enhance the student experience in the College of Education.

This Handbook must be used as a companion document to the University Catalog and other published regulations and guidelines issued by various offices and programs of Florida A&M University. The rules and regulations in the Florida A&M University Catalog will supersede any inconsistent rules and regulations published in other sources.

If you have questions about the policies and procedures included in the Handbook, please submit your question to the Office of the Dean. Best wishes for a rewarding and challenging academic experience.

Sincerely,

Patricia Green-Powell
Interim Dean

College of Education Administrators & Department Chairs

Dr. Patricia Green-Powell, Interim Dean
Dr. Dawn Holley-Dennis, Interim Associate Dean, Academic Affairs
Dr. Peggy Auman, Director of Accountability & Assessment
Dr. Kirk Gavin, Director, Center for Teacher Induction & Research
Mr. Wei Gu, Director, Information Management & Technology
Dr. Ghazwan Lutfi, Chair, Educational Leadership & Counseling
Dr. Mary Newell, Chair, Elementary Education
Dr. Sarah Price, Chair, Health, Physical Education and Recreation
Dr. Renee Wallace, Chair, Secondary Education, Technology Ed. & Foundations
Mrs. Luz D. Randolph, Director, Candidate Empowerment Center
Dr. Serena Roberts, Director, Center for Academic Success
Mrs. Almeta Washington, Director, Office of Student Teaching

FOR A DIRECTORY, PLEASE GO TO PAGE 54
The operation of the Professional Education Unit (PEU) is founded on four thematic processes:

1. Commitment to Social Justice; 2. Collaboration & Strategic Partnerships; 3. Clinical Practice; and 4. Integration of Digital Media. The PEU employs these processes to prepare its teacher and leadership candidates to become *Transformative Teachers & Leaders*. The Unit seeks to develop candidates’ knowledge, skills, and dispositions in alignment with the *Pillars of Effective Practice for the 21st Century Educator*. These pillars are: 1. Professional Expertise (Pedagogy & Content Knowledge); 2. Critical Inquiry; 3. Cultural Competence; and 4. Reflective Practice. Program faculty draw upon a legacy of excellence and a commitment to teaching, research, and service in order to provide the highest quality of instruction and learning experiences for teacher and leadership candidates.
Florida A&M University College of Education
Pillars of Effective Practice for 21st Century Educators

Pillar 1: Professional Expertise

FAMU teacher candidates understand the central concepts of the discipline, structure of pedagogy, and use of formative and summative assessment data for continuous improvement of instruction and creating learning experiences that are meaningful for all learners.

FAMU teacher candidates apply an understanding of human development and learning in the design of rigorous, culturally relevant instruction that promotes mastery of the appropriate knowledge for all students. (Instructional Design and Lesson Planning)

FAMU teacher candidates maintain a student-centered learning environment that is positive, safe, equitable, collaborative, and inclusive of all students. (Learning Environment)
FAMU teacher candidates use a deep understanding of the content, knowledge of best educational practices, and awareness of their students to deliver effective instruction and facilitate learning.  

*(Instructional Delivery and Facilitation of Learning)*

FAMU teacher candidates employ a variety of traditional and authentic assessment strategies, including both formative and summative measures, to monitor student achievement, modify instruction, and make improvements.  

*(Assessment)*

FAMU teacher candidates consistently reflect on their practices, pursue personal and professional goals, and engage in professional development efforts to enhance instruction, promote student achievement, and improve schools.  

*(Continuous Improvement)*

FAMU teacher candidates embrace their role as community leaders, maintain high professional standards, and advocate for the well-being and success of all students.  

*(Professional Responsibility and Ethical Conduct)*

**Pillar 2: Critical Inquiry**

FAMU teacher candidates understand the skills and demonstrate the practices of systemic, purposeful critical inquiry and research that are essential to creating experiences that engage learners in generating knowledge and testing hypotheses according to the standards of evidence used in the discipline. The candidates also promote critical inquiry skills in their learners.

**Pillar 3: Cultural Competence**

FAMU teacher candidates understand and effectively respond to students from different cultural backgrounds, affirm the dignity and worth of all learners, respect cultural patterns and expectations, and use a variety of research-based educational practices that employ cultural differences to improve student learning.

**Pillar 4: Reflective Practice**

FAMU teacher candidates understand the methods of reflection that encompass a variety of self-assessment and problem solving strategies for evaluating their practice, its influences on students’ growth and learning, and the complex interaction between them.
CANDIDATE PROFESSIONAL DISPOSITIONS
INITIAL & ADVANCED LEVELS: CAEP STANDARDS

Standard 1: CONTENT AND PEDAGOGICAL KNOWLEDGE
The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.

Candidate Knowledge, Skills, and Professional Dispositions
1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.

Provider Responsibilities
1.2 Providers ensure that completers use research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students’ progress and their own professional practice.
1.3 Providers ensure that completers apply content and pedagogical knowledge as reflected in outcome assessments in response to standards of Specialized Professional Associations (SPA), the National Board for Professional Teaching Standards (NBPTS), states, or other accrediting bodies (e.g., National Association of Schools of Music – NASM).
1.4 Providers ensure that completers demonstrate skills and commitment that afford all P-12 students access to rigorous college- and career-ready standards (e.g., Next Generation Science Standards, National Career Readiness Certificate, Common Core State Standards).
1.5 Providers ensure that completers model and apply technology standards as they design, implement and assess learning experiences to engage students and improve learning; and enrich professional practice.

Standard 2: CLINICAL PARTNERSHIPS AND PRACTICE
The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students’ learning and development.

Partnerships for Clinical Preparation
2.1 Partners co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of candidate preparation. Partnerships for clinical preparation can follow a range of forms, participants, and functions. They establish mutually agreeable expectations for candidate entry, preparation, and exit; ensure that theory and practice are linked; maintain coherence across clinical and academic components of preparation; and share accountability for candidate outcomes.
Clinical Educators

2.2 Partners co-select, prepare, evaluate, support, and retain high-quality clinical educators, both provider- and school-based, who demonstrate a positive impact on candidates’ development and P-12 student learning and development. In collaboration with their partners, providers use multiple indicators and appropriate technology-based applications to establish, maintain, and refine criteria for selection, professional development, performance evaluation, continuous improvement, and retention of clinical educators in all clinical placement settings.

Clinical Experiences

2.3 The provider works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students’ learning and development. Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates’ development of the knowledge, skills, and professional dispositions, as delineated in Standard 1, that are associated with a positive impact on the learning and development of all P-12 students.

Standard 3: CANDIDATE QUALITY, RECRUITMENT, AND SELECTIVITY

The provider demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for certification. The provider demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program. This process is ultimately determined by a program’s meeting of Standard 4.

Plan for Recruitment of Diverse Candidates who Meet Employment Needs

3.1 The provider presents plans and goals to recruit and support completion of high-quality candidates from a broad range of backgrounds and diverse populations to accomplish their mission. The admitted pool of candidates reflects the diversity of America’s P-12 students. The provider demonstrates efforts to know and address community, state, national, regional, or local needs for hard-to-staff schools and shortage fields, currently, STEM, English-language learning, and students with disabilities.

Admission Standards Indicate that Candidates Have High Academic Achievement and Ability

3.2 The provider sets admissions requirements, including CAEP minimum criteria or the state’s minimum criteria, whichever are higher, and gathers data to monitor applicants and the selected pool of candidates. The provider ensures that the average grade point average of its accepted cohort of candidates meets or exceeds the CAEP minimum of 3.0, and the group average performance on nationally normed ability/achievement assessments such as ACT, SAT, or GRE:

- is in the top 50 percent from 2016-2017;
- is in the top 40 percent of the distribution from 2018-2019; and
- is in the top 33 percent of the distribution by 2020.

If any state can meet the CAEP standards, as specified above, by demonstrating a correspondence in scores between the state-normed assessments and nationally normed ability/achievement assessments, then educator
preparation providers from that state will be able to utilize their state assessments until 2020. CAEP will work with states through this transition.

Over time, a program may develop a reliable, valid model that uses admissions criteria other than those stated in this standard. In this case, the admitted cohort group mean on these criteria must meet or exceed the standard that has been shown to positively correlate with measures of P-12 student learning and development.

The provider demonstrates that the standard for high academic achievement and ability is met through multiple evaluations and sources of evidence. The provider reports the mean and standard deviation for the group.

**Additional Selectivity Factors**

3.3 Educator preparation providers establish and monitor attributes and dispositions beyond academic ability that candidates must demonstrate at admissions and during the program. The provider selects criteria, describes the measures used and evidence of the reliability and validity of those measures, and reports data that show how the academic and non-academic factors predict candidate performance in the program and effective teaching.

**Selectivity During Preparation**

3.4 The provider creates criteria for program progression and monitors candidates’ advancement from admissions through completion. All candidates demonstrate the ability to teach to college- and career-ready standards. Providers present multiple forms of evidence to indicate candidates’ developing content knowledge, pedagogical content knowledge, pedagogical skills, and the integration of technology in all of these domains.

**Selection At Completion**

3.5 Before the provider recommends any completing candidate for licensure or certification, it documents that the candidate has reached a high standard for content knowledge in the fields where certification is sought and can teach effectively with positive impacts on P-12 student learning and development.

3.6 Before the provider recommends any completing candidate for licensure or certification, it documents that the candidate understands the expectations of the profession, including codes of ethics, professional standards of practice, and relevant laws and policies. CAEP monitors the development of measures that assess candidates’ success and revises standards in light of new results.

**Standard 4: PROGRAM IMPACT**

The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.

**Impact on P-12 Student Learning and Development**

4.1 The provider documents, using multiple measures, that program completers contribute to an expected level of student-learning growth. Multiple measures shall include all available growth measures (including value-added measures, student-growth percentiles, and student learning and development objectives) required by the state for its teachers and available to educator preparation providers, other state-supported P-12 impact measures, and any other measures employed by the provider.
Indicators of Teaching Effectiveness

4.2 The provider demonstrates, through structured and validated observation instruments and student surveys, that completers effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve.

Satisfaction of Employers

4.3 The provider demonstrates, using measures that result in valid and reliable data and including employment milestones such as promotion and retention, that employers are satisfied with the completers’ preparation for their assigned responsibilities in working with P-12 students.

Satisfaction of Completers

4.4 The provider demonstrates, using measures that result in valid and reliable data, that program completers perceive their preparation as relevant to the responsibilities they confront on the job, and that the preparation was effective.

Standard 5: PROVIDER QUALITY ASSURANCE AND CONTINUOUS IMPROVEMENT

The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates’ and completers’ positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers’ impact on P-12 student learning and development.

Quality and Strategic Evaluation

5.1 The provider’s quality assurance system is comprised of multiple measures that can monitor candidate progress, completer achievements, and provider operational effectiveness. Evidence demonstrates that the provider satisfies all CAEP standards.

5.2 The provider’s quality assurance system relies on relevant, verifiable, representative, cumulative and actionable measures, and produces empirical evidence that interpretations of data are valid and consistent.

Continuous Improvement

5.3. The provider regularly and systematically assesses performance against its goals and relevant standards, tracks results over time, tests innovations and the effects of selection criteria on subsequent progress and completion, and uses results to improve program elements and processes.

5.4. Measures of completer impact, including available outcome data on P-12 student growth, are summarized, externally benchmarked, analyzed, shared widely, and acted upon in decision-making related to programs, resource allocation, and future direction.

5.5. The provider assures that appropriate stakeholders, including alumni, employers, practitioners, school and community partners, and others defined by the provider, are involved in program evaluation, improvement, and identification of models of excellence.
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 housed in the College of Education, which can also be accessed on the COE website, are:

**College of Education**

**Department of Elementary Education**  
Elementary Education (K-6)  
Early Childhood Education (Pre-K-3)

**Department of Health, Physical Education and Recreation**  
Physical Education (K-12)  
Health, Leisure, and Fitness Studies

**Department of Secondary Education, Technology Education & Foundations**  
Biology Education (6-12)  
Chemistry Education (6-12)  
English Education (6-12)  
Mathematics Education (6-12)  
Music Education (K-12)  
Physics Education (6-12)  
Social Science Education (6-12)  
(Political Science or History Track)  
Technology Education (6-12)  
Professional Training Option (PTO)

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 effect upon entering the university. If for some reason a student withdraws from the university and later is readmitted for continued matriculation, he or she may have to follow the curriculum in effect for the 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.
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 candidates to acquire information about the institution and plan an educational program consistent with their goals, interests, and abilities.

Academic advisement is a process that includes the collection, interpretation, and delivery of academic information regarding both the University’s goals 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 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:

1. Have a general education AND a FAMU cumulative grade point average (GPA) of 2.50 or higher; or a baccalaureate degree with a 2.5 or higher GPA;
2. Have a grade of “C” or better in the required courses taken as a part of the General Education Preparation Program;
3. Demonstrate mastery of general knowledge, including the ability to read, write, and compute by passing the Florida Teacher Certification Examination Test of General Knowledge;
4. Have met all “Gordon Rule” requirements;
5. Disclose a successful criminal background investigation; and
6. 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:

1. First-Time-in-College (FTiC) candidates should apply as soon as they have met the above requirements, typically at 60 hours, but no later than 75 hours.
2. 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;
3. 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.

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 (CfAS) upon arrival. Candidates admitted into the College of Education will be assigned an advisor in their major field of study. 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 (CfAS).
2. The CfAS 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 CfAS 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.
If applications are approved by the COE Admissions Committee, the following steps will be taken:

a. The *Application for Admission to Teacher Education* is completed and forwarded to the Director of the Center for Academic Success and the appropriate Department Chair.

b. The approved *Applications for Admission to Teacher Education* are filed in the candidates folders and copies are forwarded to the Department Chairs and to the candidate informing them of the new major status.

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 student should bring the *Change of Major* form to the Center for Academic (CfAS).

4. CfAS staff will provide candidates with a packet of information and request that the candidate:
   a. Submit a completed *Application for Admission to Teacher Education*;
   b. Provide all documents needed for review by the Admissions Committee;
   c. Read the Student Handbook on the FAMU/COE/Student Services web site;
   d. Download and sign the affidavit attesting having read the handbook.

5. The CfAS will review documentation and complete *Admission Status Report for Undergraduate Applicants*.

6. If the change of major is denied, the CfAS 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. Will notify the student of the reason.
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, 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 Council for Accreditation of Educator Preparation (CAEP) definitions are used as guides to the clinical and field-based experiences in the Professional Education Unit (PEU). Florida A&M University has adopted these definitions that follow.

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 on-going 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 Student Teaching secures between 300 and 400 off-campus field placements each semester. The office works with approximately 30 schools and 200 teachers within a 50-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, students grade homework, give tests, 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 the hope of the College of Education that 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 Schools 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.

STUDENT TEACHING INFORMATION

PREPARATION

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

1. Complete a Level II background screening (fingerprinting). Application forms are available in 301-B Gore Educational 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 a FAMU ID badge.
REQUIREMENTS: STUDENT TEACHING

Students desiring to participate in the student teaching program must meet the following criteria:
1. Have been admitted to a teacher education program;
2. Have satisfactorily completed all program requirements;
3. Have a cumulative grade point average (GPA) of 2.50 or higher in a 4.0 scale; and
4. 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:
- 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 and submit it to the Office of Student Teaching for initial screening to determine their status.
- The application will be evaluated by the Office of Student Teaching staff to determine if the applicant meets the unit’s requirements to participate in the student teaching program.
- 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 which 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 for student teaching change each semester.

For more information, please contact The Office of Student Teaching located in the Gore Educational Complex Building, Suite B Room 318 contact information (561-2145 or 561-2146).

See Student Teaching Handbook for additional information.
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 six Florida Educator Accomplished Practices (FEAPS) and pass all three subtests 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, applications will 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.

The Florida A&M University Professional Education Unit has adopted an electronic “process portfolio model,” to assist candidates in meeting the six standards described as the Florida Educator Accomplished Practices (FEAPS). In 2010 the Florida Education Standards Commission redefined six minimum competencies that all pre-service teachers are asked to demonstrate prior to graduation. The six include: Instructional Design and Lesson Planning, the Learning Environment, Instructional Delivery and Facilitation, Assessment, Continuous Professional Improvement, and Professional Responsibility and Ethical Conduct. 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**

The audience for the electronic portfolio is University faculty, perspective employers and other teacher reflective agencies.

**PURPOSE**

The Professional Education Unit electronic portfolio has three purposes: 1. to be a vehicle for thoughtful and knowledgeable reflection on the correlation between the pre-service teacher’s work and the Florida Educator Accomplished Practices; 2. 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 Educator Accomplished Practices); and 3. to further understand teaching as a profession and the most appropriate applications of their studies.

**ORGANIZATION**

All candidates organize their portfolios by the six Florida Educator 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 storage device. The portfolio documentation begins with the candidate’s placing evidence on-line, beginning with the candidate’s first course of field experience, College Success and Beyond (in the second semester of the candidate’s 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 Educator Accomplished Practices, the way the evidence relates to one of the four conceptual framework themes, and detail the way it will impact their future teaching.
ASSESSMENT

Assessment for the Electronic Portfolio begins with the candidate’s first course that includes field placement (Introduction to the Teaching Profession). Once a candidate begins the process second semester freshman year, he/she continues to collect documentation toward completion of the portfolio until second semester senior year. At the conclusion of each course with field experience, the candidate turns in his/her portfolio to the instructor. Informal feedback is given to the candidate by university instructors. Each instructor gives credence to the candidate’s work through formal grading procedures. At the end of the senior year, after internship (student teaching), 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

Criteria 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 Educator Accomplished Practice competencies are naturally emphasized. This helps candidates include evidence from each of the six defined standards over a sequential period of time and provides the Professional Education Unit multiple measures of assessing candidate progress.

TASKSTREAM INFORMATION FOR STUDENTS

http://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
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 (FTCE), which consists of three subtests:
  1. Test of General Knowledge
  2. Professional Education Examination
  3. Subject Area Examination

Pre-service education majors’ general knowledge is assessed by the FTCE Test of General Knowledge. A candidate for certification must receive passing scores on all four subtests of the Test of General Knowledge: Reading, English/ Language Skills, Mathematics, and Essay.

The professional education subtest of the FTCE is a multiple-choice test, which assesses general knowledge of eight content bases:

- knowledge of instructional design and planning;
- knowledge of appropriate student-centered learning environments;
- knowledge of instructional delivery and facilitation through a comprehensive understanding of subject matter;
- knowledge of various types of assessment strategies for determining impact on student learning;
- knowledge of relevant continuous professional improvement;
- knowledge of the Code of Ethics and Principles of Profession Conduct of the Education Profession in Florida;
- knowledge of research-based practices appropriate for teaching English Language Learners (ELLs); and
- knowledge of effective literacy strategies that can be applied across the curriculum to impact student learning.

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, etc.). This subtest is usually in a multiple-choice format, but some subject areas require essays or short answers. After successfully passing the FTCE and completing a state-approved program, applicants are eligible for a regular Florida Teacher's Certificate.
Candidate Empowerment Center

The Candidate Empowerment Center (CEC) offers teacher education candidates academic support and provides assistance in their preparation for the FTCE via practice exams, tutoring and print resources which help improve course and FTCE pass rates.

The Center takes the time to get to know candidates’ educational needs to better serve them. The Center offers online modules whose test design help target study needs. Tutors use the results of these tests to assist in the preparation for the FTCE. Practice runs of the exam are also available so that students have a real-life example of the way the test day will be. The CEC is equipped with a computer lab and a resource library. Students enrolled in the College of Education are able, and encouraged, to check-out any of the print resources or receive online access to any tutoring software services to assist test preparation. The CEC also offers tutoring services for Reading, Mathematics, Writing and English courses.

Candidate Empowerment Center
Hours vary depending on tutors' availability
Gore A211 ~ 850-412-5613 ~ candidatecenter@famu.edu
Follow on Twitter: FAMU_COE or Friend on Facebook: COEFAMU

Resources Available:

- Computer Lab is equipped with wireless Internet;
- iPads for check-out (five-hour period);
- Microsoft Office and tutorial software such as ThinkTime, FTCE GK, Professional and Subject Area software and MyFoundationsLab;
- General Knowledge sample tests, flashcards and study guides;
- Professional Education sample test, flashcards and study guides;
- Monthly workshops — study tips, subject area examination preparation, and small group workshops;
- Tutoring Services in Mathematics, Reading, English and Writing.

All print resources are available for check-out.
THE CENTER FOR ACADEMIC SUCCESS

The Center for Academic Success (CfAS) is a part of the Division of Student 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:

1. serve as the candidate data resource facility for the Professional Education Unit;
2. assist candidates 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. coordinate the professional career development of candidates in the Professional Education Unit.
6. coordinate the registration of pre-teacher education candidates in the College of Education; and
7. place an EDU hold on a student’s iRattler account preventing him/her from registering until he/she has met with his/her advisor.

The Center for Academic Success is located in the Old FAMU DRS Building 64
599-3620 or 599-3619.
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.

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

CAREER ADVISEMENT AND COUNSELING

The Career 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; and
4. internships, part-time and summer employment.

The Career Center, in cooperation with the College of Education, sponsors Teacher Recruitment Days during the Fall and Spring Semesters. These career days provide 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 may be contacted in the Student Union Plaza, Room 118 or at 599-3607.
UNIVERSITY OMBUDS

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 in which 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 a student’s situation;
- help develop options for addressing a student’s concerns;
- identify and explain relevant University policies and procedures;
- listen carefully to a student’s concerns and complaints;
- refer students to appropriate persons and arrange meetings; and
- 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 students;
- make, change, or set aside policy, procedures, rules or regulations;
- provide legal advice or represent anyone in a legal manner; and
- 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.
STUDENT HEALTH SERVICE

Student Health Services provides outpatient primary care and health promotion services to students at FAMU. The on-site pharmacy provides easy access and discounted prices for prescription and over-the-counter medications. Clinic visits for illness and injury are available on a walk-in basis. Appointments are required for other services. 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, obstetrics, or hospitalization.

Foote-Hilyer Administration 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 Administration Center
(850) 599-8698

AFTER-HOURS CARE

For urgent medical problems seek treatment at a community walk-in clinic or urgent care center. Candidates with major medical emergencies should be sent directly to emergency rooms at local hospitals.

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

Tallahassee Memorial Healthcare
1300 Miccosukee Road
Emergency Room
(850) 431-0911
OFFICE OF COUNSELING SERVICES

Counseling Services offers free academic and emotional support services to enrolled FAMU students. Along with individual and group academic and emotional support counseling, the office provides educational seminars and workshops. A psychiatrist is available for consultations and, when indicated, prescribes medications. Hours of Operation are Monday – Friday 8:00 AM to 5:00 PM with extended hours on Thursdays until 7 PM.

The staff is composed of professional counselors who are licensed or who are going through the licensure process in the State of Florida. The staff takes confidentiality very seriously. In accordance with state law, even people who make referrals to the office cannot know anything about the student without a release of information signed by the student. This information includes whether or not the student came to the Center, when, or how he or she is progressing in treatment. As with referring faculty, parents, administrators, friends, etc. are unable to obtain any information about students without the student’s signed authorization to release information.

EQUAL OPPORTUNITY PROGRAMS

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

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

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 FERPA 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."

1. 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.

2. 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.
3. 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
ACADEMIC POLICIES AND PROCEDURES

REGISTRATION POLICY AND PROCEDURES

Florida A&M University registration policies and procedures, including final examination schedules, are published on the University website.

Registration — Dates are listed in the university calendar. Students are responsible for complying with all regulations governing registration, change-of-schedules (drop/add), tuition payment, and other requirements described either in this bulletin or advised by the administration. Every registrant must arrange a class schedule with a faculty advisor at the time and place designated.

Web Registration — Students are encouraged to take advantage of the university’s web registration system iRattler via http://www.FAMU.edu. Students are able to register for classes from home or anywhere in the world. Students may consult the schedule of class section of the website at http://www.FAMU.edu for detailed instructions.

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, unless appropriate approval is granted.

Non-Degree Registration — An individual interested in taking course(s) but not working toward a degree may register as a Non-degree seeking student, provided he or she has not been denied admission to the university. The Non-degree seeking student is required to follow the regular registration procedures and pay the same fees as other students. In addition, a Non-degree Seeking Student Registration Form must be completed and submitted before or at the time of registration. Non-degree seeking undergraduate students are limited to earning 30 credit hours, and Non-degree seeking graduate students are limited to earning 12 credit hours. Registration is on a space available basis.

It should be remembered that credits earned by non-degree students are not to be considered degree credits. In order to receive degree credits, the student must submit an application for admission, the required $20.00 fee, and qualify for admissions to a degree program. To qualify, all non-degree seeking students registering for undergraduate courses must have graduated from a high school or received a G.E.D. Exceptions will be considered on an individual basis.
The payment of all expenses and fees is a part of registration. Students are not officially enrolled or registered until all necessary fees are paid and validated by the Office of Student Financial Services. **Students are fee liable if they fail to drop/withdraw from classes on or before the end of the add/drop period.** See the current university calendar at the Registrar’s web page (www.FAMU.edu/Academics/Registrar).

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.

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 (FS 1009.265).

- All State Employees must obtain and complete a “State Employee Tuition Waiver — Intent to Apply” and a “State Employee Tuition Waiver Registration” form by the required deadline.
- State employees may only register for courses approved by their immediate supervisor, agency head and the University.
- Fee waivers may not be used for thesis, dissertation, applied music courses, internship, courses requiring directed individual instruction, limited access programs courses offered in the Colleges and Schools of Law, Journalism, Architecture, Pharmacy (except Public Health), Nursing and online courses for Distance Learning.

State employees using fee waivers must:

1. Present the approved tuition waiver forms to the registration representative.
2. Complete the one-page Non-Degree Seeking Student Application form. The form may be obtained from the Registrar’s website at www.famu.edu. (This form will not be necessary if you were enrolled the previous semester or have been admitted to a degree program).
3. Complete a class schedule request form provided by the registration representative(s).
4. Submit the class schedule request form to the registration representative.
5. Pick up the class schedule printout and check for accuracy. Then request the late fee waiver from the registration representative and attach to your schedule printout.

6. Go directly to Student Financial Services and turn the approved tuition waiver form for fee validation in the Foote-Hilayer Administration Center (G-7).

7. If your fees are not validated by the end of the payment deadline, you will be assessed a $100.00 late payment/reinstatement fee.

   Please contact the Registrar’s Office at (850) 599-3115 if you have questions or need additional information.

**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.

**Florida College System Dual Enrollment Registration** — The student must obtain approval from the designated representatives of the institution. Florida College System students must have degree seeking status at the college and possess at least a 2.00 grade point average. The student will be expected to follow prescribed registration procedures in the Non-degree seeking Student Registration section of the Schedule of Classes.

**Leon County High School Students Dual Enrollment Registration** — In accordance with State Board of Education Rule 6A-10.241 FAC, a high school student with the recommendation of the high school principal may be considered for early admission to Florida A&M University as a dual enrollment/early admission credit-earning student for any term of the academic year and have the tuition waived. The college credit earned will be used toward high school requirements for graduation and will become official college credit upon presentation of evidence of high school graduation.

To receive dual enrollment credit, students must adhere to the rules and regulations of the Leon County School Board, the Board of Governors, and the Florida Legislature. The student must be currently enrolled in a secondary school operated by the Leon County School Board. The student must also possess a grade point average of 3.2 or better, be certified by a high school counselor, and be classified as a high school junior or senior. Students will be enrolled at no cost to either the student or to the district. The University shall waive application, matriculation and/or tuition fees for students admitted to either dual enrollment or early
FAMU-FSU Cooperative Program

Florida A&M University and Florida State University are participants in a cooperative program that permits students enrolled at either institution to take a limited load at the other institution as follows:

1. Complete the FAMU/FSU Registration Form in its entirety.
   - Go to www.fsu.edu and do a Course Search Lookup. This can be found on the FSU Registrar’s Website under Registration Tools. Place on the application and registration form the following information: Subject Prefix, Catalog Number, Section Number, Term/Session, Meeting Days/Time.
   - After you have secured the course information and have placed it on your forms, report to your academic department to obtain your advisor’s and the academic dean’s signature. Their signatures give you permission to take class(es) at FSU. NOTICE: If the course you need is offered at FAMU, or if it is closed, your academic area might require a Justification Form. If this is required, your advisor or dean’s office will let you know that this is needed.

2. Once you have been approved by your advisor and dean, the next step requires you to pick up a copy of your immunization record from the FAMU Health Center. You will take your immunization records to Thagard Health Center at FSU and obtain a clearance for registration after you have received permission the course you need. The department chair, instructor of the course, or department designee can sign giving approval.

3. Go to FSU.
   - Find the Academic Department by visiting www.fsu.edu. Choose Key Sites on the main page then click on Departments. The information that you need from the Department Page is the building where the department is housed, its address, and/or phone number. A campus map can also be obtained from the Key Sites Page.
   - Secure approval on your FAMU/FSU Co-op Registration Application from the department that is offering the course you need. The department chair, instructor of the course, or department designee can sign giving approval.

4. Go to Thagard Health Center. Submit your immunization record for a “stamp approval.”

5. Obtain financial clearance from Student Financial Services at FSU. This department is the equivalent to our Student Accounts. It is located in the University Stadium on the first floor. The purpose of this step is to ensure that you do not owe FSU any money.

6. Bring the completed registration form and application, stamped immunization record, and financial clearance to the COOP Representative (Annie Gilliam) in the FAMU’s Registrar’s Office, FHAC Rm. 111.
Additional Information:

- All tuition and fees are paid at FAMU. You pay FAMU tuition and fees; not FSU’s.
- Registration for the course at FSU will appear on iRattler.
- No special arrangements have to be done with the Financial Aid Office for financial aid to be disbursed for the course(s). However, your attendance does have to be reported for funds to be disbursed.
- Course credit and grade will be accepted back at FAMU. The grade(s) will be calculated into the student’s grade point average.
- Grades will be posted by the COOP Representative at the end of the term, and
- ALL drops and withdrawals are done through the FAMU COOP Representative. NOT through FSU’s Registrar’s Office.

If problems arise with your registration, you will be contacted using the information provided on the registration form. Please report any changes in contact information to FAMU.

To drop/add or withdraw from a FAMU/FSU Co-op Course,
please contact Lottie Brown in the Registrars Office FHAC Rm. 112 @ (850) 412-5165.

The deadline for add/drop and withdrawing is the same as for other classes at FAMU.

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 canceled may apply for reinstatement but must do so no 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.

Tuition-Free Courses for Persons 60 Years of Age and Older

Individuals who are 60 years of age and older and are residents of the State of Florida are permitted to take courses on a tuition-free basis. All fees are waived for this group of citizens who attend credit classes. Registration will be processed upon presentation of a proof of residency and proof of age.

Under this option, registration is allowed on a space available basis only and does not include thesis, dissertation, applied music courses, internships, courses requiring directed individual instruction, limited access programs courses offered in the Colleges and Schools of Law, Journalism, Architecture, Pharmacy,
and Nursing and online courses for Distance Learning. Certain courses require permission of the department for enrollment. Individuals who wish to register in permission courses must go to the department offering the class and get a permission/signature prior to going to the Registration Center.

Registration dates and procedures are the same as those listed for state employees.

**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, even if the student attends class and a grade is reported to the University Registrar.

**Curriculum Changes**

In response to changes in the field of 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/she normally should obtain his/her degree if there has been no break in enrollment.
GORDON RULE COMPLIANCE

Florida Administrative Code 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 (a) Six (6) semester hours of English coursework and six (6) semester hours of additional coursework in which the student is required to demonstrate college-level writing skills through multiple assignments. (b) Six (6) semester hours of mathematics coursework at the level of college algebra or higher. For purposes of this rule, applied logic, statistics and other such computation coursework which may not be placed within a mathematics department may be used to fulfill three (3) hours of the six (6) hours required by this section. A grade of “C” or better is required in each course.

EXCESS CREDIT HOUR POLICY

Students who entered Florida A&M University (FAMU), including transfer students, for the first time in the 2009-2010 academic year and thereafter, are required to pay an “excess hour surcharge equal to 50 percent of the tuition rate for each credit hour in excess of 120 percent of the number of credit hours required to complete the baccalaureate degree program in which the student is enrolled.” (FS 1009.286) For example, a student who is enrolled at FAMU and working toward a Bachelor's degree requiring 120 hours to complete is required to pay a surcharge of 50 percent of the current tuition rate for any hours taken above 144.

Effective July 1, 2011, students, who entered for the first time in the 2011-2012 academic years and thereafter, is be required to pay a tuition surcharge for excess hour’s equal to 100 percent of the tuition rate for each credit hour in excess of 115 percent of the credit hours required for a baccalaureate degree. (SB 2150). For example, a student completing a 120 credit hour degree program is required to pay a 100 percent of the current tuition rate above 138 credit hours.

When calculating the number and types of hours to be included in the excess hour surcharge all credit hours for courses attempted at Florida A&M University for which the student is seeking a baccalaureate degree will be considered; including:

- Failed courses;
- Courses that are dropped or withdrawn from after the university's advertised last day of drop/add period except for courses from which a student withdrew due to reasons of medical or personal hardship;
- Repeated courses, except repeated courses for which the student has paid the full cost of instruction (repeat course charge);
- All credit hours earned at another institution and accepted for transfer by Florida A&M University and applied toward the student's baccalaureate degree program; and
• Graduate credit that is attempted for completion of a baccalaureate degree. Credit that is used solely for the graduate degree will not be included.

UNIVERSITY AND COURSE WITHDRAWALS

Voluntary and Involuntary Withdrawal from the University: (Regulation of Florida A&M University 2.007)

1. Voluntary Withdrawal-- A student who desires to voluntarily withdraw from the University must report to his or her assigned academic advisor and explain the circumstances which he/she feels necessitates the withdrawal. If the request is approved, a Request for Voluntary Withdrawal Form will be completed and signed by the student, academic advisor, academic department chair and academic dean. The Voluntary Withdrawal forms are available in the academic area.

2. Once the voluntary withdrawal process has been initiated, the student is required to complete the Housing and Rattler Card Office cancellation forms. The student must relinquish all residence hall keys to the Residence Hall Director and his/her meal plan card to the Office of Auxiliary Services after completing the appropriate cancellation forms. The withdrawal form must then be submitted to the Office of the Registrar. Advisors should also refer students to the Office of Financial Aid for an exit interview if the student receives financial aid.

3. No student will be permitted to file a Voluntary Withdrawal Form within the last five weeks of the semester without receiving failing grades, unless unusual circumstances, as determined by the University Voluntary Withdrawal Committee, are established.

4. Any student who voluntarily withdraws from the University during the registration or late registration period will not receive grades at the end of the semester. Those who officially withdraw after the last day to register will receive a grade of “W” at the end of the semester. A grade of “WF” for each course will be assigned to any student who leaves the University without filing the Voluntary Withdrawal Form with the University Registrar.

5. Advisors should refer students to Counseling Services for post-enrollment treatment referral if the student shows evidence of psychological distress.
Withdrawal from a Course

Under exceptional circumstances, it may be necessary for a student to withdraw from a course after the deadline for add/drop. Such withdrawals are accomplished upon the recommendation of the student’s academic advisor to the Dean, who will forward the appropriate form to the University Registrar. Withdrawal from a course must be accomplished prior to the published deadline. 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.

Administrative Withdrawal

A student may be administratively withdrawn with fee liability from a course(s) by the academic department if the student registered for the course without appropriate signature or permission. Students who are administratively withdrawn from the University for violation(s) of the University’s Student Code of Conduct are not entitled to any refund from any fees paid during the semester in which there is cause for withdrawal.

Involuntary Administrative Withdrawal

A student will be subject to involuntary administrative withdrawal from the University, or from University housing, if it is determined by the Dean of Students that the student is suffering from a mental disorder as defined by the current edition of the American Psychiatric Association’s Diagnostic and Statistical Manual of Mental Disorders and as a result of the mental disorder. (See Regulation of Florida A&M University, 2.007)

Withdrawal from the University

This procedure is to be followed by all students both on-campus and off-campus. To withdraw from the current term log on to iRattler Student Center to access the form. The student is required to turn in all residence hall keys, if applicable, to the Resident Advisor of the dormitory in which the student resides.

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 accessing the withdrawal form with the University Registrar.

It is also possible to request a retroactive withdrawal for courses taken a previous term under certain circumstances. The Retroactive Term Withdrawal form is found on the Office of the Registrar’s webpage.
University Withdrawal Committee

Students may petition the University Withdrawal Committee for a retroactive (after the published term withdrawal deadline) term withdrawal based on documented circumstances beyond the student’s control within 12 months after the end of the term for which the withdrawal is sought. Students seeking retroactive course withdrawal should report to the Registrar’s Office for further direction. Students should be aware that requests for withdrawal and retroactive term withdrawals will negatively impact the award of current and prior financial aid as well as enrollment status for the affected term. Additionally, withdrawals are considered attempts and may incur excess credit surcharges. Please see Excess Credit Hours information elsewhere in this publication.

Refund Policy

Tuition refunds are calculated on a course by course (per credit hour) basis. Students who are enrolled and then withdraw may not receive a refund. Refunds will be computed based on the actual withdrawal date certified by the Office of the Registrar. Refunds will not be made to students who do not attend class and have not completed the required withdrawal procedure. 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. Refunds processing is approximately two to four weeks.

1. Students who officially withdraw prior to the end of the drop/add period and have completed the required withdrawal procedure will be entitled to 100 percent of the tuition assessed or adjustment for waivers.

2. Students who officially withdraw prior to the end of the fourth week of classes and have completed the required withdrawal procedure will be entitled to 25 percent of the tuition assessed or adjustment for waivers, less building and capital improvement fees.

3. Students who officially withdraw at an appropriate time as designated by the University for Summer sessions and have completed the required withdrawal procedure will be entitled to 25 percent of the tuition assessed or adjustment for waivers, less building and capital improvement fees.

4. Exceptions to the refund policy are made only in rare instances. Written application for an exception must be filed with the Office of Student Accounts and addressed to the Refund/Waiver Appeals Committee. If a student withdraws or drops one or more credit courses due to circumstances determined by the University to be exceptional and beyond the control of the student, the student will be entitled to 25 to 75 percent of the tuition assessed or adjustment for waivers.
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 up to 29 semester hours.
- **Sophomores:** those students having between 30-59 semester hours.
- **Juniors:** those students having between 60-89 semester hours.
- **Seniors:** those students having 90 or more hours.

ACADEMIC PROGRESS POLICY

**NOTE:** Although the University requires a minimum GPA of 2.0, the College of Education requires a minimum GPA of 2.5.

A cumulative average of 2.0 is required for graduation. Thus, it is desirable that each student earns a 2.0 term average during each period of enrollment at the University. A student who maintains a cumulative average 2.0 or better will not be subject to academic suspension. However, any term in which the student's cumulative average drops below 2.0, some appropriate action is taken, i.e. warning, probation, suspension, or dismissal. Minimum standards for academic progress are as follows:

**Lower Level Students**

(0-29 hours attempted). A freshman student whose cumulative average is less than 2.0 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/her term average falls below 2.0. If the cumulative average is below 2.0 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.

(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**

(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 is 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 an undergraduate course (1000-4999) in which a grade of “D” or “F” was received. Only the grade and grade points received in the final attempt shall be used in computing the student’s cumulative grade point average. However, effective Fall 2004 only three such requests are available to the student during the student’s undergraduate career. Such application for grade forgiveness must be made at the appropriate time, in writing, to the Office of the Registrar. All attempts for a given course and all grades will remain on the student’s transcript.

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. The course is repeated because it is a:

a. Gordon Rule course and a minimum grade of “C” is required, or
b. Major course or a course required by the major where the minimum grade of “C” is required.

A student must petition the advisor, department or division chairperson, dean or university registrar in order to have this policy applied.

If a student repeats and earns a better grade for a course in which the grade of “D” or better was previously received, both attempts will be included in the GPA calculation but only one attempt will count toward earned hours. Courses with numbers 5000-8999 are specifically excluded. Graduate students and former students who have earned bachelor degrees are excluded.

PROCEDURES FOR PETITIONING FOR READMISSION

A student who has been permanently suspended (dismissed) from the university for academic reasons must remain out for two (2) terms and may petition the Office of Admissions for readmission during the second term of his or her suspension. Any petition for readmission must be filed at least (6) weeks prior to the beginning of the term in which the student wishes to re-enroll.

The student’s readmission petition file will be made up by the office of admissions and must contain:

1. A letter of petition for readmission from the student
2. Letters of recommendation for readmission from:
   a. The student’s academic advisor;
   b. The student’s department head;
   c. The student’s dean;
   d. An academic plan from the student's advisor; and
   e. Any other letter(s) of support the student wishes to submit.

The student must request that these individuals send letters on his or her behalf to the Director of Admissions, Room G-9, Foote-Hilyer Administration Building, Florida A&M University.
3. A copy of the student’s academic record obtained from the university registrar.

The student’s readmission petition file will be forwarded to the university Admissions Committee for review. This committee will recommend approval or disapproval to the Vice President for Academic Affairs. The decision made on the student’s readmission will be final.

If the student is readmitted, the student may re-enter the major he/she was in when last enrolled or use the procedure under "Change of Major" to enter a different major. In the event that the major a readmitted student was in when last enrolled is now either dormant or terminated, the student will not be readmitted into the last major, but will need to seek acceptance into a currently offered major.

**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.

**SUMMER SCHOOL ATTENDANCE**

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

**Grading Policy**

The University supports its grading system which is based upon the integrity of a grade earned in a course. The University Registrar is the official custodian of student grades and is responsible for recording approved grade change requests. (F.S. 1001.74(4) Florida A&M University Rule 4.101)
Assignment of Grades

1. Grades are assigned at the end of the term in which the student was registered for the course.
2. Due to extenuating circumstances beyond the control of the student, a grade of "I" may only be assigned if the student is passing the course, but has not completed all of the required work by the end of the term. Grades of "I" may not be assigned in any course that a student withdraws from, has excessive absences in, or fails to attend.
3. A student receiving an “I” grade should not re-enroll in the course until after the “I” grade has been permanently changed to a letter grade.

Change of Grade

Changes of grades may only be accomplished under special circumstances and are governed by the following guidelines:

1. Grade changes pertaining to a grade of "I" must be submitted by the end of the next term in which the student is enrolled or within one (1) calendar year from the end of the term during which the "I" was issued, whichever comes first. An "I" grade that is not changed by the specific time will revert to an "F";
2. All grade changes resulting from a grade appeal must be submitted within one semester of the issuance of the grade; and
3. Any other grade changes must be made within one semester of when the grade was initially assigned.

Grading System and Grade Point Average (GPA)


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. A student’s term GPA is determined by dividing the number of hours attempted for GPA into the number of grade points earned. Similarly, the cumulative GPA is determined by dividing the total number of hours attempted for GPA into the total number of grade points earned.

A grade of "W" is used only to denote that a student withdrew (or was withdrawn) from the course or from the university.

A student who is passing a course but has not completed all of the required work by the end of the term may, with the permission of the instructor, be assigned a grade of “I”. Grades of “I” are not assigned to any course that a student fails to attend or if a student withdraws from the university. A student should not register for a course(s) in which incomplete grades have been received.
Incomplete “I” grades will not count as hours attempted in computing cumulative grade point averages. It is the responsibility of the student to make arrangements with the instructor for the removal of an incomplete grade. All incomplete grades must be removed by the last day of classes of the term in which the student is next enrolled, or the grade will be changed to “F”.

Certain courses may be approved by the academic dean for satisfactory-unsatisfactory (S-U) grades. Such courses would normally be outside a student’s major and minor fields and would not 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.

Graduate students who are writing a thesis or dissertation may receive the grade of “TP” (Thesis Pending) or “DP” (Dissertation Pending) if approved by their major professor. Once the Thesis or Dissertation is successfully defended, the assigned grade must be an “S” (Satisfactory).

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 of 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.

TRANSFER OF CREDITS

A student who has attended any regionally accredited college or university and has earned 12 or more semester hours is considered a transfer student when applying to enter Florida A&M University. Transfer students admitted to FAMU are required to have official copies of their transcripts from previous institutions on file in the Admissions Office prior to evaluation. Credits are transferred based on the following:

1. The institution from which the student wishes to transfer is regionally accredited.
2. The overall grade point average is 2.00 or better on the transfer transcript.
3. The grades of individual courses to be transferred are “C” or better, or “S” or “P”.

The academic records of transfer students will be evaluated prior to the student’s arrival on the University Campus if admitted three weeks prior to the term beginning.
Credits earned from Florida public institutions will be evaluated on the basis of the Florida Statewide Course Numbering System. Those courses considered equivalent will be accepted for transfer credit at the level at which the course was classified by the institution originally awarding the credit. Courses are considered equivalent when the prefix and the last three numerical digits of the course number are the same.

Any student who transfers among postsecondary institutions that are fully accredited by a regional or national accrediting agency recognized by the United States Department of Education and that participate in the statewide course numbering system shall be awarded credit by the receiving institution for courses satisfactorily completed by the student at the previous institutions. Credit shall be awarded if the courses are judged by the appropriate statewide course numbering system.

TRANSIENT STUDENTS

Florida A&M University students who are permitted to attend other institutions for a term must obtain a transient form from their academic area and secure appropriate signatures prior to leaving FAMU. Students who attend other institutions without permission from their academic area may not have their credits accepted. Transient forms are approved based on the following:

- The institution the student wishes to attend is regionally accredited or includes requirements as stipulated above.
- Student is in good standing at FAMU (G.P.A. 2.00 or better; not administratively suspended).
- Student has no financial obligation to the university (not on cashier’s hold).
- Transient application is turned in prior to term for which the student is applying.

ACADEMIC APPEALS PROCESS

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

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

NOTE: Supporting documentation must accompany all appeal petitions.
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.

- “Capricious” means not resulting from a reasonable and announced grading policy and procedure.
- "Arbitrary” means without a sound academic basis or based primarily upon personal preference or whim.
- “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:

1. The candidate must attempt as soon as is reasonably feasible after receipt of the grade in question, to 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 his or her 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, 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 COE (or designee). 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 associated with 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’s 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.

OTHER POLICIES AND EXPERIENCES

Children on Campus

Unsupervised children are not allowed on campus. Students are expected to arrange for their personal child care in such a manner as to prevent the involvement of the University. The University assumes no responsibility for the supervision of the children of students. Students may not bring to class or leave children unattended on the University campus. Students failing to comply with this policy will not be admitted to classes, and may be asked to leave campus until child care arrangements can be made. Children may be allowed on campus when the best interest of the University is served (i.e. to meet requirements of instructional programs, to attend University-scheduled events and/or activities open to the public or other approval functions).
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.

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:

Rubeola - Candidates can be considered immune to rubeola only if they have:
- 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
- Laboratory (serologic) evidence of rubeola immunity; or
- 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:
- Documentation of vaccination with live rubella vaccine on or after their first birthday;
- Laboratory (serologic) evidence of rubella immunity;
- 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:

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.
FINANCIAL ASSISTANCE FOR TEACHER EDUCATION MAJORS

COLLEGE OF EDUCATION SCHOLARSHIPS

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, be a 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 and 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 be 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 who 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, maintain a 2.5 GPA or better, be 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 be 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:

- Kappa Pi Delta (KDP) — Dr. Bernadette Kelley, sponsor
- Phi Delta Kappa (PDK) — Dr. Patty Ball Thomas, sponsor
- Student Florida Educator’s Association (SFEA) — Dr. Endya Stewart, sponsor
FREQUENTLY ASKED QUESTIONS

Where can I find information about important University deadlines and dates?

For the most up-to-date information on the University Calendar please visit the Office of the University Registrar’s website.

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.
On this the _____ day of ______ month in the year of 20__, 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 Signature
Office of the Dean
GEC Room A 309: (850) 561-2989

Associate Dean of Academic Affairs
GEC Room A 310: (850) 561-2989

Associate Dean, Accountability & Assessment
GEC Room A 315: (850) 561-2989

Director, Accountability & Assessment
GEC Room A 313: (850) 561-2989

Associate Dean, Student Services
(Vacant)

Educational Leadership and Counseling
GEC Suite C, 1st Floor: (850) 599-3191

Elementary Education and Early Childhood Education
GEC Suite B, 3rd Floor: (850) 599-3397

Health, Physical Education and Recreation
Al Lawson Multi-Purpose Gymnasium: (850) 599-313

Secondary Education, Technology Education & Foundations
GEC Suite C, 3rd Floor: (850) 599-3123

Candidate Empowerment Center
GEC A211, 2nd Floor: (850) 412-5613

Center for Academic Success
Lucy Moten Building 64 Room 166: (850) 599-3619

Office of Student Teaching
GEC Room B 318: (850) 599-2145

FAMU Developmental Research School
400 W. Orange Avenue (850) 599-3325

Note: Please refer to the FAMU university catalogue for other university contacts.