

College of Education

Policies and Procedures Manual

July 1, 2009

PURPOSE

The purpose of the College of Education Policies and Procedures Manual is to provide faculty and staff with policies, procedures and general information about the College. It contains and/or references college and university policies and procedures for the governance of the academic unit.

Faculty members should refer to additional college and university manuals, guides, and/or handbooks for more complete and detailed coverage of university policies and procedures. A listing follows on the next three pages.

Please send any additions, deletions and/or
corrections to Adriana McEachern,
Office of the Dean, ZEB 320

June 2009

Florida International University

UNIVERSITY MANUALS

Academic Affairs Policies and Procedures Manual Maintained and distributed by the Vice President for Academic Affairs. Contains policies and procedures regarding the functions of the Division of Academic Affairs. <http://www.fiu.edu/provost/polman/>

Florida Administrative Code Annotated Official Compilation of Rules and Regulations of the State of Florida, Department of Education. Published by the Secretary of State and distributed to selected offices in the University, such as the University attorney and Office of Academic Budget and Personnel. Section 6C8 deals specifically with Florida International University. All University policies must be in compliance with these rules.

Graduate Policies and Procedures Manual Maintained and distributed by the Division of Graduate Studies in collaboration with the Faculty Senate Graduate Council. Contains items relating specifically to the governance of graduate programs. <http://www.fiu.edu/~ugs/gpm/>

Search and Screen Procedure Handbook Maintained by the Office of Equal Opportunity Programs, Division of Business and Finance. Contains items relating to the employment of faculty and staff.

Tenure and Promotion Manuals The university libraries and each college and school has a faculty tenure and promotion manual. The Provost's Office, deans and library director are responsible for the updating and dissemination of these manuals. <http://www.fiu.edu/~fsenate/tenure.htm>

Undergraduate Policies and Procedures Manual Maintained and distributed by the Division of Undergraduate Studies in collaboration with the Faculty Senate Undergraduate Council. Contains items relating to undergraduate students and programs. <http://www.fiu.edu/provost/upolman/upolsec1.html>

University Policies and Procedures Manual Maintained by the Division of Business and Finance. Contains policies relating to the administrative policies of the University.

University Catalogs The Undergraduate and Graduate catalogs are maintained by the Office of Enrollment Support Services with the respective Undergraduate or Graduate Dean, and are distributed by the Office of Admissions. These University publications contain the relevant information and policies for students regarding academic programs and procedures. The current catalogs at the time a student is admitted to a program serve as the legally recognized course of study unless a specific program manual is available. <http://catalog.fiu.edu/index.php?id=2102§ion=cataloghome>

Office of Sponsored Research Administration Maintained by the Division of Sponsored Research and Training, Academic Affairs. Contains items for proposal preparation and award administration. <http://osra.fiu.edu/>

Student Handbook Contains policies specific to student concerns, most notably student rights and responsibilities, grievance procedures, and descriptions of student services. This manual is annually updated and distributed by the Division of Student Affairs.

Graduate Student Handbook This handbook contains policies and procedures from a variety of sources specifically addressing the information needs of graduate students. It is maintained and disseminated by the Division of Graduate Studies.

Regulations for Thesis and Dissertation Preparation Manual This manual is designed to assist candidates in the preparation and typing of theses and dissertations submitted for advanced degrees. It is maintained and distributed by the Division of Graduate Studies in order to establish guidelines for uniformity in physical format of the manuscript and to delineate the procedures for filing the approved manuscript in the library.

Faculty Handbook: Florida International University Synthesizes information for faculty from scores of different documents, policy statements, procedure manuals, etc. in a readable, accessible and useful format. This manual is maintained and distributed by the Vice Provost for Academic Programs. <http://academic.fiu.edu/docs/2006-Faculty-Handbook.doc>

COLLEGE MANUALS

College Policies and Procedures Manual

Doctoral Policies and Procedures Manual

This manual contains doctoral policies and procedures related to the College of Education and aligned with the University Graduate School Graduate Policies and Procedures Manual
<http://www.fiu.edu/~ugs/gpm/>

College Adjunct Faculty Handbook

This handbook synthesizes information for faculty from scores of different documents, policy statements, procedure manuals, etc. in a readable, accessible and useful format. This manual is maintained and distributed by the College of Education Office of Academic Affairs
<http://education.fiu.edu/downloads/temp/Adjunct%20Handbook%20Adobe%20Acrobat%20Format.pdf>

College of Education
Policies and Procedures Manual
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College of Education

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Section 1: Academic Administration and Organization

1.1 Mission Statement and College Goals

The College of Education at Florida International University is one in which candidates, faculty, and staff embrace the shared experiences of a diverse, international, professional-learning community. The College, therefore, strives to facilitate diverse learning environments where knowledge becomes the means to foster goal attainment for all those involved in the learning process. This process necessitates the highest ethical standards, while emphasizing inquiry as the means-ends connection to enhancing reflective intelligence in a changing social, political, cultural and technological world.

The College of Education is charged to prepare professionals who have the knowledge, abilities, and dispositions to facilitate and enhance learning and development within diverse settings. Consequently, the college promotes and facilitates the discovery, development, documentation, assessment, and dissemination of knowledge related to teaching and learning by developing professional partnerships in the larger community that foster significant educational, social, economic and political change. Our mission supports:

- Programs that reflect curricula that reflect sound theory and best practice.
- Highly qualified and diverse students and graduates.
- Highly qualified and diverse faculty active in teaching, research and service.
- Effective and ethical governance and organizational structure within an environment of open communication among faculty, administrators, staff, students and community.
- Collaborative and mutually beneficial partnerships with schools and other organizations.
- Visibility and impact at local, state, national and international levels.
- Continuous improvement of the College.

The College offers instructional programs at the undergraduate and graduate levels, engages in research and program development activities, and provides field services to the educational community. The conceptual framework guiding education curricula and programs in the College is grounded in three core outcomes central to the vision faculty have of professional educators graduating from the College's programs: Stewards of the discipline, reflective inquirers, and mindful educators

The College, housed in the Sanford and Dolores Ziff Education Building (ZEB) at Florida International University—University Park, is fully accredited by the National Council for the Accreditation of Teacher Education, the Florida Department of Education, and the State University System.

To support its mission, the College is organized into three separate but related departments:

- Curriculum and Instruction
- Educational Leadership and Policy Studies
- Educational and Psychological Studies

1.1.1 Conceptual Framework

To view the College's Conceptual Framework document, see <http://education.fiu.edu/downloads/Conceptual%20Framework%2006-19-09.pdf>

1.2 Organization of the College

<http://education.fiu.edu/ncate/pdf/Organizational%20Chart.pdf>

1.2.1 Roles and Responsibilities of Department Chairs

Leadership and Vision

1. Work as a member of a team for the good of the College.
2. Develop a shared vision for Department and College.
3. Engage in regular communications with faculty and administrators.

Departmental Management

1. Serve as an advocate for the department within the context of the College and the University.
2. Monitor department committees and use committees effectively.
3. Coordinate short and long-range department programs, plans, and goals.
4. Recommend technology acquisitions and their use.
5. Engage in participatory governance.
6. Conduct department meetings.
7. Work with Dean's office on inventories and security.
8. Supervise and evaluate the clerical and technical staff in the department.
9. Maintain essential department records, including student records.

Instructional and Curricular Leadership

1. Schedule classes and supervise off-campus programs (looking for new models).
2. Monitor programs of study for graduate and undergraduate students, including prospectuses and dissertations for graduate students.
3. Be responsible for improving programs/teaching.

Faculty Affairs

1. Support recruiting and mentoring faculty members (facilitate work of search committees).
2. Support faculty in their teaching, research, and professional service.
3. Evaluate faculty performance (regular monitoring).
4. Support the promotion and tenure process.
5. Keep faculty members informed of department, college, and institutional plans, activities, and expectations.
6. Support a positive faculty climate.
7. Planning for use of adjuncts.
8. Foster the development of each faculty member's special talents and interests.
9. Provide leadership on issues related to diversity, sexual harassment, and equality.

Student Affairs

1. Plan and implement recruitment and retention of students.
2. Monitor and support advising of students, including orientations.
3. Monitor student forms and processes.

Communication

1. Communicate department needs to the dean and interact with upper-level administrators.
2. Improve and maintain the department's image and reputation (use web pages heavily).
3. Initiate and maintain liaison with external agencies and institutions (to include partnerships).
4. Process department correspondence and requests for information.
5. Monitor the completion of forms, surveys, grade rolls.
6. Coordinate activities with advisory groups.

Budget and Resources

1. Work with college administrators and committees to secure and monitor departmental resources.

1.2.2 Constitution of the Faculty Assembly

CONSTITUTION of the FACULTY ASSEMBLY of the COLLEGE OF EDUCATION FLORIDA INTERNATIONAL UNIVERSITY

PREAMBLE

The faculty of the College of Education, in joining together as the Faculty Assembly of the College, affirms the belief in and expresses their collective support for the Bill of Collective Rights and Principles of Governance adopted by the Faculty Senate of Florida International University and accepts the rights, principles, and privileges set forth below.

BILL OF COLLECTIVE RIGHTS AND PRINCIPLES OF GOVERNANCE (c.f. The By-Laws of the Faculty Senate of Florida International University)

The Florida International University Faculty Senate holds that faculty have collective rights which are set forward here. Every unit in the University shall guarantee explicitly these rights in their governance documents and observe faithfully these rights in the future.

1. Academic freedom refers to the freedom and responsibility of faculty in their roles as teachers, researchers, citizens in the academic community, and participants in the collegial governance systems and processes. They are entitled to pursue a course of study, carry out research, publish findings, teach, artistically create, and speak out in matters of controversy without fear of reprisal or censorship and unhindered by pressures from internal or external groups.
2. Through collegial self-governance, university faculty members decide and develop the curriculum which will be offered to students within the limits established by state rules and regulations. Faculty members are the academic authorities of the University.
3. Each freestanding school or college must have a democratically established collegial governance system. These governance systems and their governing documents may only be revised by democratic vote of the college or school faculty.
4. The faculty of each unit of the University has the right to participate in the selection and appointment of their administrators. In particular, department chairpersons and school directors may only be appointed following a free and fair vote by the faculty of the unit.
5. The faculty of each unit of the University has the right to participate in the evaluation of their administrators. This right includes participation in the creating of evaluative criteria. Evaluations shall be conducted annually in a process, which protects the anonymity of the

evaluators. Those to be evaluated include department chairs and school directors, deans, the Provost, and the President. Faculty has the right to see the results.

6. The faculty of each academic unit, including departments, schools or colleges, and the University as a whole, has the right and responsibility to conduct a vote of confidence in their leadership at any time they see fit.
7. The Faculty Senate may censure individuals or any formal, organized units when it determines they have violated these rights and principles.

**DEFINITION OF ROLES AND RESPONSIBILITIES
OF THE FACULTY ASSEMBLY OF THE
COLLEGE OF EDUCATION**

ARTICLE I. NAME

1. The governance organization of the College of Education shall be known as the Faculty Assembly of the College of Education of Florida International University.

ARTICLE II. PURPOSE OF FACULTY GOVERNANCE

1. The purpose of faculty governance in the College of Education is to promote, in a collegial and professional manner, the mission, goals, and objectives of the College of Education.
2. The Faculty Assembly shall discuss and debate matters and issues pertinent to the College and shall advise the Dean on said matters and issues.

ARTICLE III. MISSION STATEMENT

1. The Faculty Assembly of the College of Education has the responsibility for overseeing the development of high quality academic programs and for supporting and enhancing the faculty through the process of democratic, collegial governance.
2. To this end, the mission of the Faculty Assembly of the College of Education shall be to tend to the academic business of the College by ensuring, through collective governance, that the tenets fundamental to the advancement of the academy and its various programs shall be pursued ethically and responsibly.

ARTICLE IV. CONSTITUENCY

1. For the specific purpose of governance, the constituency of the Faculty Assembly is defined as all faculty holding regular academic ranks including all tenured and tenure-track faculty, all instructors, and all visiting faculty holding annual appointments. These people shall be considered as the voting members of the Faculty Assembly.

ARTICLE V. QUORUM

1. Twenty-five percent (25%) of the membership shall constitute a quorum.

ARTICLE VI. VOTING

1. All members of the regular faculty as defined in Article IV may vote in the proceedings of the Faculty Assembly as long as a quorum is present.
2. Proxy votes shall not be permitted.
3. College-wide elections shall be conducted using open election procedures such as a voice vote or the counting of raised hands. However, at the request of 51% of the voting members present, a secret ballot may be called.

ARTICLE VII. OFFICERS

1. The officers of the Faculty Assembly shall consist of the Chairperson and the Vice-Chairperson.
 - A. The Chairperson shall be the administrative officer of the Faculty Assembly and an ex-officio member of all standing councils and committees of the Faculty Assembly and shall serve as the official representative of the Faculty Assembly on all appropriate councils, task forces, and committees within the College of Education.
 - B. The Vice-Chairperson shall maintain a portfolio of responsibilities in concert with the Chairperson. The Vice-Chairperson will serve as the Chairperson of the Faculty Assembly in the absence of the Chairperson. The Vice-Chairperson shall succeed to the office of Chairperson in the subsequent year.

ARTICLE VIII. SCOPE OF AUTHORITY AND RELATIONSHIP WITH THE DEAN

1. Recommendations by the Faculty Assembly regarding academic or administrative policy in the College of Education shall be forwarded to the Dean for consideration and action.
2. It is expected that the Dean of the College shall, formally and in writing, communicate with the Faculty Assembly regarding the disposition of any and all recommendations made by the Faculty Assembly within fourteen (14) days after receiving a recommendation.

ARTICLE IX. REPLACEMENT OF THE DEAN

1. Upon resignation, retirement, or death of the Dean, the Faculty Assembly shall nominate faculty members for membership on any committee established by the Provost for the purpose of the selection of a new Dean and/or Acting Dean.

ARTICLE X. ELECTIONS OF FACULTY ASSEMBLY OFFICERS

1. Election of the Vice-Chairperson of the Faculty Assembly shall occur during the last meeting of the spring semester. When the Chairperson or Vice-Chairperson of Faculty Assembly is unable to complete the term of office, an emergency election shall be conducted to elect a new Vice-Chairperson to serve the remainder of the term of office.
2. Elections of Faculty Senate members and members of Faculty Senate Councils and Committees shall occur during the last meeting of the spring semester. Results shall be reported directly to the President of the Faculty Senate by the Chairperson of Faculty Assembly.
3. Elections to the Standing Councils and Committees of the Faculty Assembly shall be conducted in each College department during the April Department meeting. At this time committee members and alternates will be elected. The Chairperson of each Department shall report election results to the Chairperson of Faculty Assembly who shall then produce the complete list of committee memberships for the following academic year and distribute this to all faculty by the beginning of the Summer A semester.
4. Immediately after the list of Council and Committee members is distributed to the faculty, the outgoing Chairperson of each Council and Committee shall call an organizational meeting for the single purpose of electing the Chairperson for the coming year. Results of these elections shall be reported to the Chairperson of Faculty Assembly who shall add this information to the list of committee memberships and distribute this to all College faculty.

ARTICLE XI. MEETINGS

1. Meetings of the Faculty Assembly shall be held on the third Wednesday of each month from September through June. The agenda shall be established by the Chairperson and shall be distributed to Assembly members at least two working days before the meeting. Regular items on the agenda shall include, but not be limited to:
2. Reports from the Councils, standing Committees, the Faculty Senate Steering Committee representative, and the Dean;
3. Discussion and debate of matters and issues pertinent to the College and/or the University.

4. Meetings shall be conducted according to Robert's Rules of Order, Newly Revised.
5. Upon the petition of at least ten members of the Faculty Assembly, a special meeting of the Assembly shall be called by the Chairperson. Notice of a special meeting shall be issued at least five (5) days in advance of the special meeting. The agenda shall accompany the notice.
6. Minutes of each meeting of the Faculty Assembly shall be maintained by a staff member from the Dean's office. Minutes shall be distributed to the faculty one week prior to the next meeting.

ARTICLE XII. GOVERNANCE RECORDS

1. Faculty Assembly and all standing councils and committees that function under the auspices of Faculty Assembly shall maintain the following records:
 - by-laws for the Faculty Assembly and the Councils
 - operating policies and procedures for the College Committees
 - minutes/records showing decisions made
 - end-of-year reports
2. All records shall be maintained in the Office of the Dean of the College of Education.

1.2.3 Standing Committees of the Faculty

BY-LAWS of the FACULTY ASSEMBLY of the COLLEGE OF EDUCATION

ARTICLE I. STANDING COUNCILS OF THE FACULTY ASSEMBLY

1. The Standing Councils shall include the following:
 - Academic Council
 - Faculty Council
 - Coordinating Council
2. All Standing Councils shall meet on the First Wednesday of each month September through June. The Coordinating Council shall meet during the morning, and the Faculty and Academic Councils shall meet during the afternoon.
3. Coordinating Council
 - A. The composition of the Coordinating Council shall be the Chairperson and Vice-

Chairperson of Faculty Assembly and the elected Chairpersons of the Academic and Faculty Councils. The Dean of the College shall be an ex-officio member of the Coordinating Council.

- B. The term of membership for the Coordinating Council shall be for a period of one academic year (from the beginning of the fall semester through the end of the summer semester).

4. Academic and Faculty Councils

- A. The composition of the Academic and Faculty Councils shall be one elected representative from each department and one administrative representative, the latter serving as an ex-officio member. No faculty member shall serve concurrently on both Academic and Faculty Councils.
- B. The term of membership for the Academic and Faculty Councils shall be for a period of two academic years (from the beginning of the fall semester through the end of the summer semester) with the terms of membership staggered so that one-half of the membership is renewed each year.
- C. Elections to the Councils shall occur in Department meetings during the last month of the Spring semester. The newly-composed Councils shall meet to elect their Chairpersons for the coming academic year during the month of May. The names of the people elected as Chairpersons shall be reported to the Chairperson of the Faculty Assembly for dissemination to the College.
- D. Each of the Academic and Faculty Councils shall elect a Chairperson who shall be a tenured faculty member. Election of the Chairperson of Academic and Faculty Councils shall be held during the Summer A Term. Results shall be reported to the Chairperson of Faculty Assembly and disseminated to the College faculty.
- E. Each Council shall develop and publish its bylaws which shall be maintained in the Office of the Dean.
- F. Each Council shall submit to the Office of the Dean the written record of its meetings and an End of Year Report in which all policy decisions and actions shall be enumerated and summarized.
- G. All policies developed by the Councils shall be reported to the Faculty Assembly for discussion and voting.
- H. Faculty on University committees shall be ex-officio members of the corresponding COE Councils unless the Council elects them to full membership status.

ARTICLE II. CHARGES OF THE STANDING COUNCILS

1. The Academic Council shall:
 - A. Review and make decisions on all curricular proposals developed by faculty within the College;
 - B. Address academic policies and initiate new policies related to undergraduate and graduate programs, curriculum, and students and forward Council policy recommendations to the Faculty Assembly and thence to the Dean;
 - C. Develop and maintain COE Academic Policies and Procedures Handbook;
 - D. Review policies proposed by any of the committees that operate under the auspices of Academic Council and report these policies to the Faculty Assembly for discussion and vote;
 - E. Establish the following specific committees and any other committees it deems necessary to carry out the charge of the Council;
 - Doctoral Studies Committee: to create, review, and revise the policies and procedures used by the College to ensure the effective operations of all College doctoral programs;
 - Graduate Policies Committee: to create, review, and revise the policies and procedures used by the College to ensure the effective operations of all College masters (initial and advanced levels) and certificate programs;
 - Undergraduate Policies Committee: to create, review, and revise the policies and procedures used by the College to ensure the effective operations of all College baccalaureate programs;
 - Ten-Percent Waiver and Scholarship Committee: to create, review, and revise policies and procedures used by the College to ensure equitable opportunities for admission and for the receipt of scholarship funds and to make admissions waiver and scholarship allocation decisions; and
 - Library Committee: to create, review and revise policies and procedures used by the College to ensure that the College receives its equitable share of library resources and that said resources are used fully;
 - F. Discharge other such duties as assigned by the Faculty Assembly.
2. Faculty Council shall:

- A. Survey the faculty on a regular basis to learn strengths of faculty, training needs, and other matters of College concern;
- B. Conduct the annual evaluation of department chairs, the Dean, and the Dean's professional staff;
- C. Review new policies developed by the committees that operate under the auspices of the Faculty Council and report these policy recommendations to the Faculty Assembly for discussion and vote;
- D. Develop and maintain the COE Faculty Policies and Procedures Handbook;
- E. Establish the following committees, and any other committees it deems necessary to carry out the charge to the Council:
 - Tenure and Promotion Committee: to create, review, and revise the policies and procedures used by the College to ensure the fair and equitable treatment of all faculty who apply for tenure and/or promotion and to review said applications and produce a written evaluation of each candidate;
 - Supplementary Salary Increments Committee: to create, review, and/or revise the policies and procedures used by the College to ensure the fair and equitable treatment of all faculty who apply for merit, TIP, PEP, or any other salary supplements and to review said applications and produce written recommendations to the Dean of the College;
 - Faculty Development Committee: to create, review, and revise the policies and procedures used by the College to ensure that fair and equitable opportunities exist for the professional enhancement of all faculty;
 - Adjunct Policies Committee: to create, review, and revise the policies and procedures used by the College to ensure the appointment of highly-qualified adjuncts; and
 - Educational Technology Committee: to create, review, and revise the policies and procedures used by the College to ensure that fair and equitable opportunities exist for the acquisition and allocation of technology resources;
- F. Discharge other such duties as assigned by the Faculty Assembly.

3. Coordinating Council shall:

- A. Serve as the advisory committee for the Faculty Assembly;
- B. Review the By-Laws of the Faculty Assembly as needed and submit revisions to the Faculty Assembly for discussion and vote;
- C. Serve as faculty representatives on the Dean's Planning and Evaluation Committee;
- D. Work collegially with the Dean to develop and disseminate to all standing councils and committees specific, goal-directed annual charges at the beginning of each academic year;
- E. Work collegially with the Dean to develop guidelines for implementation of the procedures established in the By-Laws of the Faculty Assembly;
- F. Work collegially with the Dean to establish the annual calendar for all Assembly, Council, and Committee meetings;
- G. Establish such committees it deems necessary to carry out these charges; and
- H. Discharge other such duties as assigned by the Faculty Assembly.

ARTICLE III. Committee Membership and Operations

1. Each of the committees operating under the auspices of the Academic and Faculty Councils shall have a minimum membership of one elected representative from each Department in the College.
2. Those committees that are responsible for making decisions and recommendations that affect the financial welfare of faculty (Tenure and Promotion and Supplementary Salary Increments) shall have a minimum membership of two elected representatives from each Department in the College.
3. Any Committee has the right to increase its membership to meet the operating needs of the Committee.
4. All the College of Education's faculty governance bodies (Faculty Assembly, Councils, and Committees) shall operate in the sunshine. All meetings are open to anyone who is interested in the proceedings of the body.
5. Committees have the right to regulate the length of office of its members. Such regulations must be included in the Operating Policies and Procedures of each Committee.
6. Each Committee must update and maintain in the Office of the Dean its:

- Operating Policies and Procedures
- Charges received from the standing Councils
- End-of-Year Reports

ARTICLE IV. REVISIONS OF BY-LAWS

1. This document shall be reviewed and revised by the Coordinating Council as necessary.
2. Recommended changes in the By-Laws of Faculty Assembly shall be submitted to the Faculty Assembly for vote of two-thirds of the faculty in attendance at the meeting as long as a quorum is present.
3. Votes of changes in the By-Laws shall be conducted by secret ballot.

APPROVED June 19, 2002

1.2.4 Other College Committees

Planning & Evaluation Council

The Planning & Evaluation Council serves as the primary college group to plan for the College and to evaluate the results of College plans.

The Planning and Evaluation Council shall consist of the Dean of the College, the Associate Deans, the Assistant Deans, the Department Chairpersons, Faculty Assembly Chair, Coordinating Council Chair, Academic Council Chair, Directors of Centers, Accreditation Coordinator, Development Officer, and the Director of Broward Programs.

Administrative Action Council

The purpose of the Administrative Action Council is to serve as a group to implement decisions made by the Planning and Evaluation Council.

The Administrative Action Council shall consist of the Dean of the College of Education, the Associate Deans, the Assistant Deans, and the Department Chairpersons.

Professional Education Partnership Council (PEPC)

The purpose of the Professional Education Partnership Council (PEPC) is to serve as a school and community advisory group to FIU College of Education professional education programs. In this role, PEPC will:

- Provide input on the design, delivery and renewal of the College's conceptual framework and programs.
- Promote and facilitate the research and service mission of the College of Education.
- Participate in program evaluations for the continuing program approval process.
- Review, discuss and recommend changes in undergraduate and graduate professional education programs in the College of Education.

The members of PEPC will be persons outside the university who work with or know firsthand the students or graduates of programs in the College of Education. The PEPC will also include the following COE representatives: the Dean of the College, the Associate Dean of Academic Affairs, Department Chairpersons and representatives from the College of Arts & Sciences.

Continuous Improvement Committee

The purpose of the Continuous Improvement Committee is to oversee and monitor the College's continuous improvement activities and assessment practices. The following are the goals of the Committee:

- A. To ensure fairness, validity, and consistency in assessment practices.
- B. To periodically evaluate the assessment process and products.
- C. To review results of evaluations on the unit level and make recommendations to the dean, chairs, program leaders, and faculty on unit and program modifications.

Rationale for the Development of the CIC: The CIC was formed in the Fall 2004 by the Associate Dean for Academic Affairs with the approval of the Dean to guide and provide direction to the continuous improvement work of the College. The first meeting of the CIC was held in October 2004 and the committee has been meeting regularly (typically once a month or once every two months) during each fall and spring semesters. Key representatives on the committee when it was first formed included a faculty member from each of the four departments, the Director of the Advising Center, the Director of the Office of Field Experiences, the Assessment Coordinator, the Director of the PT3 Grant, Dr. Delia Garcia, Dr. Joyce Fine, Dr. Erskine Dottin, Dr. Lynne Miller, and a student representative. The chairs were invited to attend as was the dean of the college. The CIC was chaired by the Associate Dean for Academic Affairs as recommended by the committee members.

Mission:

Accountability and improvement in the College, its academic programs, and the learning of candidates and students is central to the mission of the Continuous Improvement Committee (CIC). CIC serves to guide and monitor the continuous improvement work of the College. The committee strives to engage faculty, administrators, students, and community partners in ensuring that improvement decisions are made based on relevant and accurate data.

Objectives:

1. To maintain the College's Conceptual Framework at the forefront of the unit's operations.
2. To facilitate the College's continuous improvement work
3. To review and provide recommendations for the continuous improvement of procedures and the assessment process of the unit and its programs.
4. To monitor the effectiveness of the Comprehensive Assessment System for continuous improvement.
5. To provide direction for the documentation needed for accreditation visits from SACS, NCATE, FDOE, BOG, and other specialized accrediting agencies.
6. To make recommendations to the unit's dean and administrative action team on the progress and results of the College's continuous improvement.

Representatives:

Dean, Associate Dean, Chairs

Faculty Representative from each Department elected by Department faculty

Director of Advising

Director of Field Experiences

Director of Technology

Director of Professional Development and Accreditation

Steering Committee members

*Arts and Science Representative

Community Representative

Students Representative

Faculty Assembly Chair

The CIC provides leadership to the college in its continuous effort to improve unit and learning operations.

Unit Continuous Improvement Process and Timeline

Semester/ Dates	Activities	Individuals/parties/offices responsible
Fall August/Sept	Identification of assessment foci for Fall/Spring for the COE Continuous Improvement and SACS	Program Faculty
August/Sept	Review Taskstream critical task and rubrics to verify if they will provide data helpful to the assessment foci	Program Faculty
August/Sept	Review surveys associated with programs and operational offices to verify if they will provide data helpful to the Assessment foci and continuous improvement discussions	Program Faculty COE Operational Offices
August/Sept	Identify College goals/objectives/strategies to achieve goals/timelines, individual responsible	COE Administrative Action Council COE Operational Offices Chairs Program Faculty
August/Sept	Identify learning and program outcomes for inclusion in Assessment reports	Program Faculty COE Operational Offices
September	Assessment Reports are developed and submitted to department chairs and Office Administrators by deadline dates	Program Faculty COE Operational Offices
September	Department chairs meet with Program leaders and faculty to discuss Assessment Reports (these could be presented at department meetings so all faculty would know what others are doing)	Chairs Program Faculty
October	Office administrators meet with Administrative Action Council to review operational assessment report	COE Operational Offices COE Administrative Action Council
October/early November	Assessment Panels are convened and review samples of candidates' work on Taskstream for inter rater reliability	Program Faculty
October/early November	Department chairs and Administrative Action Council return Assessment Reports to the Program Leaders and Office administrators for further development or if appropriate forwards them to the Office of Accreditation and Assessment	Chairs COE Administrative Action Council
November/ December	Office of Accreditation and Assessment reviews Assessment Reports and forwards them to SACS office	COE Office of Accreditation and Assessment
August- November (continuous)	Assessment System and Taskstream Data Updated	COE Office of Accreditation and Assessment
October/ November	Assessment System Data Reviewed by COE Continuous Improvement Committee and PEPC for recommendations	COE Continuous Improvement Committee COE Professional Education Partnership Council

Unit Continuous Improvement Process and Timeline cont.

Semester/ Dates	Activities	Individuals/parties/offices responsible
Spring Late April, early May	Assessment Panels are convened and review samples of candidates' work on Taskstream for inter rater reliability	Program Faculty
Jan-May (continuous)	Assessment system and Taskstream data and reports are updated and aggregated for use by faculty and administrators to make unit and program decisions	COE Office of Accreditation and Assessment
Jan-May (continuous)	Aggregated data is placed on the Assessment System and Taskstream for use by faculty/administrators	COE Office of Accreditation and Assessment
April/May	Program leaders meet with program faculty to review and interpret data and make decisions for continuous improvement—assessment foci from the spring semester are reviewed	Program Faculty
April/May	Office administrators meet with office staff to review and interpret data and make decisions for continuous improvement—assessment foci from the spring semester are reviewed	COE Operational Offices
April/May/early June	Program faculty and office administrators complete Assessment Reports and submit them to department chairs and the Administrative Action Council for review	Program Faculty COE Operational Offices
April/May	Department chairs and office administrators meet with program faculty and office staff to discuss results and use of results for continuous improvement	Chairs Program Faculty COE Operational Offices
April/May/	Department chairs and Administrative Action Council return Assessment Reports to the Program Leaders and Office administrators for further development or if appropriate forwards them to the Office of Accreditation and Assessment	Chairs Program Faculty COE Operational Offices
April/May/early June (ongoing)	Office of Accreditation and Assessment reviews Assessment Reports and forwards them to SACS office	COE Office of Accreditation and Assessment
April/May	Aggregated data is reported by the Office of Accreditation and Assessment and reviewed by the Continuous Improvement Committee (CIC) and the College's Professional Education Partnership Council (PEPC). Recommendations are made by these bodies for continuous improvement and reported on the NCATE C and IPEP reports	COE Continuous Improvement Committee COE Professional Education Partnership Council

April/May	Chairs/committees/administrators complete College Goals Report	Chairs Program Faculty COE Operational Offices COE Administrative Action Council
June	Final Assessment Reports are submitted to the University SACS Office and the College Goals Report Summary submitted to the Provost	COE Office of Accreditation and Assessment COE Dean

Program Faculty
 Chairs
 COE Operational Offices
 COE Administrative Action Council
 COE Office of Accreditation and Assessment
 COE Continuous Improvement Committee
 COE Professional Education Partnership Council
 University SACS Office

- *See Appendix A for College of Education Tenure and Promotion Policy*

College of Education

Policies and Procedures Manual

Section 2: Students

2.1 Admission to the College of Education

2.1.1 Admission to Undergraduate Programs

Applicants for admission to an undergraduate degree program of the University must meet the minimum standards set forth by the FIU Board of Trustees and the Florida Board of Governors (BOG), as well as the specific requirements set by the program into which they seek admission.

The following information comes from: The College of Education Undergraduate Student Handbook of Policies and Procedures.

College of Education Requirements

Dependent on the students' classification, the University Office of Admissions or the COE Advising Center will process admission to the College of Education. All students must meet the minimum admission criteria as defined below:

- completion of sixty (60) semester hours
- 2.5 grade point average of transfer credit
- passing score on all four portions of the CLAST, General Knowledge, or Praxis I exams. Students with exemptions on the CLAST may present passing scores for those sections on the FTCE, General Knowledge, or Praxis I exam.

Assistance in passing the CLAST is available in the University Learning Center at the University Park campus GL 120, (305) 348-2128 and Biscayne Bay Campus AC 160, (305) 919-5927. In addition, Pre-CLAST practice examinations are available via the internet at http://undergrad.fiu.edu/testing/clast_preparation.html. Assistance on passing the FTCE-GK is available by purchasing test preparation guides through the Florida Department of Education. See <http://www.firm.edu/doe/sas/ftce/ftceguid.htm>.

Procedures for Transfer Students

- **Admission** - Admission to the COE is determined by the FIU Office of Admissions. Students submit a state university system (SUS) undergraduate application indicating a specific college/major. There is no separate admission application for undergraduate education programs. The Office of Admissions evaluates students based on the minimum admission criteria. If the student meets all criteria, the student is admitted to the college/major requested on initial application. Students having deficiencies in the admissions requirements are admitted into the Pre-Education program.
- **Transfer of Credit** - Awarding of transfer credit toward a bachelor's degree is determined at the point of university admission within the limits of lower division credits. Students may transfer all credits but are limited to sixty lower division credits towards the degree. An additional thirty semester hours may be awarded if appropriate to the degree program and if credits are classified as upper division. This decision rests within the specific College of Education program.

Procedures for FIU Students

- **Declaring/Changing Your Major** - When students complete and submit the application for admission to FIU, they may or may not specify a declared major. If a major other than education was originally declared, then the student now wishing to be an education major must complete and submit a Change of Major form. If no major was declared, then the student should do so promptly, when they have completed from 24-60 credits. Forms and procedures for either of these processes are available in the COE Advising Center, ZEB 220, (305) 348-2768.

Before Admission

Within the College, academic advising occurs in the Advising Center and in the individual departments. The Advising Center serves lower division students as well as upper division students not formally admitted to the program (pre-education). Once admitted, faculty advisors are assigned by the Department Chairpersons based on program and specialization.

Advising Center advisors work with students in order to ensure progress towards upper division admission to the College including all minimum admission criteria, university regulations and college of education prerequisites. Advising takes place during intended major sessions, transfer orientations, or by individual appointment.

- **Intended Major Sessions** – serves the FIU population of students that have formally declared an education major. These students are classified freshman or sophomores with 24-60 credits. Attending an advising session at least twice is mandatory for these students. These sessions are major specific and are limited in numbers in order to ensure as much individualized attention within the confines of limited staffing and are scheduled two to three weeks before registration.
- **Transfer Orientations** – scheduled three to four times before each semester during registration periods as part of the University’s Transfer Orientation Day and serve the FIU population of students recently admitted as upper division transfers to the College. These students are typically advised on a one-time basis, before the faculty advisor assignment is made. Mandatory transfer orientations are now being implemented.
- **Individual Appointments** – Appointments are available for all intended majors and students seeking admission to upper division programs in the College by calling (305)348-2768 or in person in ZEB 221.

After Admission

Faculty advisors are assigned when students are officially admitted to an upper division program. As soon as a student receives an admission letter, or is otherwise officially assured of admission, the student should contact the secretary in the department in which the program is housed and request assignment to a faculty advisor.

Depending on the individual COE department, selections of advisors are made on a rotating basis or determined by the students’ area of specialization. Some departments choose to schedule students by individual appointments while others set aside blocks of time and advise students on a walk in basis. While formal advising is not mandatory in the upper division programs, it is strongly recommended that a student seek advisement once every semester to take advantage of the opportunity to connect with their assigned faculty member to discuss career plans and other professional issues. It is the responsibility of all students to schedule advising as needed. Students should realize that problems resulting from self-advisement might include delays in anticipated graduation.

Program Advising Sheets

Each program provides an Advising Sheet that lists pre-requisites, co-requisites, professional studies and program courses. Advising Sheets define the sequencing of courses within the program when appropriate, and other information relative to matriculation through a program. Students should use the Advising Sheet for their program to plan sequencing of their program, projected program completion, and to record progress through their program. Advising Sheets are available in the departmental offices and through faculty advisors.

Student Teaching Application Approval Advising Session

Students need to schedule an advising session with their faculty advisor for approval of their student teaching application packet. This appointment may actually take more than one session, as faculty advisors may suggest revisions, and then a return visit for final approval and sign-off. Individual faculty members schedule time for student teaching application approval in the thirty-day time period prior to the submission deadlines. Prospective student teachers should make an early appointment with their advisor as soon as the applications are received, and then plan to have the application completed in a timely fashion. Delays in making appointments for this may result in the faculty member's available time being filled. See Student Teaching section of this handbook for full information on the availability of application materials, deadlines, and security clearances for field experiences and internship placements.

Making Appointments

Students should check with departmental secretaries to determine how their advisor wishes appointments to be made. Some faculty prefer to make their own appointments and must be contacted by phone, in person, or through email. Others prefer that departmental secretaries schedule appointments.

Refer to the FIU Undergraduate Catalog under the "College of Education" and under the "Office of Admissions - Requirements for Admission to Undergraduate Teacher Education Programs."

Refer to the FIU Undergraduate Policies & Procedures Manual under "University and Department Admission Criteria - Section 2.10."

2.1.2 Admission to Graduate Programs

Applicants to a graduate program of the University must meet the minimum standards set forth by (a) the FIU Board of Trustees, (b) the University Graduate School, and (c) when applicable, additional requirements set by each department.

Refer to the FIU Graduate Catalog under the "College of Education" and under the Office of Admissions.

Refer to the FIU Graduate Catalog under "General Information - Office of Admissions - On-Line Application."

2.2 Advising and Monitoring Student Progress

2.2.1 Undergraduate Student Advising

The primary function of student advisement is to assist students in planning their major course of study to meet the desired degree requirements. Specifically, the major objectives of advisement are to insure that students are aware of the proper prerequisites for their programs; that they understand minimum program objectives and requirements including University policies on academic warning, probation, dismissal, etc.; that their progress towards the degree is "paced" appropriately; and that an educational strategy is developed that will best achieve their career (including graduate school) goals.

Monitoring Students' Progress System

PURPOSE

The College of Education serves a diverse community of prospective teachers. In addition to students who begin their higher education at FIU as freshmen, we serve sizable numbers of students from Caribbean rim nations, students who transfer from other institutions, and students returning to higher education after marriage, employment, and/or military service. We have a growing number of students who have completed a baccalaureate degree in a non-education area, and have chosen education as their second or third career. All our students approach their teacher- preparation program with uniquely individual experiences and abilities.

The purpose of the monitoring system is to provide our students with support as they progress through the College of Education (COE), pre-admission through program completion. An important component of the system is the implementation of retention strategies for each group. Students will receive additional advising, tutoring or small group assistance at the University Learning Center depending on their needs. The monitoring system provides the faculty and students with a current record of each student enrolled in undergraduate courses. It will identify students who intend to major in a specific program, provide status reports on admission and current advisement information, monitor academic progress, and record program completion.

COMPONENTS

Pre-admission

In order to serve our widely varying population, enrolling students are classified in four categories allowing us to provide assistance in the area of admission and initial advising.

- **Group I – Students fully admissible into an upper-division College of Education program:** The COE Advising Center evaluates transcripts to be certain that the student has completed the courses for the core/general education and program pre-requisites. These students are notified of any missing lower division coursework. In addition, a general

orientation about the College and University policies is provided. The file is then forwarded to the department so that they may be assigned to a program faculty advisor.

Students classified in Group I meet minimum admission criteria for College of Education undergraduate programs. The criteria are as follows:

- sixty (60) semester hours earned
- 2.5 grade point average
- passing the College Level Academic Skills Test (CLAST)

- **Group II- Students with 60 credits of lower division courses, who have not yet met other admission criteria:** Many of these students are transfer students with an AA degree. However, their GPA may be below 2.5 and/or they may have not passed the appropriate basic skills test. When the students come for an advising session to the COE Advising Center, they are given written information about the tutorial services available at the University Learning Center. They are also referred to the University Testing Office for registration information and assistance on the CLAST examination and outside resources for the FTCE-GK. These students will continue to be advised by the Advising Center until they are admitted. At that time, their file will be transferred to the department and a faculty advisor will be assigned.
- **Group III – Students with less than 60 semester hours, with an intended major:** When a student has completed approximately 24 credits in the lower division, they may choose an “intended” major. A student who has achieved class standing as a junior may seek formal admission to the COE. The COE Advising Center monitors the specific coursework taken at the lower division level by these students. Students must complete 60 credits in the areas of core/general education, foreign language, COE prerequisites, and program specific prerequisites. Students are also monitored for progress toward the other upper division admission criteria (such as GPA and passing of CLAST). Orientation sessions are held each semester for these students, organized by major. Early and regular advisement of these students assists them to select appropriate lower division courses and assures that requirements for admission have been met. When admitted, these students move to the appropriate program advisor in their department.
- **Group IV – Certification-only students:** These students have earned a baccalaureate degree in a non-education major, and do not wish to earn a second degree. Others may wish to add an additional certification to their initial teaching certificate area. Certification courseware leads to a Florida Initial Temporary Certificate (three-year). In the COE Advising Center, certification-only students are provided with academic advisement relative to appropriate sequencing of coursework and with applications for the Florida Teacher Certification exams and study guide information for the Florida Teacher Certification Exam. The Certification Advisor works closely with students to assist them in obtaining a Statement of Eligibility from the Florida Department of Education in Tallahassee.

Matriculation Within the College

Students in Group II or Group III receive their major academic and admission advisement through the COE Advising Center. Once admission is completed, the student's file is reviewed and immediately referred to the designated academic program where they are assigned a program faculty advisor. The student's pre-admission file is transferred to the Department at that time. Group IV students continue to be advised in the COE Advising Center until they have completed the courses needed for certification. If a certification student wishes to transfer the certification courses to a graduate program, advising moves to the program, and a faculty advisor.

Each initial teacher preparation program provides program advising sheets that are used before and after a student is fully admitted. The program advising sheets provide a list and sequence of program courses including pre-requisites and other requirements. Registration information, information on procedures and deadlines for submission of student teaching placement applications, directions for registration for FTCE exams, reporting of these scores, and graduation information is provided. Workshops are held each semester to assist prospective student teachers in their preparation and completion of the application requirements.

Any student with academic problems may be provided with written referrals to University academic support services. These services include the various support sessions provided by the University Learning Center and GATO-Links. Support is available in reading, writing, Math, English, and study skills.

Program Completion

During the final semester of enrollment, degree-seeking students must complete and submit an application to the Graduation Office. A listing of prospective graduates is provided to department chairs. At that time faculty review each applicant's file to determine graduation eligibility. A form entitled "Certification for Graduation" tracks this review process. Utilizing this form, a student and his/her advisor may identify problems or documents that the student has met all university, college, and program requirements. This process includes a review of courseware, GPA and passing scores on both sections of the FTCE.

Refer to the Undergraduate Policies & Procedures Manual under "Student Advisement - Section 4.10."

Refer to the FIU Undergraduate Catalog under "Undergraduate Studies - Academic Advising Center."

Refer to the FIU Undergraduate Catalog under "Academic Affairs - Undergraduate Studies."

Refer to the FIU Student Handbook under "University Services - Undergraduate Studies."

Refer to the FIU Student Handbook under "University Services - Career Services - Career Advisement."

2.2.2 Graduate Student Advising

Refer to the Student Handbook under "University Services - Graduate Advising."

Admissions application procedures begin on-line through the FIU Office of Admissions at <http://gradschool.fiu.edu/admissions.html>. As part of the FIU Graduate Application, students are required to submit official transcripts of academic records from each college or university attended. Institution of origin can forward the transcripts directly to the FIU Office of Graduate Admissions. Instead, transcripts submitted by the student in the original sealed envelope can be accepted, as long as it is clear that they are in the original, sealed envelope from the Institute. In those programs where it is required GRE and/or TOEFL scores are submitted directly to the FIU Office of Admissions. In addition, all remaining required documentation (e.g., letters of recommendation, letters of intent, current resumes) is submitted either on-line or mailed to the FIU Office of Admissions. Departmental secretaries are responsible for monitoring the on-line applications for Masters and Educational Specialist programs and for notifying students as to any missing application documentation. In addition, as soon as prospective student submits an on-line application, he or she is sent an email with a log-in ID so that the student may track the status of his or her own application. Applications for doctoral programs are reviewed and logged in by the Office of Graduate Studies and then sent to the appropriate department for review. At the departmental level, a departmental/program committee reviews the application. Applicants to many COE graduate programs may be asked to participate in an on-site interview with program faculty and other appropriate faculty. Interview formats vary but typically include a group interview with the program faculty, interviews with individual faculty members, or other formats (e.g., phone or SKYPE interviews). An interview will be arranged once an applicant has submitted all materials to the University and Department. Interviews are considered only for those students who documentation suggests that the application deserves further consideration.

In all programs offering doctoral degrees, endorsements for doctoral admissions are obtained from the department chair, College of Education Associate Dean of Graduate Studies, and the University Graduate School (UGS) Associate Dean. Masters and Educational Specialist endorsements for all departments include the department chair, and the UGS Associate Dean. Below are the types of admission decisions that are made:

- *Full Admission*
 - When applicant satisfies all of the requirements as defined by the unit. All academic criteria must be satisfied and the student must be recommended by those involved in the review process (see above).
- *Full Admission with Waiver*
 - When the applicant doesn't meet the minimum requirements for admission but the program wishes to waive the requirement, and admit student without any conditions.
 - A petition for exception must be submitted and approved by the Program Leader, COE Associate Dean and UGS Associate Dean.
 - Missing test scores can't be waived for PhD applicants.

- The Petition for Exception to Graduate Requirements Form can be obtained at the University Graduate School website under Forms.
http://www.fiu.edu/ugs/regulations_manual/petition_for_exception_form.pdf
- *Conditional one-term admission*
 - When programs evaluate and admit students based on copies of records that demonstrate the students have met the program's admission requirements.
 - This condition gives admitted students a grace period (First semester) to submit all final, official documentation in order to complete their admission file. (Please refer to the section on Sample Admissions Letters).
 - Those students that don't meet the condition will have a one term hold placed on their file until official documentation is provided.
 - The following scenarios don't qualify for conditional one term admission:
 - Student has not yet taken the required exam for admission.
 - Student has not yet graduated from their Bachelors/Masters until after the start of their first semester.
 - International student doesn't have passing TOEFL scores, but wishes to retake exam during first semester.
- *Conditional two-term admission*
 - When programs want to admit those students who do not meet the admission criteria to be full admit students.
 - Upper level work may be below the required UG60 GPA for program
 - Test scores may be less than the minimum required.
 - Students that have already taken 12 Graduate courses at FIU are not eligible for two term conditional admission:
 - GPA 3.25 or higher for the first 12 graduate-level credits.
 - Complete these 12 credits within the first two consecutive semesters.
 - A letter will be sent to all Conditional two-term admits explaining the condition that they need to meet. An acceptance form will accompany the admission letter, and that form will have to be signed by the student and returned to the Graduate Admissions Office in order to be able to register for classes.
 - The following scenarios don't qualify for the conditional two-term admission
 - Doctoral Applicants
 - International Students, because their student visa requires full admission to the program
 - Non-degree Students who have already accumulated 12 graduate credits at FIU.
- *Deferrals*
 - The department may wish to defer its decision to a later term.
 - The department may wish to defer the student's enrollment term to a later term.

- *Denials*
 - When the applicant is denied, he/she is not eligible to enroll in classes for one academic year. This student may wish to apply to another program and if admitted to the new program, the denial hold will be removed.
 - TOEFL denials will be reconsidered if student provides scores that meet/exceed the minimum requirements for admission into the program of interest.

Once the admission decision is made, Applicants receive a letter from the FIU Office of Graduate Admissions indicating their admission status. Also, an admitted student is notified by the department with information as to how to begin the advising process and the name of their program advisor. Initial advisors are usually program leaders, but a program leader may refer a student to another faculty member in the program. MS and Ed.S. students' initial advisement typically involves reviewing the program's course and non-credit requirements and planning a schedule for taking courses. If the program has electives, those are discussed and, in some cases, identified (if not, they are identified and approved at a subsequent meeting. Students should seek advising on a regular basis, meeting with their advisor at least once a year. Upon entry to a degree program, the department chair or program leader assigns each student an advisor. Initial advisement focuses on identifying initial courses to take, requesting transfer credit, and discussing the makeup of the Program of Study (POS) Committee. The POS Committee is to be put into place as soon as possible, but no later than upon completion of the second semester of enrollment. The primary function of a POS Committee is to oversee the preparation and completion of the program of study and development and evaluation of the candidacy examination. The POS Committee usually consists of a minimum of three members, as required by the program or department. The POS Committee will consist of at least two, program faculty and one faculty member from the cognate (minor) area, or instructional field. All aspects of the POS must be satisfactorily completed before the "request to take the candidacy examination" is approved; advancement to candidacy is awarded when the candidacy examination is passed. In addition to meeting and planning with the POS Committee, doctoral students have on-going advisement with their Major Professor, who may or may not be the faculty member who was their initial advisor.

2.3 Field Placements

2.3.1 Field Experience

Courses

Many courses in the College of Education (COE) provide teacher candidates the opportunity for practical experiences in local schools. The actual assignments are described in the individual course syllabus. The number of required field hours varies by course, usually 10 – 20 hours.

- The concept of field experiences is introduced in two lower division education courses: Introduction to Education (EDF 1005) and Teaching Diverse Populations (EDF 2085 - formerly EDG 2701). Both courses require fifteen (15) hours of field experience, as mandated by the Florida Department of Education. The primary focus of this experience is observation of teachers and students in typical classrooms. Based on the individual course requirements, candidates may be asked to assist classroom teachers with basic instructional tasks, interview teachers, and/or respond to classroom situations.
- Most courses that require a field component are methods courses in the student's specific program. The focus of these experiences usually includes: individual or small group instruction, tutoring, and/or assisting the classroom teacher with a variety of instructional responsibilities. Candidates may work with the entire class for a specific lesson, if the teacher approves. The teacher may be asked to provide specific feedback to the candidate.

Procedures for Obtaining a Field Site

In order to insure that the College of Education complies with the security regulations and institutional policies of hosting districts and schools (public and private), ALL placements must be arranged through the Office of Field Experiences. Arrangements for placements are available each semester (Fall, Spring, and Summer) from the first day of registration through the date of the mandatory school orientation. In addition, many schools agree to accept students after the required orientation, with the appropriate documentation. To obtain a placement, students must follow the "Procedures for Field Experience Placements" (see insert below) which is available in the Office of Field Experiences.

Procedures for Field Experience Placements

- Obtain information sheet from our office, and complete the fingerprinting process.
- After being fingerprinted, wait one week and then call our office: **305-348-2082**.
- If you have been cleared, come to our office and receive your security clearance card.
- Bring a copy of your current course schedule, and your security clearance card to our office in order to select a school site from the list of schools posted on bulletin boards outside ZEB 220.
- On your schedule, provide: Panther ID, e-mail address, reliable phone number.
- Once school assignment has been confirmed, the following will be provided:

- a placement card for your assigned school, with a mandatory orientation date
- an official “Field Experience Attendance Log” for each course that requires field hours. This log will be uploaded to the TaskStream system after approved by the course instructor.
- Remember to arrive promptly for the orientation meeting, bring your security clearance card, dress professionally, and maintain scheduled dates and hours as arranged during orientation.

Demographic Requirements

Candidates are required to select a variety of school sites for their course-related field experiences. Candidates are requested to experience schools that reflect the cultural and linguistic richness and diversity of South Florida, as well as those that include segments of the population with which they have had little or no previous experience. According to Florida Statute 1004.04 (6) (d), these sites “represent the full spectrum of school communities, including, but not limited to, schools located in urban settings”. To meet diversity requirements, candidates are required to select at least one school from each of three “zones” prior to the culminating student teaching experience. Zones were established by analyzing the demographic data of each school that is provided on the school district’s website, considering percentage of student population in the following areas: Exceptional Student Education (ESE), Limited English Proficiency (LEP), and Free and Reduced Lunch. Candidates include the demographic data for the selected school on the attendance log that is uploaded to the TaskStream system for each course that requires a field experience.

Appropriate Professional Attire and Behavior

Candidates are expected to dress and behave professionally during all field placements. Clothing should be casual, clean, modest, and neat. Any excessive jewelry, makeup, or accessories that may be distracting to students in the classroom are strongly discouraged. Candidates should behave in a way that is mature and responsible, and reflects attitudes and actions that adhere to the Code of Ethics – Principles of Professional Conduct for Educators in Florida. Candidates are expected to abide by district and building policies and rules of behavior for teachers and students. In this way, they support the administration in maintaining a safe and healthy school environment.

Fingerprint Clearance Issues

If candidates are not cleared through the district office, they will not receive a school placement. They will be asked to follow the district procedure to appeal their issues and abide by the decision of the Office Employment and Professional Standards.

2.3.2 Student Teaching

The Student Teaching experience is the final field-based component in both the Bachelor's Degree and the Masters of Arts in Teaching Degree initial teacher preparation programs. Student Teachers are involved in authentic diagnosing, planning, teaching, conferring, and assessing student performance responsibilities for an entire semester. The planned experiences provide opportunities for direct demonstration of the knowledge, skills and dispositions gained through the Professional Studies Core and the Content Studies.

According to the Florida State Board of Education Rule 6A-5.066 – Approval of Preservice Teacher Preparation Programs – students in P-12 teacher preparation programs are required to complete

“A planned series of clinical experiences beginning early in the program and culminating with a final internship. The final internship shall:

1. Provide a full-time field based experience of at least ten (10) weeks in duration.
2. Be conducted under the supervision of high-performing educators.
3. Provide the prospective teacher with experiences of progressive responsibility for student learning and classroom management.
4. Require demonstration of competency at the preprofessional level on the twelve (12) educator accomplished practices.”

According to Florida Statute 1004.04 (6) (d), school sites should “represent the full spectrum of school communities, including, but not limited to, schools located in urban settings. In order to be selected, schools sites must demonstrate commitment to the education of public school students and to the preparation of future teachers.” To meet diversity requirements, candidates are required to select at least one school from each of three “zones” prior to the culminating student teaching experience. Zones were established by analyzing the demographic data of each school that is provided on the school district's website, considering percentage of student population in the following areas: Exceptional Student Education (ESE), Limited English Proficiency (LEP), and Free and Reduced Lunch. Student teaching sites are selected to reflect this diversity requirement, as well as teacher and supervisor availability, and when possible, student convenience. In addition, for those students who are part of an ESOL-infused major, the overall LEP population of the school site must be at least 20%.

The basic purpose of student teaching is to give prospective teachers on-the-job experiences under competent supervision, and enable them to expand their knowledge, skills, and dispositions in the role of a professional educator. Student Teachers are given an opportunity to test theories in practice and to evaluate their strengths and challenges.

Besides providing the culminating experience in the College's teacher preparation programs, Student Teaching fulfills the Florida certification requirement of supervised field experience.

Student teaching is a full semester. After the initial orientation period, the student gradually assumes control of the cooperating teacher's responsibilities for a minimum of ten weeks.

Application Due Dates

The Student Teaching / Practicum / Internship placement process includes two parts: 1) online application, and 2) submission of advisor-approved paperwork. An information sheet that describes the process in detail is available in ZEB 220. Candidates must be admitted to the appropriate program in the COE prior to submitting the advisor-approved paperwork (i.e., March 1st for Fall placements, and July 1st for Spring placements).

FALL Placements for *ALL MAJORS EXCEPT*: Art, English, Math, & Social Studies

Information sheet available first week of Spring Semester in ZEB 220

- Feb. 1st Online application is due
- Mar. 1st Advisor-approved paperwork due in ZEB 220

SPRING Placements for: *ALL MAJORS*

Information sheet available first week of Summer Semester in ZEB 220

- June 1st Online application is due
- July 1st Advisor-approved paperwork due in ZEB 220

Eligibility for Internships

- Admission to the College of Education in the appropriate program
- Grade Point Average
 - a. For Bachelor's Degree majors - 2.5 GPA on all FIU course work (grades of C- or less may not be used to satisfy a college or program requirement)
 - b. For Masters of Arts in Teaching Degree majors - 3.0 GPA on all FIU course work (a maximum of two courses accepted with a grade of C)
- Successful completion of all course work in the student's program. Any exceptions to this must be approved by the program leader
- Timely submission of the application for student teaching
- Current security clearance from district of placement
- Completion of online Plagiarism tutorial with a minimum score of 80%
- Review of the application packet, and approval by the student's assigned advisor
- Completion of a minimum of 21 semester hours in the program at FIU before student teaching. Program requirements may specify which courses must be taken at FIU.

Placement approvals prior to the end of the semester immediately preceding placement are provisional, and may be revoked if all course work is not completed satisfactorily, or a sufficient GPA is not maintained.

Placement Selection

Candidates are required to meet the security clearance guidelines of the district in which they are requesting placement. Details by district are available in the Office of Field Experiences. A primary consideration for securing a placement is the quality of the match between the FIU program and the school site. Other considerations include: eligible teacher availability and interest, supervision arrangements, and wherever possible, candidate convenience. Candidates

will not be placed in a school site where relatives are employed, or where the candidate has been employed or recently attended. All placements are made in collaboration with school site administrators, and the decision of the district office is final.

Duration of Student Teaching

Candidates usually begin the internship experience at the assigned school during the first week of the university semester, and continue until the semester ends. **Undergraduates are not permitted to enroll in additional course work.** It is strongly suggested that the Student Teacher (ST) NOT hold employment during the semester. It is expected that the ST will arrange family and financial responsibilities so that most of the effort during this semester is spent in activities related to student teaching. STs who do not responsibly manage time during the student teaching semester may experience a negative impact in the quality of their experiences.

Student teaching consists of full-day participation for approximately 15 weeks. Students observe the same school schedule and working hours as the regular school faculty. Extracurricular activities, parent conferences, etc., are considered a part of the responsibilities of the student teaching experience. STs are expected to attend faculty meetings unless specifically directed otherwise. Additionally, formal and informal meetings with university supervisors will be required.

Withdrawal from Student Teaching

A student teacher who leaves a school placement for *any* reason before the semester is completed has most likely jeopardized his or her standing with the school, and the school district. Should the student's advisor and the department chair agree to place a student in a future semester, the placement request may have to be arranged in another school site, or possibly district.

Building administrator request. Student teachers who are asked by the building administrator to withdraw from the placement due to ethical violations, incompetent performance, insufficient subject mastery, or any other reason must obtain written permission from the program leader and the department chairperson before submitting an application for placement in a subsequent semester. Students who have committed a violation of the Florida Code of Ethics will be counseled to seek another career. When demonstrating competent teaching performance or sufficient subject mastery is the problem, the student teacher is provided with notice, examples, assistance, and time to correct the problems before approval for a second placement.

Student Teacher choice. A student teacher who chooses to withdraw from student teaching due to his or her own extenuating circumstances should notify all parties concerned: the Cooperating Teacher, the building administrator, the FIU supervisor, his or her program advisor, and the Director of Field Experiences. Withdrawal from student teaching should be considered only as a last resort.

See Student Teaching Handbook for additional details regarding assignments and responsibilities of student teachers.

Clinical Experiences * Placement Policy (developed and implemented March 2009)

- Field experience and internship placements for all initial and advanced programs must be processed through the Office of Field Experiences.
- The “Agreement to Accept an Internship Student” form must be completed by the Office of Field Experiences for each applicant approved for internship. This form is then sent to the district office and school site for approval.
- All students (including district employees) placed at school sites for all clinical experiences must show evidence of district security clearance (security clearance card for Miami-Dade County Public Schools or badge for Broward County Public Schools).
- Faculty who teach a course that requires a field placement may place students at selected sites. However, faculty must submit the following information to the Office of Field Experiences by the end of the first week of the semester:
 - List of placement sites
 - Student names and Panther IDs
 - Evidence of district security clearance, i.e., copy of valid security clearance card (M-DCPS) or badge (BCPS)
 - Site supervisor
 - Type of placement (e.g., practicum, internship, action research experience).

The Office of Field Experiences will provide assistance with placements and security clearance issues and concerns.

Note to Faculty: Students may be placed in district public schools, charter schools, or private schools if school administrator completes the “agreement form” and hosting teacher meets specific criteria (i.e., Florida certification, clinical educator training, three years successful teaching experience). Students are required to experience at least three different schools (in various “zones”) prior to internship. Zones are based on demographic data of each school and are accessible on the district’s website. Students must upload attendance logs with required demographic data to TaskStream after approval from course instructor. Clearance and placement procedures differ for each district:

	<u>Miami-Dade County Public Schools</u>	<u>Broward County Public Schools</u>
Fingerprinting fee:	\$71	\$104
Validity Period:	Renewable every 2 years (no charge)	\$20 annually
Placement:	Office of Field Experiences	Broward HRD Office
Student Choice:	List of selected schools	No choice

* **Clinical experiences** include field experience, student teaching, internship, practicum, and any other school-based and non-school based experience.

2.4 Graduation

Graduation is the point at which a student has successfully completed all required and elective courses in an academic program and is ready to have a degree conferred. Students must apply for graduation in the Office of the Registrar.

University Requirements

- Submission of a completed Application for Graduation within the set time limits. A new application must be submitted if your graduation is delayed.
- 120 hours (or more depending on your major) with a 2.5 GPA for courses leading to Florida certification.
- 40 hours of upper level courses (numbered 3000 and above).
- 60 hours earned from a baccalaureate granting institution (not a community college).
- Completion (by course work, CLEP credit, or AP credit) of General Education requirements (called CORE for native FIU students).
- Passing score on all portions of the CLAST.

College of Education Requirements

- Completion of a minimum of 30 hours at FIU.
- Completion of Professional Studies and Content Area courses with a GPA of 2.5 or higher.
- Satisfactory completion of additional requirements in certain programs.
- Satisfactory completion of Student Teaching.
- Students admitted to the College of Education on or after Fall, 2001 must take the Professional Education sub-test and the appropriate Subject Area sub-test of the Florida Teacher Certification Examination in order to be approved for graduation. Students who are admitted to the College of Education on or after July 1, 2002 must pass all three sub-tests on the FCTE in order to receive a passing grade in Student teaching and therefore be approved for graduation.

Deadline for Application

Students who plan to graduate are required to submit to the Office of the Registrar an Application for Graduation form. This form must be submitted before the last day of classes of the academic semester prior to graduation. Students turning in the Application for Graduation after the deadline will graduate the following semester. There is no charge for applying for graduation. Students who do not graduate must re-apply for graduation and complete the remaining requirements needed to graduate.

Honors Designations

Undergraduate students who have completed a minimum of 40 semester hours at FIU are eligible to graduate with the following designation:

- Summa Cum Laude-cumulative FIU GPA of 3.90 and higher.
- Magna Cum Laude-cumulative FIU GPA of 3.70 to 3.899.
- Cum Laude-cumulative FIU GPA of 3.5-3.699.

Students who qualify above and/or are members in good standing of campus honorary societies, are eligible to wear stoles or cords designating their membership and academic status with their graduation regalia at Commencement Ceremonies.

Commencement Ceremony

At FIU, a Commencement Ceremony is held for the Spring and Fall classes. Students who have applied for graduation are notified by mail as to the location, date, and other arrangements for the ceremony for their College. Family members are encouraged to attend. Students who complete their degree programs and apply for graduation in August will receive a diploma and transcripts marked for the August semester, but there is no Commencement Ceremony in August.

Diploma

Graduates' diplomas are issued after graduation, and after final grades and final honors designations have been established.

Refer to the FIU Undergraduate Catalog under "Office of the Registrar - Application for Graduation."

Refer to the FIU Graduate Catalog under "Office of the Registrar - Application for Graduation."

2.5 Student Grievance Procedures

Preamble

Students have the right to bring grievances against a faculty member or an administrator concerning academic matters. Such matters may include, but are not limited to: failure to abide by the stated policies and procedures articulated in a syllabus, unprofessional classroom practice, arbitrary and capricious awarding of grades, failure to respect a student's right to privacy, and discrimination based on age, sex, religion, race, marital status, national origin, or disability (the last category, discrimination, will be handled by the EOP Office, following procedures developed in compliance with the Florida Equity Act). This document outlines the procedures by which student grievances are to be handled. It is designed as a University wide policy to replace the various individual unit policies and the "Student Grievances Procedure" outlined in the **Student Handbook**. The Student Government Council has an Advisory Branch to counsel and assist students in grievance procedure decisions. Students may contact the SGA office for more information.

Introduction

The purpose of this procedure is to allow students to grieve against a faculty member or an administrator. To achieve this purpose, the student must adhere to the following guidelines:

- The student must exhaust remedies provided by the informal grievance procedure described below.
- The student may then elect to use the formal grievance procedure described below.
- Formal grievance may be deemed to be invalid or outside the jurisdiction of the University Student Grievance Committee.
- When the complaint originates in a classroom setting between an instructor and a student, the complaint must be filed in a timely fashion; i.e., no later than 10 working days into the semester following the semester in which the complaint originated.
- When the complaint does not originate in a classroom setting, the student must begin grievance in a timely fashion, but no later than 20 working days following the incident.

2.5.1 Informal Grievance Procedure

If a student has a complaint against a faculty member, the student should attempt to resolve the complaint by an informal meeting with the faculty member involved. If the student believes that he or she cannot discuss the complaint with the instructor, the student should submit a written letter of complaint specifying the details of the grievance and the actions he or she is requesting to the chair of the department within which the faculty member is located. The student should file this complaint in as timely a manner as possible, but in no case can the complaint be filed later than the limits prescribed above.

If the student has an unresolved complaint against a chair, as an instructor of record, the student should submit a written letter to the dean of the school/college. The dean, or the dean's designee, should meet with the student within 10 working days to discuss and attempt to resolve the complaint. If the student has an unresolved complaint against a dean or director as an instructor of record, the written letter of complaint should be submitted to the Office of the Provost/Vice President of Academic Affairs. Again, the student should file this complaint in as timely a manner as possible, but in no case can the complaint be filed later than 10 working days after the beginning of the semester (the first day of classes) following the semester in which the incident occurred.

Upon receiving a written letter of complaint, the chair of the department or the dean/director or the Provost/Vice President for Academic Affairs has 10 working days to notify the parties involved and to schedule a meeting. The student may be accompanied by a counselor (parent, friend, attorney, faculty member, etc.) if the student so wishes. A counselor may consult with the student, but he or she may not cross-examine those giving testimony or otherwise participate in the meeting. The purpose of this meeting is to resolve the student's complaint, informally. The chair (or dean/director or the Provost/Vice President for Academic Affairs) will keep a written record of the meeting between the parties and within five working days will inform each in writing (by certified mail to the student) of the understanding reached at the meeting. This written record will be kept for a minimum of three years.

If after receiving the written communication of the result of the informal procedure the student is not satisfied, he or she may ask for a formal resolution of his or her complaint by filing a request with the Office of the Provost/Vice President for Academic Affairs for a hearing before the University Student Grievance Committee. A petition for a formal resolution must be filed no later than 10 working days from the date of the postmark of the chair's (or dean's, director's, or provost's/Vice President for Academic Affairs') letter stating the outcome of the informal resolution.

2.5.2 Formal Grievance Procedure

A student may not elect to use the formal grievance procedure until the student has met with the faculty member, the chairperson, or the dean/director of the school/college. The only exception to this is when the student has submitted his/her written complaint for informal resolution and has received no response or action within the 10 working days established by this policy.

A student has 10 working days following his/her notification of the conclusion of the informal resolution to request a formal resolution. The request for a formal resolution, detailing the specifics of the complaint and attaching all previous correspondence generated during the informal resolution process, must be sent to the Office of the Provost/Vice President for Academic Affairs. A form is available in the Office of the Provost/Vice President. The student must secure the signature of the chair or dean on the petition for a formal hearing, to certify that the informal process has been completed. Within 10 working days from receiving the complaint, the Office of the Provost/Vice President for Academic Affairs or his/her designee shall submit the complaint to the Chair of the University Student Grievance Committee for review and consideration.

The Chair of the University Student Grievance Committee may request a Committee ruling on the validity of a student grievance or whether the Committee may rule that a formal hearing is unwarranted. Should the committee determine that a hearing is unwarranted, the student will be notified in writing within 10 working days of the Committee's decision. The decision of the Committee regarding the validity of the complaint is final.

If a formal hearing is to be held, it will generally be heard at the next meeting of the Committee. The Chair of the University Student Grievance Committee will inform the faculty member, dean, or director and, the student (by certified mail to the student) of the date on which the case will be heard. The student and the faculty member, chair, or dean have the right to be physically present and be accompanied by a counselor. Such a counselor may consult with the student or the faculty member but cannot examine or cross-examine those giving testimony or otherwise participate in the hearing. It will be the Chair's decision as to whether or not attendance of either party is mandatory. At the Chair's discretion, either party can present his or her case in writing. All relevant documents should be in the hands of the Committee Chair no later than five working days before the Committee meets to take up the case. Any documents received after this date may be included at the discretion of the Chair of the Committee.

After hearing the case, the Committee will meet and make a recommendation which will be forwarded to the Office of the Provost/Vice President for Academic Affairs. Within 10 working days, the Office of the Provost/Vice President for Academic Affairs will communicate the Committee's recommendation to all parties (by certified mail to the student).

Structure of University Student Grievance Committee

Membership

The University Student Grievance Committee consists of five members: non-voting Chair, and two students. Membership for individual hearings throughout the year may rotate among nominated faculty and/or students.

At its first meeting in the Fall Semester, the Faculty Senate shall appoint a pool of at least seven faculty members to serve on the University Student Grievance Committee for the academic year (including the Summer term). One of these faculty members appointed by the Faculty Senate shall serve as the nonvoting Chair of the University Student Grievance Committee. The selection of the Chair will be made by the Chairperson of the Faculty Senate in consultation with the Provost's Office. From this faculty pool, three will be contacted for serving on each committee hearing. In the event that these appointed faculty members are not available, the Chair of the Faculty Senate shall appoint faculty members to fill the vacant positions on the Committee.

The Presidents of the Student Government Councils (SGC) shall furnish the Provost/Vice President for Academic Affairs the names of at least seven students who will serve on the University Student Grievance Committee for the academic year (including the Summer Term). In the event that these students are not available, the Presidents of SGCs shall appoint students to fill the vacant positions on the Committee.

The decisions of the University Student Grievance Committee are based on a majority vote. The chair of the Committee will vote only in the case of a tie.

Schedule of Meetings

It will be the responsibility of the Chair of the University Student Grievance Committee to schedule meetings, as needed, during each semester.

Challenges

The student, faculty member, chair, or dean involved in the grievance has the right to challenge the impartiality of any panel member and to request of the chair that member's exclusion from participation, stating in writing to the Chair the reason for the request. A challenge may be exercised no more than twice. Upon receiving such a challenge, the Chair is obliged to require that the participating member withdraw. Also, a member of the Committee is obliged to withdraw from participating on the Committee when is or she doubts his or her ability to be impartial and to decide the matter according to the evidence presented. In the event a member of the Committee withdraws, the Chair shall select another member to sit as a replacement.

Hearing Procedures

The hearing will be conducted under the provisions of the Florida Sunshine Law, and a tape recording will be made of all hearings. Deliberations by the Committee are not recorded. The Chair will call the hearing to order and identify all those present:

- The student will present his or her complaint (including witnesses if necessary) and a statement of action being requested.
- The faculty member, chair, or dean will respond (including the calling of witnesses if necessary).
- The Committee members may question any of the parties involved.
- The student summarizes his/her case.
- The faculty member, chair, or dean summarizes his or her case.
- The Committee reviews the case in deliberative session and makes its recommendations for appropriate action to the Provost/Vice President for Academic Affairs.
- Within five working days, the Chair of the Committee communicates its recommendations to the Office of the Provost/Vice President for Academic Affairs.
- The Chair will be responsible for keeping records of the Committee's deliberations and with complying with all laws regarding the confidentiality of University records. Within 10 working days, the Provost/Vice President of Academic Affairs or his/her designee will

review and communicate the Committee's recommendation to all parties (by certified mail to the student).

- The Committee's recommendations are not binding on the faculty member. However, it is the faculty member's professional responsibility to consider the findings and recommendations in fashioning a possible remedy.

Access to Information

Faculty and administrations should comply with all reasonable and legal requests for relevant information that will assist the student in presenting his or her case and the Committee in reaching a recommendation.

Right to Appeal

If any of the above outlines policies and procedures is violated, any of the parties involved has the right to appeal to the Dean of Undergraduate Education. Any appeal must be made within 10 working days from the date the Committee's decision is received by the student, faculty member, chair, or dean. The Provost/Vice President of Academic Affairs shall evaluate the complaint and render a decision and a course of action on behalf of the student no later than 10 working days from the receipt of complaint. In these matters, the decision of the Provost/Vice President of Academic Affairs is final.

Contact: Douglas Robertson
Dean, Undergraduate Education
Location: GL 495, University Park campus
Phone: (305) 348-3681

Refer to the tutorial at <http://coeweb.fiu.edu/plagiarism>.

2.5.3 Plagiarism

Definition: “to present, as one’s own, the work, writing, words, or computer information of someone else or make use of the following:

- Part or all of a spoken, or computer generated assignment copied or accessed from another person’s work
- Part or all of an assignment copied, paraphrased, or accessed from a book, magazine, pamphlet, computer disk or mainframe account without given a correct reference or citing the source
- Ideas or other’s materials without citing a correct reference or the source.
- Students can be an accomplice to plagiarism and equally liable if they
- Allow access to their computer accounts, disks, writings, ideas, or other types of work to be copied and submitted as the work of someone else
- Prepare an assignment for another student and permit it to be submitted as the other student’s work

- Contribute to a file of essays and allow for them to be copied and submitted as other's work (p. 1, <http://w3.fiu.edu/enc/Plagiarism.htm>).

Above statements found on the FIU webpage listed above and adapted from Michigan State University publications, 1987

Procedures to Follow When Plagiarism Occurs

Please refer to the Academic Misconduct Code, Code of Academic Integrity found at <http://www.fu.edu/~oabp/misconduct/1acmisconductproc.htm>. The Code is also found in the *Florida International University, Student Handbook*, pp. 39 – 44.

The following is a review of procedures to follow if faculty discover instances of plagiarism.

- Meet with the student to inform him or her of the allegation(s), provide evidence, and allow student due process to respond prior to either entering into an Informal Resolution or filing the Complaint Form Alleging Academic Misconduct with the Vice Provost for Academic Affairs.
- An informal resolution outside of the formal hearing procedures should normally occur within 14 calendar days following the date of the act or omission, or the date which the faculty became aware of the act or omission. The purpose of the informal meeting is for the faculty to determine whether there is sufficient evidence to file formal charges of misconduct, reach an informal resolution, or take no further action.
- Prior to meeting informally with the student(s), the faculty should contact the Office of the Vice Provost for Academic Affairs to determine whether the student(s) has a prior record of misconduct. If the student has a prior record, then an Informal Resolution cannot take place and the faculty must file a formal complaint.
- The faculty's immediate supervisor should be present at an informal meeting. If an informal resolution is reached, the student(s), faculty, and the immediate supervisor will sign a Consent Agreement form which must be filed with Vice Provost for Academic Affairs no later than 7 calendar days following the informal meeting. The form should contain the terms and conditions of the agreement and any sanctions imposed. The student has 3 business days to cancel the agreement in writing or it becomes binding.
- If an informal agreement is not reached, the faculty then will take no further action or file the Complaint Form Alleging Academic Misconduct with the Office of Academic Affairs no later than 7 calendar days following the meeting.
- Academic Affairs will review the Complaint and determine whether there is sufficient evidence to conduct a formal hearing. Academic Affairs will notify the student(s) of its determination. The student(s) then has 7 calendar days to respond in writing indicating whether he or she chooses to have the case resolved by Administrative Disposition or by a hearing of the University Academic Conduct Review Board. If the student does not respond in a timely fashion, he or she will be considered to have waived his or her rights to a Board hearing, and an Administrative Disposition meeting will be arranged (within 30 calendar days).

- In an Administrative Disposition meeting, the administrator may question both parties. Witnesses may be brought in and the meeting is tape recorded. The administrator determines the decision which may be appealed by the student(s).
- The student must request in writing for the Board to hear his or her case.
- Please refer to the web site cited above or to the *FIU Student Handbook* for further information about the hearing procedures.

2.6 Scholarships

2.6.1 Private

Descriptions and applications for these scholarships can be found on the College of Education website (http://education.fiu.edu/scholarship_list.htm). For further information call (305) 348-3202.

- Robert R. Bellamy Memorial Scholarship in Secondary Education
- BellSouth Scholarship in Technology
- Mark Blum Memorial Scholarship
- Ida F. Chadwick Scholarship in Physical Education
- Cuban Women's Club Scholarship
- Mayor Alex G. Fekete of Pembroke Pines Scholarship
- Friends of the College General Scholarship
- Kathryn Lehman-Weiner Memorial Scholarship in English Education
- MacDonnell Family Scholarship in Elementary Education
- Jane O. McQuire Memorial Scholarship in Special Education
- MLE/TESOL Graduate Scholarship
- Jan Tucker Memorial Graduate Scholarship in Social Studies/Global Awareness
- Esther Winick Scholarship in Special Education

2.6.2 State

Minority Teacher Education Scholarship (MTES)

History:

- Scholarships program started in 1996 to attract minority students to pursue teaching careers ultimately increasing the number of minority teachers in Florida public schools.
- Administered by the Florida Fund for Minority Teachers, Inc. (FFMT), housed at the University of Florida's College of Education.
- Governed by a Board of Directors whose members consist of higher education leaders.
- Twenty-nine participating institutions both private & public sectors (all SUS schools).

Eligibility:

- Resident of the State of Florida.
- Member of one of the following racial groups: African American, Hispanic, Asian/Pacific Islander or Native American/Alaskan Native.

Selection:

- Selections made by participating institutions; FFMT determining the number of scholarships each institution receives.
- Priority consideration given to community college transfers.

Awards:

- Students receive an annual award of \$4,000 for a two-year period or a maximum of three years depending on the length of the program.
- Disbursement of award occurs twice a year during the fall and spring semesters.

Conditions:

- Enroll full time each semester award is given.
- Maintain academic progress as determined by the institution while on scholarship.
- Participate in the annual recruitment and retention conference.
- Must teach in a Florida public school (K-12) for the same number of years that scholarship was awarded.

Critical Teacher Shortage Student Loan Forgiveness Program

Florida Statute 1009.59
State Board of Education Rule 6A-20.013

Program Description

The Critical Teacher Shortage Student Loan Forgiveness Program provides financial assistance to eligible Florida teachers for the repayment of undergraduate and graduate educational loans which led to certification in a critical teacher shortage subject area.

<http://www.firn.edu/doe/bin00065/ctslfactsheet.htm>

Critical Teacher Shortage Tuition Reimbursement Program

Florida Statute 1009.58
State Board of Education Rule 6A-20.012

Program Description

The Critical Teacher Shortage Tuition Reimbursement Program was created for the purpose of improving the skills and knowledge of certified full-time publicly-funded school employees currently teaching or preparing to teach in a Pre K-12 critical teacher shortage area as approved by the State Board of Education.

<http://www.firn.edu/doe/bin00065/ctstrfactsheet.htm>

College of Education
Policies and Procedures Manual
Section 3: Faculty

3.1 Assignments & Evaluations

Refer to Chancellor's Memorandum: CM-87-17.1 - "12 Hour Law" for update. (see summary under 3.1.1)

Refer to the Handbook for Regular and Adjunct Faculty under "Important Policies - Faculty Assignments and Evaluations."

Refer to Academic Affairs Policies and Procedures Manual under "Section 5 - Academic Personnel - Faculty Assignments" and "Annual Evaluation of Faculty."

3.1.1 Faculty Workload

Florida Statutes:

- Chapter 1021 - Minimum of 12 classroom hours each semester per academic year.
- Assignments are made by department chairs or other appropriate administrator.

FIU Formula:

- Three- hour classes are 22%, with 3% time for advising and university service.

FIU Expectations:

- As a Research Extensive University, faculty members are expected to engage in Teaching, Research, *and* Professional Service.
- Tenure is granted to faculty who demonstrate successful performance in Teaching, Research, *and* Professional Service.
- Faculty members negotiate workloads annually with their department chairs based on Florida Statutes, Chapters 1012: 12 classroom hours each semester (4/4).
- All faculty members are expected to engage in annual evaluations that provide evidence of their performance in areas (i.e., Teaching, Research, Professional Service) negotiated with department chairs.

College of Education Expectations:

- Same as FIU.
- Faculty workloads in the College are differentiated in that they vary from one faculty member to another.
- New faculty are assigned 2/2 load in their first year to assure start-up time for research and professional engagement.
- Working from a 4/4 workload annually, any faculty member may negotiate with his or her department chair for time in load to perform research and other scholarly activity or, in some cases, leadership duties (e.g., grant writing, extensive program development, PDS liaison). It is expected that faculty members will provide evidence in their annual evaluations of their performance in each area assigned. The extent to which future changes in a faculty member's workload is negotiated and approved is determined by the faculty member's performance.
- As is the practice in research institutions, it is expected that faculty, particularly associate and full professors, will seek grants to sustain their programs (e.g., funding for doctoral students) and to support their research. Further, it is expected that faculty will include funding in their grants to support the time they devote to the grant. This does not preclude negotiating other time (e.g., time for research) in one's load.

3.1.2 Office Hours

It is Board of Regents Policy that all teaching faculty must be available to meet with students outside class time.

Refer to the Handbook for Regular and Adjunct Faculty under "Teaching - Office Hours."

3.2 Academic Advising

Refer to Academic Advising and Monitoring Student Progress in Chapter 2 of this Policies and Procedures Manual.

3.3 Overloads

Refer to the Academic Affairs Policies and Procedures Manual under Section 5 - Academic Personnel - Sub-Section 5.93 "Extra State Compensation/Overload."

3.4 Outside Employment

Refer to the Academic Affairs Policies and Procedures Manual under Section 5 - Academic Personnel - Sub-Section 5.91 "Outside Employment/Activities."

3.5 Faculty Absences

Refer to the Academic Affairs Policies and Procedures Manual under Section 5 - Academic Personnel - Sub-Section 5.74 "Faculty Sick Leave.

3.6 Professional Development

3.6.1 College Mentoring Guidelines

Introduction

Faculty face several issues as they begin their academic careers at Florida International University. They find themselves teaching new classes, developing research projects, deciphering the department and university culture, and confronting tenure and promotion expectations. In order to assist faculty members through this transitional time and to assist them with their careers at FIU, a mentor program has been established. The mentor program pairs interested faculty with a senior faculty member to assist with the transition to FIU.

The Mentoring Program is designed to provide faculty members with the services of more experienced faculty within their college. Those faculty members who volunteer to become mentors meet their new colleagues early in the first semester of the mentor association and make themselves available for the rest of the academic year. Mentors offer advice on matters as diverse as lecture techniques, grading policies, promotion and tenure procedures, and any aspect of day-to-day life in and around the Miami-Dade County area. Mentoring partners frequently continue their informal contacts beyond the first year. The College of Education sponsors a reception for new faculty and their mentors each fall semester. Additionally, mentors and new faculty meet to continue orientation each semester. This important service to the university is considered equivalent to service on a university committee.

Faculty mentors in the College of Education can serve as mentors in these and other areas

- Communication about University, College, and departmental policies and procedures
- Teaching
- Research, scholarly, artistic activity, and service
- Advice and guidance on the tenure and promotion process
- Feedback on teaching and research, scholarship, artistic work
- Career development and promotion of the faculty member's work and reputation within the discipline
- Assistance with maintaining the records that will eventually constitute the promotion portfolio
- Providing information on departmental, college, and university policies and procedures
- Providing guidance on the preparation of the Curriculum Vita and on departmental expectations for tenure and promotion
- Observing and providing feedback on the junior faculty member's teaching. The junior faculty member is often encouraged to observe his or her mentor's teaching as well.
- Reviewing grant proposals and research/scholarly manuscripts before submission and advising on appropriate funding sources, presentation venues and publication venues.
- Giving direction and encouragement regarding the junior faculty member's participation in professional organizations, along with providing introductions and networking

opportunities within the discipline.

Duties of a Mentor

The mentor is encouraged to attend, with the new faculty member, the orientation session scheduled at the start of the academic year. The mentor is encouraged to meet at least monthly with the new faculty member to discuss issues or concerns. During these meetings, the mentor will offer guidance concerning teaching, scholarship, and tenure and promotion processes or whatever other issues the new faculty needs. The mentor is encouraged to assist the new faculty member with becoming assimilated into the university by inviting the new faculty member to department, college or university events.

New Faculty Orientation

The College's New Faculty Reception, generally held by the Dean prior to the fall semester, is required of all faculty mentors. There will be a presentation by the Chair of the Faculty Development Committee on the mentoring program and applications and brochures will be distributed. Faculty interested in receiving a mentor should return an application to the Chair of Faculty Development by September 15.

Selection and Application Process

Mentored faculty is faculty who are either new to the university or other faculty interested in receiving mentorship. The mentored member generally has significant input of the choice of mentor. A list of possible mentors will be made available. This list will contain the names, phone numbers and email addresses of the mentors as well as their departments and areas of interest.

Faculty interested in serving as mentors should submit applications to the Faculty Development Committee for the next academic year.

Applicant Profile

Name:

Department:

_____ To serve as a mentor

_____ To be mentored

Contact information:

Phone:

Email:

Office address

Areas of interest:

Specific Expertise/Need /Support Wanted and/or Available

3.6.2 Faculty Development

Refer to the Academic Affairs Policies and Procedures Manual under Section 5 - Academic Personnel - Sub-Section 5.72 "Professional Development Program" and 5.73 "Faculty Sabbatical Leave."

Refer to the most current Faculty Handbook for Regular Faculty under Section 3.U "Sabbaticals and Professional Development Leaves."

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Each tenure-earning faculty member may be allocated an additional \$250 for activities beyond attending a meeting. A tenure-earning faculty member will qualify for a total of \$1,000 if they are giving a presentation at a scholarly meeting.

It is not possible to inventory all conceivable and legitimate applications of professional development funds. Below are listed some examples of what would and would not qualify for the appropriate use of such funds. The final determination of what constitutes a legitimate use of

the money rests with department chairs, though a chair may appoint a faculty committee to develop departmental policy in this area.

Examples:

Technology aids (web servers, scanners, digital cameras, multi-media equipment)

Computer software (project management, database management, statistical analysis)

Participating, but not presenting at a scholarly meeting

Continuing professional education (support for courses required for re-licensure or re-certification)

Scholarly books

As one can see, there are a number of things that would qualify under this expanded notion of professional development. However, there are some state-mandated restrictions within this framework. For example, while professional development funds may be applied for continuing professional education in the pursuit of re-licensure or re-certification, they may not be used to pay for a license or certification renewal. Nor may such funds be used to cover the costs associated for belonging to or becoming a member of a learned society or organization. These latter two examples reflect prohibitions of using state funds for personal benefit.

Two qualifying questions will help determine the legitimacy of any professional development request: (1) Will the use of such funds improve your performance as a researcher, instructor, or service leader? (If so, go to question #2.) (2) Is it likely that the perception will be that you are using these funds for some personal benefit or gain? (If so, think of another use for these funds.) If in doubt, seek guidance from your department chair.

3.7 Summer School Teaching

Process for Establishing Faculty Summer Assignment

Chairs will work with Program Leaders to identify priority courses (based on programmatic needs) that will be offered in the summer. These may include required courses, courses that students need to graduate in the summer, etc.

Chairs will review the summer schedule and cancel classes that may not have sufficient enrollments (based on past productivity).

Chairs and the Academic and Operations Deans will review the schedule in March.

In addition to programmatic needs, we will look carefully at course enrollment in making decisions on which classes will go. The minimums are:

- a. Undergraduate classes: 25 students
- b. Graduate classes: 15 students
- c. Doctoral classes 10 students

In making assignments, the following priority order will be followed when credentials match:

- a. Tenured and tenure-earning faculty and instructors
- b. Graduate Assistants (where appropriate)
- c. Adjunct faculty
- d. In some cases, adjunct faculty may have first order consideration if there is no qualified regular faculty to teach the required course(s), based on programmatic needs. Chairs will have to justify such assignments.

Chairs will inform faculty of their summer assignments as soon as decisions are made.

Based on the available budget allocation for the College, Chairs, and Academic and Operations Deans will meet again to review the assignments and determine course enrollment and adjust faculty loads where appropriate.

3.8 Teaching Family Members

Faculty must avoid situations in which family members become students in their classes. The State of Florida has a law against nepotism, which prohibits a family member from being in a position of authority of another family member. Whenever possible, direct family members to equivalent courses taught by others. If no other course is available, the case must be discussed with the department chair and the academic dean.

College of Education

Policies and Procedures Manual

Section 4: Curriculum

4.1 Curriculum Review Policies and Procedures

Curriculum proposals are generally initiated at the departmental level by the faculty. This is done in response to perceived needs, changes in accreditation requirements, and program evaluation results. Faculty should consult with their department chair and other department faculty prior to putting forth curricular changes.

After departments develop programs, the following curriculum sequence is required:

Procedures for Submitting Curriculum Proposals

Calendar for Submitting Proposals

There are deadlines imposed by the University Curriculum Committee and based on the time it takes for courses and programs to go through the approval process and be placed in the list of University courses in the Office of the Registrar. As a result, course and program proposals for spring and summer semesters must be submitted by the beginning of the term before they are to be listed, and course and program proposals for the fall semester must be submitted by the end of the spring term.

The table that follows is generic. Every fall, the Chairperson of the University Curriculum Committee places a specific calendar of submission dates for the given academic year on the FIU website. This calendar cannot be altered. The general outline of the calendar may also be found on the COE Academic Council website.

Generic Calendar for Submitting Curriculum Proposals

Term Course/Program to be Offered	Proposal must be Submitted by
<p>New courses/programs:</p> <p style="padding-left: 40px;">fall semester</p> <p style="padding-left: 40px;">spring semester</p> <p style="padding-left: 40px;">summer semester</p>	<p style="padding-left: 40px;">First Wednesday in April</p> <p style="padding-left: 40px;">First Wednesday in September</p> <p style="padding-left: 40px;">First Wednesday in January</p>
<p>Experimental courses:</p>	<p>Two weeks before they are to be listed in schedule of classes for given semester</p>
<p>Course/program changes:</p>	<p>Same as new courses or programs</p>

Scheduled Meetings of Academic Council

Academic Council holds regularly scheduled meetings on the first Wednesday of each month during the academic year. The calendar is placed on the Council website, <http://www.fiu.edu/~edacadem>. If needed, there might be one meeting during the Summer A term to handle curriculum documents that were to late for the April meeting. Any proposals approved during Summer will be submitted to the University Curriculum Committee for inclusion in Curriculum Bulletin #1 in the fall of the next academic year.

Additional meetings of Academic Council may be scheduled as needed. Public hearings sponsored by Academic Council may be scheduled as needed. Announcements of additional meetings and public hearings will be posted in the College and sent to all faculty by e-mail.

All proposals for courses and/or programs, including all experimental courses, must be submitted to Academic Council for approval. To submit course and/or program proposals, follow the procedures that follow. More detailed information is available on the Council website, <http://www.fiu.edu/~edacadem>.

How Curriculum Proposals Move through the Approval Process

- A. Steps for Submitting a Proposal to Academic Council:
1. Submit the proposal and attachments to the COE Academic Council by the specified deadline. An electronic copy of all attachments must be sent via email, or submitted on diskette.
 2. Attend the meeting of Academic Council to present your proposal and answer any questions.
 3. If the proposal is approved, make sure that the Chair of Academic Council and the

Associate Dean for Academic Affairs both sign the original.

4. If the proposal is for an experimental course, only three copies are needed. One is for your records, one is for the records of Academic Council, and one goes to the office of the Faculty Senate. Experimental courses are posted in the next Curriculum Bulletin, but these courses cannot be challenged at the University level. The Chairperson of Academic Council will deliver the copy of the experimental course to the office of the Faculty Senate at the appropriate time each month.
5. If the proposal does not receive approval, make the indicated corrections and resubmit the proposal at a subsequent meeting.
6. If the proposal was approved with corrections/changes, make these, get the required signatures, and then bring the original to the office of the Chairperson of Academic Council no later than 5:00 p.m. on the Friday of the week Academic Council meets. This will guarantee that the proposal can still be included in the next Curriculum Bulletin. If the changes take longer, the proposal will be taken to the office of the Faculty Senate with proposals from the next meeting of Academic Council.
7. If you are offering a course that has been approved at the University level but has not yet been assigned a course number according to the Statewide numbering system, the course is still being offered under an experimental course number (one with 99 as the middle two digits). In this situation, a New Course Form marked EXPERIMENTAL across the top must be completed each semester and signed by the Chair of Academic Council and the Associate Dean. A single copy of the signed form is then taken directly to the Registrar for inclusion in the list of courses for the subsequent semester. (Notice that such courses are not required to go through the approval process; they have already been approved. It is just the paper work that needs to be done.)
8. All proposals submitted to the Faculty Senate must also have an electronic copy attached on CD or diskette. A copy in PDF format must be submitted on a 3 1/4 diskette or CD along with the required printed forms.

B. Steps to Achieve Final Proposal Approval at University Level

1. The proposals received in the Faculty Senate office by the deadline will be listed in the Curriculum Bulletin published by the Curriculum Committee.
2. If the proposal is for a new course or a course change, it will be published in the Curriculum Bulletin of the University Curriculum Committee. The Curriculum Bulletin includes the date that the University Curriculum Committee will meet to decide on the courses listed in the Bulletin. If there is any possibility of a challenge, the faculty member who submitted the original proposal should plan to attend the meeting of the University Curriculum Committee. If the course is not controversial, there is no reason to attend the meeting. The Chairperson of Academic Council is the Curriculum Committee

member from the College and can represent your proposal in normal circumstances.

3. If the proposal is for a program change, such as the addition of a track to an existing program, or for a new program, it will be published at the front of the Curriculum Bulletin of the University Curriculum Committee. The Curriculum Bulletin Committee includes the University Curriculum Committee and/or the Undergraduate or Graduate Committee. They may hold a joint meeting to debate the proposal. The faculty member who submitted the original proposal needs to attend this joint hearing to answer any questions and address any issues that arise. It is also recommended that other faculty who are involved in the program attend the joint hearing.
4. Once the Curriculum Committee or the joint Curriculum Committee and Graduate/Undergraduate Councils have approved the proposal, it is forwarded to the Faculty Senate.
5. At the next meeting of the Faculty Senate, the Senate votes to approve the Curriculum Bulletin. If there are any challenges to individual courses or programs, these can be raised at this time in the Senate meeting. If there are no challenges, the Faculty Senate votes to approve the Curriculum Bulletin as a whole. This is the indication that the individual course/program has been approved.
6. Once the proposal has received approval by the Faculty Senate, it is forwarded to the Provost for signature and subsequent submission to the State.
7. The State assigns the official course numbers to each new course. This usually takes only a few weeks, but there are courses that have been offered every semester for four years without receiving the official number from the State. If this happens, the Chair of the Department initiating the course should contact the State Common Numbering System Office to find out what is going on.
8. If the proposal is for an experimental course, the course will be listed in the Curriculum Bulletin, but it cannot be challenged at the University level. The course then is sent to the Registrar and will be available to enter into the schedule of classes. You can check on the status of an experimental course by contacting Space and Scheduling. They can tell you if the experimental course is now available for you to use.
9. Curricular changes approved after Curriculum Bulletin 2 will not appear in next year's catalog.

Recommendations about Curriculum Procedures

- It is recommended that faculty submitting curriculum proposals monitor the status of the course/program proposals through the approval process. This involves checking the Curriculum Bulletin (placed on the Senate website) and the minutes of the Faculty Senate

(also placed on the Senate website).

- It is also recommended that faculty submitting a new course also submit the same course as an experimental course. This will guarantee that the course can be offered in the subsequent semester even if the State does not assign a course number immediately.

Refer to FIU Undergraduate Policies and Procedures Manual under "Section 7- Undergraduate Administration - 7.00 Undergraduate Curriculum Establishment, Review and Evaluation" (Page 1).

Refer to the following Page entitled "Curriculum Review Policies and Procedures Abbreviated Guidelines", adapted from COE Academic Council Policies and Procedures handbook.

Curriculum Development Procedures Submissions to Academic Council

Curriculum Forms

Any faculty member wishing to:

- create a new course
- revise an existing course
- revise an existing program
- create a totally new program

may do so by submitting the appropriate curriculum forms to Academic Council for review. Forms for new courses (and experimental courses) and for course changes can be acquired from the office of the Faculty Senate. Program revision forms are created using the procedures outlined later in this section. New programs must go through a process of developing a new program proposal, a planning proposal, and an implementation proposal. For details about this process, go to the Faculty Senate Curriculum Committee website.

Curriculum Syllabus

All new course forms (including experimental course forms) must be attached to a COE Curriculum Syllabus, which must also be submitted in electronic form. This is a short document containing each of the following elements.

1. Three paragraph justification statement including:
 - Need for course
 - Place in program(s) for course
 - How course meets professional needs (e.g., standards of professional societies)
2. Bibliography of current references and true classics in field (five or six references only)
3. List of course understandings, skills, and dispositions cross-referenced to program outcomes

Calendar for Submitting Proposals

At the beginning of the academic year, the Curriculum Committee posts the year's calendar for submitting curriculum proposals in the Faculty Senate Curriculum Committee website. The calendar and deadlines for the COE Academic Council is posted on the council web site. Faculty members must check the calendar for exact dates of meetings of the Academic Council and deadlines for submitting proposals to meet catalog and scheduling deadlines. Proposals submitted after the dates on the calendar will not make the next catalog or schedule of classes.

As a general rule of thumb, faculty can use the following as a general guideline for making deadlines:

- To get proposals approved to be included in the spring schedule of classes, proposals must be reviewed by the University Curriculum Committee no later than the end of October. Therefore, any such proposals must be submitted to Academic Council for the October meeting, the first Wednesday in October.
- To get proposals approved to be included in the summer schedule of classes, proposals must be reviewed by the University Curriculum Committee no later than the end of February. Therefore, any such proposals must be submitted to Academic Council for the February meeting, the first Wednesday in February.
- To get proposals approved to be included in the fall schedule of classes, proposals must be reviewed by the University Curriculum Committee no later than the end of April. Therefore, any such proposals must be submitted to Academic Council for the April meeting, the first Wednesday in April. (Proposals for implementation in the fall semester must be submitted earlier than for the other two terms because the University Curriculum Committee does not meet in the summer semester.)
- To get any course/program changes included in the next University catalog, all curriculum approval steps must be completed by the end of February. Therefore, any deadlines for catalog are the same as for inclusion in the summer schedule.

Procedures for Submitting Curriculum Proposals

Regardless of the proposal to be submitted (new courses, experimental courses, course changes, program changes), the person creating the proposal must complete all the following steps:

1. Get the correct form from the office of Faculty Senate (PC 113).
2. Complete the form. (WARNING: When completing the New Course Form, **do NOT fill in the letter C**. This is reserved for a class with a separate lab section and is NOT used for any COE courses. Be sure to include the Curriculum Syllabus for any new courses including experimental courses. (See the sample New Course Form.)
3. If the course is to be an experimental course, please type EXPERIMENTAL COURSE on

the very top of the form. (See the sample Experimental Course Form.) Experimental courses are intended to be taught only once. However, due to the slowness of the State in assigning course numbers, it is strongly recommended that any new course be submitted as a new course AND an experimental course at the same time. This will expedite the listing of courses for scheduling purposes.

All experimental course forms must be submitted to Academic Council for approval.

There is one exception to this statement. If a course has already been approved by Academic Council and is being offered under an experimental course number because no official number has yet been assigned, an experimental course form has to be submitted for each semester the course is to be offered. These continuing submissions should be given directly to the Chairperson of Academic Council for signature. No further action is needed.

Experimental courses are numbered in a consistent manner, so the person completing the form can fill in the course number by using the following guidelines.

- The first number represents the level of the course:
 - 3 = junior level
 - 4 = senior level
 - 5 = beginning graduate and advanced undergraduate level
 - 6 = masters level
 - 7 = doctoral level
- The next two numbers are always **99**.
- The final number represents the semester in which the course will be offered:
 - 0, 1, 2 = fall semester
 - 3, 4, 5 = spring semester
 - 6, 7, 8 = summer semester

Use the first of these numbers unless there is already an experimental course with the same prefix and number. (The prefix is the three-letter listing of subject area, e.g., EDF)

4. If the proposal is for a change in program, the person proposing the change must **create** the Program Change Form. This form has a specific required format as specified in the Policies and Procedures Handbook of the University Curriculum Committee, but there is no pre-printed form to use. Submission of a PDF formatted copy (Disk or CD) is required by the University Curriculum Committee.

To prepare a Program Change Form, put that title across the top, and beneath this put the name of the program. Then create a table with two columns. The left-hand column must be labeled **Old Program** and must contain the exact information about the program found in the current catalog. This includes admissions requirements and any other

program requirements as well as the complete list of courses. The right-hand column must be labeled **New Program** and must contain all the information about the changes to be made in the program. All catalog copy must be included again with any deletions crossed out and all new information done in boldface. Finally, six lines for signatures (the same ones required on New Course Forms) must be added. (See the sample Program Change Form.)

A brief justification statement must be included. This should specify the students for whom the program is used and the reasons for the modifications. Modifications should be related to such things as requirements of professional organizations and/or State requirements.

5. If the proposal is for a new track in an existing program, the form to be used is the same as for a program change. However, this time the heading for the right-hand column in **New Track to be Added**. The rest of the form is to be done in the same way as the regular Program Change Proposal.

All proposals that add new programs or tracks must be accompanied with a detailed rationale statement following the directions in the Policies and Procedures Handbook of the University Curriculum Committee. This **includes a detailed budget**.

6. The Chairperson of Academic Council has to prepare and publish an agenda (Bulletin) for each meeting. To have a proposal considered, it should be in the Bulletin. Therefore, all proposals must be submitted to the chair of the Academic Council by the due date stated on the Council's website.
7. Submit the original form and five copies, one for each member of Academic Council and one for self to the meeting. Attach a disk or CD that includes a PDF or MSW form of the proposal. When the proposal is approved, the Chairperson of Academic Council and the appropriate Associate Dean sign the form.
8. The person submitting the proposal is expected to **attend the meeting of Academic Council to present the proposal**. If the departmental representative to Academic Council can take on this responsibility, be sure to brief your representative. However, remember that just because someone is in your department does not mean the person understands your program.
9. If Academic Council recommends minor changes in the proposals, these must be made before the proposal form can be signed. Once the changes are made, the corrected proposal can be given directly to the Chairperson of Academic Council for signature. If major changes are needed, the proposal will have to be resubmitted for consideration at a later meeting of Academic Council.
10. Once a proposal is approved by Academic Council, it is submitted both in print and electronically to the University Curriculum Committee for University approval. If the proposal is for a new or revised program, there will be a joint hearing of the University Curriculum Committee and either the University Undergraduate Committee or the University Graduate Committee depending on the level of the program. **Faculty who submit program proposals MUST attend the joint hearing to represent the program**

and answer questions.

If the proposal is for a course, attendance at the University Curriculum Committee meeting is not required. The Chairperson of Academic Council is the College representative to the Curriculum Committee. If there are any anticipated problems, the Chairperson will request the person submitting the proposal to attend the meeting of the University Curriculum Committee.

If the proposal is for an experimental course, no further action is taken. An experimental course is approved at the College level only. So no further action is needed from the person submitting the form.

Policies and Procedures Handbook of the University Curriculum Committee

Any issues not addressed in the summary of the University curriculum approval procedures are covered in detail in the Policies and Procedures Handbook of the University Curriculum Committee. Please consult this for any questions. This is available on the Faculty Senate website or in the Faculty Senate Office (PC 113).

"Current procedures for submitting course and program proposals for review and approval by the College of Education's Academic Council, the approval timeline for inclusion in different university bulletins, as well as agendas and minutes of the meetings of the COE Academic Council are available at: <http://www.fiu.edu/~edacadem>."

4.1 Curriculum Review Policies and Procedures

Helpful Links

University Curriculum Committee Proposal for a New Course Form

<http://www.fiu.edu/~fsenate/forms/PDF/other/course/newcourse.pdf>

Course Change/Deletion Form

<http://www.fiu.edu/~fsenate/forms/PDF/other/course/coursechange.pdf>

CHANGES to Undergraduate Degree Program Form

<http://www.fiu.edu/~fsenate/forms/PDF/ug/change/cp/degree%20program.pdf>

CHANGES to Graduate Degree Program Form

<http://www.fiu.edu/~fsenate/forms/PDF/grad/change/cp/degreeprogram.pdf>

NEW Undergraduate Degree Form

<http://www.fiu.edu/~fsenate/forms/PDF/ug/new/cp/degreeprogram.pdf>

NEW Graduate Degree Form

<http://www.fiu.edu/~fsenate/forms/PDF/grad/new/cp/degreeprogram.pdf>

Policies and Procedures Manual

Section 5: Resources and Support

5.1 College Budget Guidelines

5.1.1 College of Education Budget Principles

Shared Responsibility

Allocation model – transparent

Priorities – Develop in meeting with deans, chairs and directors

Authority

Chair role (travel, expense, OPS) – meet with departments to get feedback

- Participate in Administrative Action Committee
- Identify/monitor travel, expense, OPS costs (adjuncts, graduate assistants and hourly personnel)
- ADP payroll approval.

Efficiency

College

- recruitment – faculty only in areas of greatest need
- technology – to assist in teaching, research and administration
- merit – process used to distribute to most meritorious 1/3 of faculty and staff

Department

- college work study to assist in day to day operations
- duplicating – use of on line resources
- centralization of purchases to minimize costs

State and Other Sources of funding

State budget is only a portion, C&G, Auxiliary, & Development cover rest of costs

Priorities

Focus areas/vision/mission

Accreditation

SACs
NCATE
CACREP

DOE

C & G Indirect Distributions limited

Part to support faculty involvement in successful awarding of doctoral degrees

Part to support individuals writing grants

New Money Available: Use Meeting process above

Develop and Implement Auxiliary programs

Develop and Implement Online courses/programs

Monitoring: Semester review of available resources remainder of fiscal year

Educate administrators and faculty (dean and chair role):

Budget Process Priorities

Budget Principles

5.1.2 College of Education Budget Process

- Timing:
- Begin Process in February, prior to the University's request for annual budget. Review past year's history with chairs and directors and make initial projections by department ID, month and line item.
 - Prior to the beginning of each semester, review with chairs and directors available balances, anticipated expenses, additional revenue and make budget adjustments accordingly.
 - Review end of year closure in spring to determine available funds for summer appointments. Work with department chairpersons to set summer load for faculty and determine numbers of available slots for adjuncts and graduate assistants.
 - Prepare for the end of year closure in the beginning of June and reallocate and expend resources to be spent in the fiscal year.
- Reporting:
- The Dean holds bi-monthly meetings with deans, chairpersons, and directors to discuss, implement, and make plans relating to the College budget. At this time the Dean will report to the group the information received from the meetings with upper administration.
 - Department chairpersons provide bi-monthly updates to departments regarding budget.
 - Dean provides a monthly update to all faculty members at the Faculty Assembly meeting which meets the third Wednesday of each month.
 - The Dean calls special open faculty and staff budget meetings when needed – either to provide information or to solicit recommendations.
- Training:
- With the ongoing changes to the University Budget and payroll systems, the Dean's office assists in assuring that all individuals responsible receive appropriate training. Staff is available to work directly with chairs and staff to enable access and knowledge needed to perform requisite functions.

5.1.3 Faculty Development Funding

The College of Education is committed to the continuing professional development of its faculty. This is the only way that faculty can adapt to changes in their disciplines, shifting institutional priorities, and the new challenges from our various clientele. Historically, professional development support has meant travel money to scholarly meetings, but its definition has now been expanded to include activities and support materials that facilitate improvements in research, teaching, and service to the educational community.

Professional development support for new faculty in year one (tenured, tenure-earning, or of instructor rank) will be negotiated by that faculty member and the Dean during initial contract discussions. The purpose of the individualized negotiations is to ensure, especially for appointments at the assistant professor level, that faculty begin their careers at FIU with enough support to put their careers on a trajectory of success.

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It is not possible to inventory all conceivable and legitimate applications of professional development funds. Below are listed some examples of what would and would not qualify for the appropriate use of such funds. The final determination of what constitutes a legitimate use of the money rests with department chairs, though a chair may appoint a faculty committee to develop departmental policy in this area.

Examples:

- Technology aids (web servers, scanners, digital cameras, multi-media equipment)
- Computer software (project management, database management, statistical analysis)
- Participating, but not presenting at a scholarly meeting
- Continuing professional education (support for courses required for re-licensure or re-certification)

- Scholarly books

As one can see, there are a number of things that would qualify under this expanded notion of professional development. However, there are some state-mandated restrictions within this framework. For example, while professional development funds may be applied for continuing professional education in the pursuit of re-licensure or re-certification, they may not be used to pay for a license or certification renewal. Nor may such funds be used to cover the costs associated for belonging to or becoming a member of a learned society or organization. These latter two examples reflect prohibitions of using state funds for personal benefit.

Two qualifying questions will help determine the legitimacy of any professional development request: (1) Will the user of such funds improve your performance as a researcher, instructor, or service leader? (If so, go to question #2.) (2) Is it likely that the perception will be that you are using these funds for some personal benefit or gain? (If so, think of another use for these funds.) If in doubt, seek guidance from your department chair.

5.2 Research, Grant, and Graduate Support

5.2.1 Sponsored Programs (University)

The Office of Research of the University assists faculty, students, and staff in identifying, acquiring, and managing externally funded research resources. Any proposal in which FIU will participate either as a fiscal agent or as a sub-contractor must be approved by the Office of Research before being submitted to the sponsoring agency. The approval process is referred to as an “Internal Clearance Process”. The internal clearance process is a two-step process which requires (1) the approval and support of the College of Education and (2) the approval and support of the Office of Research at FIU. Anyone seeking external funding for research, training, community service, equipment or fellowship should notify the Office of Research and Grants at the College of Education (see section 5.3.2) in order to receive guidance and assistance in the internal clearance process at least 10 business days before submission of a proposal.

The Office of Research, located in the Management and Advanced Research Center (MARC) Suite 430, is an excellent resource for any faculty member who writing a proposal, seeking a contract or managing an award. Some of the areas in which the Office of Research provides assistance are:

- identification of funding sources through weekly postings, the university email announcements, or the InfoEd system for specific opportunities in the faculty’s area of expertise
- guidance in proposal submission
- application forms
- training related to sponsored research
- negotiation of contracts and subcontracts once an proposal is awarded
- assistance in monitoring all financial aspects of the contracts, approvals of various expenditures and budget modifications.
- Financial reporting of awards, invoicing and collections.

- Policies and procedures related to human subject project, animal welfare, research safety and research misconduct
- Policies and procedures related to the administration of external funding resources.

The website for the Office of Research, www.osra.fiu.edu, contains information on these services. Its staff may also be reached at 305 348-2494.

5.2.2 COE Office of Research & Grants

The College of Education Office of Research and Grants (ORG) works with faculty to identify programmatic areas of strength within the College, and seeks external funding opportunities that will facilitate faculty and student research, student training and community service projects consistent with the Mission and Goals of the College. ORG also fosters research and external funding by promoting and maintaining partnerships within FIU, the local, and national community.

In particular, ORG provides the following services

- identification of funding sources that match faculty's area of expertise.
- guidance and assistance in the internal clearance process at the College level
- liaison with the Office of Research at FIU
- obtaining funded proposals from the corresponding program and sponsor agency
- the preparation and submission of proposals, including contacting agency program officers, formulating budgets and budget narratives, preparing required forms and proof reading and editing.
- guidance in proposal submission
- assistance in resolving problems with the financial and reporting aspects of the contract administration including budget exceptions, time and effort certification, payroll reporting, travel, student assistantship contracts, and other expenditures.
- seminars in areas of interest to promote research discussions and collaborations within the College of Education and with potential partners.
- liaison with FIU and external partners.

The COE Office of Research and Grants is located in the Ziff Education Building, Offices 363B and 310B. Its staff can be reached at 305 348-2092 or 305 348-2723.

5.2.2.1 Dean's Grants

The purpose of the Dean's Grant is to support faculty research. Priority will be given to research that is consistent with the COE Mission and Goals and addresses the potential for publication in national refereed journals and/or external funding.

5.2.2.2 Office of Advanced Graduate Studies (OAGS)

The OAGS is responsible for facilitating student progress through the several stages of doctoral study. For the first phase of doctoral study, the OAGS reviews: all applications for entrance to doctoral programs; the students program of studies for planning and scheduling courses; and, applications for candidacy examinations, also administered by the office. Upon admission of the student to candidacy, the OAGS tracks progress to facilitate the achievement of the goals of dissertation research: from appointment of the research committee, approval of the proposal for dissertation research, the conduct of the research and finally, to the preparation of the dissertation report. In addition, OGS facilitates and monitors Graduate Assistantships

In facilitating the achievement of these goals, the OAGS staff works directly with students and faculty as needed to assist with the design and writing of the dissertation and are responsible for the editing and reviewing of each doctoral dissertation proposal and dissertation and providing feedback to the student and Major Professor. This involves feedback provided on multiple occasions. In addition, OAGS provides individual consultation on research design; analysis of data; preparation of proposal and dissertation drafts; and, meeting the requirements for preparing and submitting the final copy of the dissertation for graduation. Periodical workshops are conducted on writing, methodology and special research topics related to dissertation research.

OAGS maintains a website for current information on all aspects of graduate study. The faculty is informed of changes in university and college policies regarding doctoral study communicated directly through e-mail and recorded in revisions of the *Doctoral Policies and Procedures Manual*. In-house research reports are prepared periodically on topics of current interest including number of students in programs, progress of admitted students, dissertation quality, and process and program feedback from recent graduates.

5.2.3 Technology Office

The Office of Technology (OoT) was established to provide technical and educational support to faculty, staff, and students of the College of Education and to implement the objective contained within the College's 5-year technology plan.

The OoT is responsible for the administration and maintenance of the College network infrastructure, web servers, and websites. The OoT manages three educational technology computer labs that are located within the Ziff Educational Building (ZEB), where classes, workshops, and trainings are scheduled during each academic semester. These labs provided technology resources to support more than 13,200 students on a walk in basis during the past academic year.

The OoT works in cohort with the University Technology Services (UTS) and with the Technology Advisory Committee, comprised of members from each of the different departments, to establish policies and procedures related to College's educational technology activities and needs.

Appendix A
Tenure and Promotion Policy

COLLEGE OF EDUCATION TENURE AND PROMOTION POLICY

The College of Education Tenure and Promotion Policy follows the university Tenure and Promotion guidelines with further clarification in the following areas:

Committee Membership

All members must be tenured faculty and hold the rank of Associate or Full Professor. Two members from each COE department must be on the Committee. At least one of the departmental representatives must hold the rank of Full Professor. Each department votes for the two (2) representatives. In addition, one (1) at large member and one (1) alternate at large member from the COE will be elected by the faculty at the Faculty Assembly. These two at large members must be tenured faculty and hold the rank of Associate or Full Professor and be from different departments. At least one of the at large members must hold the rank of Full Professor. The vote for the two departmental representatives, and the two at large members, comes from all eligible COE faculty which includes full-time instructors, assistant professors, associate professors, and full professors. This excludes visiting faculty.

Voting on Tenure and Promotion

When an applicant is going up for tenure and promotion to the rank of Associate Professor, all members of COE Tenure and Promotion Committee vote. When an applicant is going up for tenure at the rank of Full Professor or going up for promotion to the rank of Full Professor, only Full Professors of COE Tenure and Promotion Committee discuss and vote.

Proxy votes will not be accepted at this level.

Tenure Credit and/or Early Application

When an applicant is going up for tenure early and/or with credit for one or more years from other institutions prior to his/her employment at FIU, such official documents and approval by the university provost (or his/her designee) must be included in the applicant's file and considered in the decision.

Tenure Upon Appointment

Under no circumstances that anyone will be appointed with tenure until the following process is complete: The potential faculty member must be subject to a thorough review and evaluation process within the department, college and the university. This process must include an interview by the tenured members of the department as well as a vote and letter. A file containing a detailed curriculum vitae, a departmental letter and vote, the recommendation of the college committee and the dean's recommendation must be presented to the provost before any offer of employment is made.

**This policy was approved by the COE Tenure and Promotion Committee and it was voted on and approved by the COE Faculty Assembly on January 16, 2008.*

Appendix B
Third Year Review

Third Year Review
College of Education
February 4, 2009

This document provides direction to faculty and department chairs about the expectations of, and processes to follow in conducting, third year faculty reviews. This process should be seen as a preliminary review to the tenure and promotion process. Third Year Reviews should be conducted in a positive and cooperative atmosphere with adequate provision of both time and resources. The review should be conducted with a commitment to full disclosure and collegiality. It should be rigorous and professional.

Process

The following process should be followed:

- The Senior Associate Dean for Operations will identify all faculty completing the third year of their tenure earning status and will forward this information to the Dean and Department Chairs for review.
- Once the list of candidates has been reviewed, the Department Chairs will notify eligible faculty of the process and will convene the Department T&P committee to initiate the review process.
- The Dean will convene the College T&P committee to initiate the review process.
- Chairs will assist in the preparation of the files—they should contain sufficient data for effective review, yet not as extensive as required for the tenure and promotion file. The University Tenure and Promotion manual will provide guidance in this preparation.
- Candidates will prepare files that contain the following in a 2 inch binder:
 - Statement linking accomplishments with assignments (3 pages or fewer on teaching, research/scholarship, and service)
 - Updated vita with citations in APA style (items should be listed once only)
 - 2-3 sample recent articles focusing on time spent at FIU
 - Annual evaluations/tenure appraisal

Documentation

When documenting your teaching efforts, identify several components of the instructional process. These components include instructional design and delivery, content expertise, and advising. These may include student course evaluations, the evidence of a varied repertoire of teaching methods/techniques, management strategies, and classroom syllabi that provide clearly written objectives, expectations, content, and assessment measures. This may include global ratings from students and other indicators of learning effectiveness. Examples of course development, curricular materials, direction/supervision of student research and the integration of teaching and research should be included in the documentation.

Accomplishments in research will reflect contributions to the discovery of new knowledge, the development of new educational techniques, and other forms of creative activity. This may include references to published books, articles and papers in professional journals, musical compositions, paintings, papers presented at meeting of professional societies and conferences, grants awarded, and research and creative activity that have not yet resulted in publication, display or performance. Provide information about the quality of the journal(s) in which publications appear and a statement about how research ties together in a programmatic way.

Service activities should encompass efforts to further the mission of the university, including participation in departmental, college, and university committees, councils and senates; service in appropriate professional organizations; participation in professional meetings/conferences, service to local, state, and national professional organizations and boards, and support to public schools.

Time Line

- Candidate's File due to Department Chair Monday, March 02, 2009
- Recommendations by Department Committee and Chairperson to Dean Monday, March 31, 2009
- Recommendation by COE T&P Committee to Dean Monday, April 13, 2009
- Recommendations by Dean to Provost Monday, April 20, 2009

04/08/2003
Revised 06/03/2004
Revised 04/04/2005
Revised 09/23/2005
Revised 01/15/2008
Revised 02/04/2009

Appendix C
The Conceptual Framework
of the
College of Education