



NORTHWEST FLORIDA  
STATE COLLEGE

**Bachelor of Science  
in Education**

**STUDENT  
HANDBOOK**

**2020 - 2021**

**NORTHWEST FLORIDA STATE COLLEGE**  
**Bachelor of Science in Education**  
**Student Handbook**  
**2020 - 2021**

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and Nondiscrimination**

Northwest Florida State College is dedicated to the concepts of equity and equal opportunity. It is the specific intention of the college not to discriminate on the basis of age, color, ethnicity, disability, marital status, national origin, race, pregnancy, religion, genetic information, or gender, in its employment practices or in the admission and treatment of students in its programs or activities.

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IX. Northwest Florida State College complies with all aspects of this and other federal and state laws regarding non-discrimination.

Anyone with questions about compliance or a complaint regarding harassment or discrimination, including sexual harassment and sexual violence of Title IX, should contact the College's Equity Coordinator using the following contact information:

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## PREFACE

This Student Handbook has been prepared for use by students enrolled in the Northwest Florida State College Bachelor of Science in Education (BSE) Program. All students should also read the current *Northwest Florida State College Catalog and Student Handbook* for general information; the college catalog and handbook are available online at <http://catalog.nwfsc.edu/>.

The BSE Program reserves the right to change, without notice, any statement in this handbook concerning, but not limited to, rules, policies, fees, curricula, and courses. Such changes shall be effective whenever determined by the appropriate faculty and administrative bodies; they may govern both existing and new students. Official notification of changes will be available in the appropriate department offices and, when feasible, provided in writing to current BSE students and posted to the website under BSE program information. It is the student's obligation to know and adhere to all applicable program rules and regulations.

Nothing in this handbook constitutes, is intended to constitute, or should be construed as constituting a contract between a student and NWFSC.

NWFSC is an equal access, equal opportunity institution and does not discriminate on the basis of sex, race, age, national origin, sexual orientation, religion, disability, or veteran status. NWFSC subscribes fully to all federal and state legislation and regulations regarding discrimination.

## COLLEGE MISSION STATEMENT

To improve lives by providing a high-quality, globally competitive education that is a catalyst for cultural, civic, and economic development throughout the region

## BSE PROGRAM MISSION

The mission of the BSE programs of NWFSC is to provide pre-service teacher education that employs best practices, practical field experiences, and research-based strategies to develop quality teachers who possess the skills, knowledge, and professionalism necessary to promote student success in today's community of diverse learners.

The Teacher Education Department faculty and staff have further refined this mission statement into a set of overarching philosophical tenets for all NWFSC teacher education candidates to embrace: <sup>1</sup>

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<sup>1</sup> The college acknowledges the School of Education at Jacksonville University and its work on refining and defining the characteristics of the reflective teacher and the constructivist classroom. In addition to the Jacksonville University materials, the following works were used to develop these tenets. Dean, Ceri, Lauer, Patricia, and Urquhart, Vicki, "Outstanding Teacher Education Programs: What Do They Have That Others Don't?", Phi Delta Kappan, December 2005, pages 286-288; "Linda Darling-Hammond on Teacher Preparation", Edutopia Online ([www.gleef.org](http://www.gleef.org)), the George Lucas Educational Foundation, 2005. (Transcript of interview); Huling, L. "Early Field Experiences in Teacher Education", 1998, available at [www.ed.gov/databases/ERIC](http://www.ed.gov/databases/ERIC); and Huling, L. "Teacher Mentoring as Professional Development", 2001, available at [www.ed.gov/databases/ERIC](http://www.ed.gov/databases/ERIC); Rogers, C. "Defining Reflection: Another Look at John Dewey and Reflective Thinking", Teachers College Records, 104:4, pages 842-866, 2002.

## NORTHWEST FLORIDA STATE COLLEGE

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- The process of learning and the process of teaching cannot be separated.
- Good teaching is both a science and an art, calling not only for organization, structure, and accountability, but also for creativity, spontaneity, delight, and inspiration.
- Teaching is a profession which values and demands collaboration, planning, teamwork, and a commitment to the continuous improvement of schools.
- Attaining successful student outcomes requires dedication to curricular goals and the application of high standards and the flexibility to adjust strategies and methods to the needs of the learners.
- The classroom is an interactive, dynamic backdrop for culturally relevant and inclusive learning activities.
- Teachers are leaders who apply best practices, research, ethics, law, and reflection to their decisions.
- Varied and ongoing assessment is necessary to assist all students in reaching their potential.
- A commitment to the value of reading is essential to the successful learning environment.
- A love for and mastery of the subject area(s) is a crucial characteristic of the high-performing teacher.
- Professional development in both subject matter knowledge and professional practice is a continuous, career-long process.

The Teacher Education Department faculty and staff have distilled these tenets into specific skills, knowledge, and dispositions. Upon completion of this program, NWFSC teacher education graduates will:

- Master and apply the concepts of instructional design;
- Maintain a learner-centered environment;
- Treat all students fairly;
- Demonstrate a deep and comprehensive knowledge of content;
- Demonstrate a belief that all students can learn;
- Assess learners appropriately and for multiple purposes, thereby using diagnostic, formative, and summative assessments;
- Demonstrate a commitment to professional development and improvement;
- Unfailingly adhere to the profession's high moral standards and codes of conduct.

## STUDENT LEARNING OUTCOMES

The BSE faculty review student progress and mastery of state-mandated skills and knowledge to assess program effectiveness. The following student learning outcomes arise from review of this data:

- The student will demonstrate the ability to make instructional decisions, plan and create effective summative and formative assessment, and generate higher order thinking questions.
- The student will demonstrate the ability to plan long-term units of study and individual lessons that are engaging; meaningful; and are standards and assessment driven.
- The student will demonstrate an appropriate understanding of subject area content during delivery of instruction.
- The students will plan how to effectively organize the learning environment, determine effective management techniques, establish rules, and create routines.
- The student will demonstrate the ability to differentiate instruction based on a variety of learner needs.

## BSE PROGRAM REQUIREMENTS & INFORMATION

### Admission/Eligibility Requirements

An applicant for admission to the Bachelor of Science in Education degree program may be admitted with the following:

- Completion of NWFSC admission and residency materials.
- Completion of an Associate in Arts (A.A.) degree from a regionally accredited college or university, or at least 60 semester hours of postsecondary education from a regionally accredited college or university.
- Completion of all developmental coursework.
- Completion of all general education requirements and lower-division state-mandated common prerequisites with a minimum grade of "C" in each of the prerequisite courses.
- Completion of 6 semester hours of coursework with an international or diversity focus.
- A minimum cumulative grade point average (GPA) of 2.5 on a 4.0 scale for the general education component of the undergraduate studies or have completed the requirements for a baccalaureate degree with a minimum cumulative grade point average of 2.5 on a 4.0 scale from any approved college or university.
- Passing scores on the General Knowledge Test of the Florida Teacher Certification Examination (FTCE).
- Agreement to submit to background checks by both the Florida Department of Law Enforcement (FDLE) and the Federal Bureau of Investigation (FBI).

## Steps for the Admission Process

1. Submit completed *Northwest Florida State College* Admission & Residency Forms.
2. Satisfy all requirements for admission to the College.
3. Submit the *BSE Baccalaureate Supplemental Program Application Form*.
4. Submit official passing scores on the General Knowledge portion of the Florida Teacher Certification Examination.
5. Satisfy all eligibility requirements for admission to the NWFSC BSE Program.

## Transfer Students

Transfer students will be required to apply to the Teacher Education Department to have courses evaluated for possible transfer into the NWFSC BSE program. Students must provide complete syllabi, course descriptions, artifacts, and records of field experiences if applicable for courses and field experiences to be evaluated for transfer.

## Program Expense

In addition to course tuition and fees, expenditures specific to BSE programs include the cost of e-portfolio software, applicable Florida Teacher Certification Examinations, fingerprinting and background check, and transportation for off-campus field experiences.

## Financial Assistance

Financial aid, scholarships, and loans are available to teacher education students from various sources. Students should contact the Office of Financial Aid at NWFSC for specific information.

## Scholarships

Students may also apply for scholarships through the Northwest Florida State College Foundation at <https://www.nwfsc.edu/students/financialaid/scholarships/>.

## Student Advisement

A student may receive unofficial academic advisement upon request. Each student is assigned an advisor upon admission to the program. The advisor and the student will discuss the degree plan at the beginning of the program, and a program of study is reviewed with the student. Questions should be brought to the advisor's attention for explanation and problem solving. Not all required courses are taught every semester, so a student should withdraw from courses or make changes to the plan of study only after talking with the advisor.



### Dress Code/ Guideline

Professional dress and demeanor are critical to the success of the professional educator. Successful field experiences include attention to the norms and values of the school setting. Students must observe the guidelines of the districts in which they work, with the following program expectations in mind:

- Clothing must be neat and clean;
- Clothing must not be tight, revealing, short, torn, tattered, dirty, or excessively faded;
- Clothing must not have visual, written, or implied messages that are likely to disrupt the school environment;
- Sweat suits, jogging/wind suits, overalls, leggings, and shorts may not be worn;
- Noisy, distracting jewelry/accessories that could cause a safety hazard may not be worn. In keeping with professional decorum, ears are the only exposed areas of the body on which pierced jewelry may be worn;
- Tattoos should be covered;
- Closed footwear must be worn at all times. Flip-flops are not permitted;
- Women should wear dresses or casual slacks of appropriate material. Women's skirts/dresses should be no shorter than slightly above the knee, to include slits, flaps, or openings;
- Seasonal/decorated shirts and blouses may be worn;
- Tank tops, backless apparel, midriffs, tops with straps less than 2 inches wide, sleeveless tops that are revealing (deep or low cut), or see-through blouses are not acceptable;
- Men should wear dress or casual slacks and shirts with collars, polo shirts, or turtlenecks. Socks must be worn with shoes;
- Jeans may only be worn for specific activities/events (e.g., field day) if approved by the school administrator. If worn, jeans may not be ripped, rumped, unhemmed, or faded;
- Hair should be well groomed. Men are permitted facial hair if it is neatly trimmed and moderate in style.

*These guidelines apply to all presentation experiences within NWFSC BSE courses. Students teaching or presenting to peers in the BSE program are expected to dress professionally. Failure to do so will be reflected in the assignment grade.*

## Graduation

In addition to the following program requirements, students must satisfy all college graduation requirements specified in the applicable Northwest Florida State College Catalog and Student Handbook, including but not limited to applying for graduation. Students planning to graduate must apply for graduation by established college deadlines and meet all college obligations related to graduation. Graduation applications are available online. BSE Program graduation requirements follow:

- A cumulative grade point average of at least 2.00 for all college credit course work pursued at NWFSC.
- A cumulative grade point average of at least 2.00 for all college credit course work pursued, whether at NWFSC or by transfer.
- A minimum grade ("C") in all upper division course work.
- Successful completion of all coursework within the major field of study with a cumulative GPA of at least 2.50.
- Successful completion of A.A. General Education requirements.
- 6 hours in Communications ("C" or better) 6 hours in Mathematics ("C" or better)
- 6 hours in Humanities ("C" or better)
- 6 hours in Natural Science ("C" or better)
- 6 hours in Social Sciences ("C" or better in History/Government Social Science category)
- Successful completion of the Florida foreign language requirement.
- Successful completion of at least 50% of the upper division program course work in residence at NWFSC.
- Passing scores on the three Florida Teacher Certification Examinations: General Knowledge, Professional Education and appropriate Subject Area.
- Successful completion of a minimum of one hundred and twenty (120) college credits applicable toward the B.S. Degree.

## STUDENT SUPPORT TUTORIAL & SPECIAL NEEDS

Numerous learning support services are available at no cost to BSE students through Northwest Florida State College. For a summary of Northwest Florida State College tutorial services, check <https://www.nwfsc.edu/students/campus-services/free-tutoring/> or visit the Academic Success Center on the Niceville Campus.

Students with disabilities or special needs for which accommodations may be appropriate to assist in completion of the program should contact the Accommodation Resource Center on the Niceville Campus or call (850)729-6079/1-800-955-8770. Such students are encouraged to make this contact as early as possible.

## COURSE COMPLETION

1. Students must complete all education courses with a final grade of "C" or better.
2. Students repeating a course must also repeat the field experience component.
3. Students are allowed to repeat no more than two different courses, including math and science content area courses, before mandatory withdrawal from the education major.
4. Students are allowed to repeat a single course no more than once, including math and science content area courses, before mandatory withdrawal from the education major.
5. Internship may be repeated only once and on a space available basis.
6. Students earning a grade below a "C" at the midpoint of the semester should contact their professor immediately for an appointment.
7. Failure to earn a "C" in a field experience will result in failure of the course.
8. Students must maintain a minimum GPA of 2.0 throughout the program and graduate with at minimum GPA of 2.5.

### READMISSION

Students who withdraw from or are dismissed from the BSE program may apply to return to the program; however, readmission is not guaranteed. Faculty and advisors from NWFSC are available to assist students who wish to resume their BSE studies.

A written request for readmission must be submitted to the Northwest Florida State College BSE Department Director. Readmission will be determined upon consideration of the student's record with respect to the following:

- » Adherence to the program admission/eligibility requirements
- » Overall academic record
- » Cumulative GPA at time of program departure
- » Semester GPA at the time of departure
- » Previous pattern of student progression within the program
- » Program enrollment (course and program capacity)
- » Availability of field placement
- » Previous field experience performance
- » Other program-related factors

Depending on the circumstances of program departure and the length of time since the last program enrollment, students may be required to interview with the Department Director or designee. Such assessments are used as part of the advising process and designed to help ensure the returning student is successful in completing the program. Northwest Florida State College is committed to student success, and students are encouraged to complete their BSE studies; faculty and staff are available to assist students with this process.

### STUDENT PROGRESSION

The BSE prerequisites are vital to the successful completion of the curriculum and should be completed as specified in the student's BSE Program of Study (POS). However, due to an extraordinary and unforeseen circumstance, such courses may be taken out of sequence. To do so, the student must appeal to the Department Director/designee prior to the deadline for completing the course(s).

*Students must have a cumulative GPA of 2.5 in the major field of study to graduate and be eligible for certification in the state of Florida.* Students are required to perform at a minimal grade point level of 2.0 (on a 4.0 scale) on all BSE course requirements.

Students are expected to maintain compliance with the standards of acceptable conduct as outlined in The Code of Ethics and The Principles of Professional Conduct of the Education Profession in Florida and to maintain compliance with the rules and regulations of NWFSC. Failure to comply with these standards may result in dismissal from the BSE program or other appropriate action.

## COURSE GRADES AND PROGRAM PROGRESS

Northwest Florida State College faculty members adhere to the grading practices established and presented in the Northwest Florida State College Catalog and Student Handbook. Each faculty member establishes the specific grading plan and attendance requirements for his/her class(es). These requirements are explained to the students at the beginning of each course; the course syllabus/policies include the course evaluation criteria, as well as other instructional policies. Northwest Florida State College uses letter grades.

### Northwest Florida State College BSE Program Grading Guidelines

A.....95-100	D ..... 70-74
B..... 85-94	F .....69 or below
C..... 75-84	

#### Students are evaluated based upon

1. their mastery of the course objectives, skills and competencies
2. field experience performance in courses with field placements
3. successful completion of critical assignments prescribed for each course.

All course objectives (for education courses and pre-requisites) must be completed successfully with grade of 'C' (minimum 75 percent) or better in order to progress in the BSE program.

### Incomplete Grades

#### An **incomplete** (I grade) is used only in two instances:

1. Cases of true hardship when unanticipated extenuating circumstances have resulted in the student's inability to complete course requirements by the end of the semester. In all cases, however, the student must have successfully completed the majority of the course before being eligible for an I grade. An incomplete is the prerogative of the instructor, not the student. An I may be granted at the discretion of the faculty in consultation with the department Director.
2. The assigning of an Individual Success Plan (ISP) not requiring repetition of a course.

#### In the rare instances in which an I is awarded, the following policies will apply:

1. All college policies regarding an incomplete are applicable to BSE courses. (Refer to the NWFSC Catalog and Student Handbook.)
2. A student must be able to complete course requirements to remove the I without attending class.
3. Students will receive a date by which the remaining work must be completed.

### Individual Success Plan (ISP)

Students may be assigned an Individual Success Plan (ISP) to provide mentoring guidance, and/ or reinforcement in areas of academic or professional dispositional<sup>2</sup> concern. In some cases, the ISP (*See Appendix Four*) will call for the student to repeat the course, and the student will receive a D or F in the course and have the opportunity to repeat it. In other cases, the course ISP may require completion of extra student work, and the course grade will not be awarded until completion of the ISP; until that point, the grade received is an I. Grades of I may impede a student's ability to progress in the BSE program. If the ISP is not completed within the specified time, not to exceed the end of the next sixteen-week semester, the I automatically becomes a grade of F. The nature of the ISP is the prerogative of the instructor and/or department Director. If multiple ISPs are generated, the student's progression in the program may be reviewed by the NWFSC BSE Professional Standards Committee.

#### Academic Issues

Students experiencing academic difficulties will meet with the faculty member or department Director to create an ISP to address deficiencies and remediate identified weaknesses. Examples of such weaknesses may include but are not limited to the following:

- Failure to demonstrate mastery of standards on a critical assignment
- Failure to demonstrate mastery of standards in a field placement
- Failure to pass a class because of late assignments, absences, unsatisfactory work, low test scores, etc.
- Failure to pass an FTCE test

#### Professional Dispositional Issues

Faculty, in select courses, and all cooperating teachers overseeing students in a field experience will complete a Preparedness to Teach Disposition form (*See Appendix Five*) on their students. Faculty in non selected courses may also complete a Preparedness to Teach if deemed necessary. Students displaying behaviors incompatible with the teaching profession will meet with the faculty member or department Director to create an ISP to address deficiencies and remediate identified concerns, such as:

- Inappropriate or unprofessional interactions with faculty, administrators, or other students in the classroom or K-12 field experience setting, includes lack of cooperation and collaboration.
- Unfair or discriminating treatment of learners in the K-12 setting.
- Failure to demonstrate a belief that all students can learn.
- Failure to uphold the Code of Ethics and/or Principles of Professional Conduct for Educators in Florida.

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<sup>2</sup> Professional dispositions are defined by NCATE as "professional attitudes, values, and beliefs demonstrated ... as educators interact with students, families, colleagues and communities. [www.ncate.org](http://www.ncate.org)

### **ISP Strategies**

ISP strategies may include, but are not limited to, the following, at the discretion of the instructor and/or department Director:

- » Resubmission of Critical Assignment.
- » Repeat course.
- » Faculty mentoring.
- » Documented use of Academic Success Center resources.
- » Written paper or project.
- » Research and written reflection on alternative, positive behaviors.
- » Career assessment administered through the NWFSC Career Center to determine potential alternate career paths.
- » Required enrollment in a 1 credit hour independent study on professionalism.

### **Interruptions to Program Progress (Program Deceleration)**

#### **A. Student-Initiated Withdrawal From A Course**

Students may withdraw from a course within the withdrawal period listed in the academic calendar for each semester. Students should check institutional materials carefully, as adherence to deadlines is the student's responsibility. Students who choose to withdraw from an education course may be allowed to re-enroll in that course in a future term; however, eligibility for re-enrollment is subject to course availability and to the student's program enrollment status (i.e., the student has not been dismissed or withdrawn from the program or is otherwise ineligible to re-enroll at the college). A student who withdraws from a course must meet with an advisor to update his/her program plan to reflect the changed pattern of progression. In most instances, students should expect to prolong program progress when they elect to withdraw from a course. The student should work with an advisor to explore all other alternatives before taking such action.

Students must follow appropriate NWFSC procedures when withdrawing from a course. Students who do not follow the required withdrawal procedures will be awarded the grade they earned.

Student-initiated withdrawal from all BSE courses in a given term is tantamount to a student-initiated withdrawal from the program. A student considering withdrawal should meet with his/her advisor prior to taking such action. See the following section of the handbook.

### **B. Student-Initiated Withdrawal From The Program And/Or Request For Modified Program Of Study**

Students experiencing personal or academic difficulties may request a modification of their scheduled program of study/degree plan or may withdraw from the program. Some modification in course sequencing may be possible without withdrawal from the program. In such cases, the student must contact his/her academic advisor as soon as possible to discuss the situation.

If a full withdrawal from courses and the program is warranted, the student will be subject to the re-admission process. Readmission to the program after withdrawal or dismissal is not guaranteed. A student who wishes to return to the program must request to be re-admitted. See the Readmission section of this handbook.

Students withdrawing from the BSE program will be requested to complete an exit interview as part of the withdrawal process.

### **Dismissal or Administrative Withdrawal from the Program**

Dismissal or administrative withdrawal from the program may occur based on student performance in two major categories: A) academic progress and B) professional disposition.

#### **A. Academic Progress**

**Failure to achieve the following standards will result in a student's dismissal from the program:**

- » Complete each course taken within the major program of study, including math and science content area courses, with a grade of "C" or better.
- » Demonstrate an acceptable level of proficiency on each assigned standard associated with all critical assignments.
- » Repeat no more than two different courses, including math and science content area courses, in the BSE program.
- » Repeat any given course in the BSE program more than once.
- » Repeat the internship only once and on a space available basis.
- » Maintain a minimum cumulative GPA of 2.0.
- » Graduate with a minimum GPA of 2.5 in the major program of study.
- » Pass all applicable portions of the Florida Teacher Certification Examination (FTCE).
- » Successfully complete all assigned field experiences.



### **B. Professional Disposition**

Students should maintain the highest standards of professional and academic integrity at all times. A student whose personal integrity or behaviors demonstrate unfitness to continue the BSE program may be dismissed from the program or withdrawn from a given course. The professional dispositions and behaviors expected of the professional educator are addressed throughout coursework in the BSE program and are expected of NWFSC Teacher Education students. Students must comply with the standards of acceptable conduct as outlined in The Code of Ethics and The Principles of Professional Conduct of the Education Profession in Florida and with the rules and regulations of NWFSC and its BSE program. Failure to comply with these standards may result in dismissal from the BSE program or other appropriate action.

Students may be dismissed from the BSE program for behavior including but not limited to the following:

- » Falsification of records or reports
- » Academic dishonesty
- » Harming or putting in the way of harm a K-12 student.
- » Violation of K-12 student and/or school district confidential information.
- » Violation of field experience site policies or procedures, including confidentiality and the Family Educational Rights and Privacy Act (FERPA)
- » Violation of The Code of Ethics or The Principles of Professional Conduct for Education in Florida
- » A positive test for illicit drugs

Students may be dismissed temporarily or permanently from the field experience site or district at the discretion of the instructor, program administrators, and/or district personnel for inappropriate behavior. Actions resulting in an immediate threat to the safety and well-being of K-12 students may result in immediate removal of the BSE student from field placement(s). Note that students who are unable to complete a field experience successfully will fail the course associated with that field placement; such students may therefore be ineligible for graduation from a Teacher Education program.

Instances of prohibited student behavior may be referred to the appropriate college administrative official for resolution or to the Professional Standards Committee.

## PROFESSIONAL STANDARDS COMMITTEE

### Membership on the Committee may include:

- Teacher Education Director
- BSE faculty and staff
- Faculty from a division outside BSE

### Committee Process:

- The student is notified in writing of the issue(s) to be addressed by the Standards Committee.
- The student may provide a written response to the Professional Standards Committee Chair.
- The Standards Committee Chair disseminates copies of all written documentation to the committee, calls a meeting within 2 weeks of distribution of packet, and notifies student of the date to meet with the committee.
- Committee meets with the student to discuss the issue(s) and the student's written response to the issue(s)
- The committee submits, if appropriate, a recommendation to the appropriate Dean, who consults with the Vice-President of Teaching and Learning and/or Vice President of Student Success.
- The Dean notifies student in writing of the decision.
- The Director sends copies of decision to be filed in the student's cumulative folder.

## STUDENT APPEALS AND GRIEVANCES

Issues affecting a student's ability to progress in the BSE program are of utmost importance to the BSE department. Students may pursue the informal and, if needed, formal appeal/grievance procedures established by the college. Appeal and grievance procedures for various concerns, including but not limited to course grades, harassment, and discrimination, are detailed in the "Student Rights and Responsibilities" section of the *College Catalog and Student Handbook*. These rights and responsibilities apply to education students in the same manner they do to all students enrolled at NWFSC.

College policies, as well as program policies and procedures, extend to all sites where students are engaged in the role of BSE student.

### Student Evaluation of Specific Courses and the Program

Students are encouraged to contribute to the growth and improvement of the BSE program through a variety of ways. Students are requested to complete the student evaluation of instruction offered at the course level each semester and to participate in the end of program evaluation, the college graduation survey, the one-year post-graduation survey, and the various informal evaluation opportunities throughout the program.

## Attendance

The college attendance policies apply to students in the BSE program; however, individual faculty members may set more specific attendance requirements. Absences and tardiness jeopardize a student's ability to achieve the objectives of the course and are inconsistent with professional behavior. If problems are noted with attendance or tardiness, a faculty member may generate an ISP.

## Class Courtesy

Professional behavior is an expectation of all students present in the traditional classroom or field experience as well as in the online classroom. This includes respect for both faculty members and students while presenting content or communicating an opinion. Students should be prepared to participate in class discussion and online discussions. Students who demonstrate unprofessional behavior online or in a class or field experience will be asked to leave the online, traditional, or K-12 classroom. The course instructor or cooperating teacher may initiate a Preparedness to Teach.

Unprofessional behavior that cannot be resolved by the instructor and the student may also result in an ISP.

Cell phones and other wireless communication devices should be silent during all class, lab and field experiences. Students should notify the course instructor if they have an emergency and need to request an exception to this policy.

Children are not permitted in classes, field experiences, or other facilities where hazardous conditions may exist. As a courtesy to faculty members, staff and other students, children are not permitted to accompany students to class. Childcare is the responsibility of the parent(s)/student.

## Written Assignments

All written assignments in BSE courses must demonstrate a professional level of scholarship by adhering to the current American Psychological Association (APA) format. Guidelines for correct use of APA style may be found in the most recent edition of the *Publication Manual of the American Psychological Association*. Assistance with APA style writing can also be obtained by NWFSC students at Smarthinking.com® and the NWFSC Academic Success Center.

Credit for late or otherwise deficient papers/written assignments will be reduced/adjusted according to the policies of the individual instructor. Papers/written assignments may be retained in the program office or in e-portfolio software.

## Computer Access

All students must have access to a computer and be proficient in word processing, e-mail, e-portfolio software, and research literature searches. Several BSE courses are offered in a web-based blended format, departmental communications are sent via e-mail, and critical assignments must be submitted to e-portfolio software. While most students prefer the convenience of doing their course work on their own personal computer, computer access is available in other ways for students who do not own a computer. Open computer labs are available to students at all NWFSC sites.

### E-mail

E-mail is an essential communication tool between faculty and students and is often a key factor in successful completion of course work. *BSE students are required to check their NWFSC e-mail accounts regularly and frequently.*

### Records

NWFSC adheres to institutional, state, and federal policies regarding the confidentiality of student records.

### Name/Address Change

Changes in local and/or permanent addresses, telephone number, and change in name must be reported as soon as possible to the NWFSC Office of Records, Academic Enrollment and the BSE Department. Currently enrolled students may make changes online through the Student tab in the Northwest Florida State College's Raidernet.

### Electronic Academic Records

Northwest Florida State College's Raidernet gives students access to their NWFSC records. Students may also access records and unofficial transcripts through Florida's Virtual Campus at [www.flvc.org](http://www.flvc.org).

## GENERAL FIELD EXPERIENCE POLICIES

NWFSC Teacher Education Department employs varied and innovative teacher preparation techniques to produce highly qualified graduates with the competencies and skills necessary to achieve the following state education goals:

- help the state's diverse student population, including students who have substandard reading and computational skills and students with limited English proficiency, meet high standards for academic achievement;
- maintain safe, secure classroom learning environments; and
- sustain the state system of school improvement and education accountability established pursuant to ss. 1000.03(5) and 1008.345 (see Florida Statutes 1004.04).

An essential part of teacher preparation at NWFSC is the early field experience. Field experiences are exciting opportunities for candidates to explore assumptions about being a teacher. Early field experiences are provided throughout each degree program to prepare candidates to teach students from diverse cultures and of varying exceptionalities and performance levels in a variety of settings, which include high-needs schools. Specifically the purpose of these early field experiences is that the candidate:

- learns if teaching is the right career for him or her;
- sees teaching in actual classrooms;

- » observes diverse aspects of children’s lives: academic, social, physical, and emotional;
- » experiences teaching small and large groups before internship;
- » integrates theory and practice;
- » learns from experienced teachers;
- » observes and reflects on different teaching and management strategies;
- » observes and experiences non-teaching duties of a teacher.

As the candidate progresses through the Teacher Education program, he or she will spend a minimum of 180 hours in early field experiences, including classroom observations and early teaching experiences. Candidates will complete the 180 hours of early field experience prior to the 450-510 hours of internship addressed in the final semester.

If the district/school/teacher with whom the candidate is placed requests the candidate’s removal from any field experience, the student will be immediately removed and will not pass the course. Districts must agree to accept a student who is repeating any field placement including internship. If both districts decline to accommodate a student, NWFSC has no recourse except to dismiss the student from the program permanently.

### Field Experience Attendance

Field experiences are planned to enhance the learning process. Being present, prepared, and punctual demonstrates a seriousness of purpose and enriches the learning experience for both faculty and students. At NWFSC, an instructor may withdraw a student who fails to meet course and college attendance policies, including those addressing tardiness. Absences and tardiness jeopardize a student’s ability to achieve the objectives of the course and are inconsistent with professional behavior.

### Confidentiality

Students engaged in field experiences will have access to confidential personal and family information of K-12 students and to sensitive agency information as part of their work in K-12 schools. It is of *utmost importance* that student/school/school district confidentiality is observed. Information concerning a student/family/school/school district is not to be discussed after leaving the field experience or classroom setting. Violation of this policy may result in dismissal from the BSE program.

### Family Educational Rights and Privacy Act (FERPA)

Student records are confidential documents protected by one of the nation’s strongest privacy protection laws, the Family Educational Rights and Privacy Act (FERPA). FERPA, also known as the Buckley Amendment, defines education records as all records that schools or education agencies maintain about students. All educators must be familiar with the provisions of FERPA and conduct themselves professionally and ethically. For more information, see <http://www.fldoe.org/core/fileparse.php/7674/urlt/0064538-ferpa.pdf>.

## Transportation

Students shall provide their own transportation to any agency or institution included in curriculum requirements, including all assigned field experiences.

## Health and Safety

Field placements in K-12 schools require a high level of responsibility for the safety and welfare of children. The following expectations apply to all students enrolled in BSE courses.

### Substance Use and/or Abuse

Substance abuse is inconsistent with the ethics of the education profession, the BSE program, and the College. Substance use/abuse adversely affects cognitive, sensory, affective and psychomotor behaviors and can be life threatening to oneself and others. Once admitted to the BSE program, students must remain drug-free throughout their tenure in this program. Failure to do so shall be grounds for dismissal from the program. BSE students must be drug and/or alcohol free when reporting to K-12 schools (including parking lots and grounds) and affiliated agencies.

**A positive drug or alcohol test result shall be grounds for dismissal from the program.**

***“Students are warned that the use, manufacture, distribution, sale, or possession of alcoholic beverages or illicit drugs on campus or at any college-sponsored event or activity is prohibited by college policy, except as provided in Florida Statute 561.01 (17). Violation of this policy will subject a student to disciplinary action. The college will refer for prosecution any violation of local, state, or federal law.”***

### Health Services

**See the College Catalog and Student Handbook for information on:**

- Mental health counseling for domestic violence
- Sexual assault
- AIDS
- Victim advocate
- Substance abuse
- Pregnancy
- Referral services

## Fingerprinting Procedures

The school districts of Okaloosa and Walton counties have instituted fingerprinting and background screening procedures that comply with the Jessica Lunsford Act. This policy ensures the security and safety of students, faculty, and staff within the school systems. All candidates must comply with this procedure prior to field experience placement. *(See Appendix Three.)*

### Field Experience Placement Process

Florida Statute 1004.04(6)(d) and Florida State Board of Education Program Approval Standard 1, Indicator 2 require all candidates to experience diverse settings, including schools in urban and rural settings and those with high needs, ELL, and diverse populations. Accordingly, candidates will be sent to varying locations, including schools with culturally and socio-economically diverse student populations. Candidates will be placed with different grade levels respective of their certification as well as varying ability levels. In general, candidates will not be placed in the secondary school they attended or in schools that family members currently attend.

In order to meet these state requirements, candidates will have to travel throughout Okaloosa and Walton counties. Although the college and school districts will attempt to accommodate candidate preference, placements are ultimately determined in light of program integrity, school district factors, and candidate equity. The Teacher Education Department is responsible for arranging the placement in conjunction with the school district. Candidates *must not* make their own arrangements.

The candidate is responsible for arranging his/her own transportation to and from the designated school. *Failure to complete a field experience will prevent a candidate from passing the course.*

### Professional Expectations for Field Experience

#### Contact The K-12 Teacher

Each candidate is required to contact the cooperating teacher to confirm that the candidate will be at the school on the initial reporting date at the time specified by the course instructor. It is the candidate's responsibility to establish communication. If the cooperating teacher uses e-mail, this is generally the best method of communication for initial contact. If the candidate does not receive a response to an e-mail within a couple of days or the teacher prefers telephone contact, the candidate should call the school receptionist, ask when the teacher has planning period(s), and call at the appropriate time. The candidate should leave a message, if appropriate, for the cooperating teacher as teachers are usually unable to take telephone calls. After making contact with the cooperating teacher, the candidate should ask what type and method of communication is preferred. During this initial contact, the candidate should arrange a specific date, time, and location for an initial meeting. In the initial meeting, the candidate should briefly discuss topics applicable to the course, such as grading, philosophy, teaching diverse learners, and/or classroom management techniques.

#### Be Prepared

Candidates are required to obtain a copy of the assigned school's most recent Parent and Student Handbook. Candidates are required to read, understand, and abide by the content in each handbook. Candidates should pay careful attention to the safety procedures and guidelines for each assigned school.

In addition, candidates should locate each school in advance of the first day to familiarize themselves with the area. It is important to ascertain the location of appropriate parking areas (usually visitor parking unless notified otherwise) and the front office.

### **Complete All Necessary Paperwork**

Candidates will be required to have the following paperwork in order prior to beginning any field placement:

- » Completion of required fingerprinting and security clearances through NWFSC;
- » Field Placement Agreement Part I completed and turned in to the Teacher Education Department. (*See Appendix One*);
- » Field Placement Agreement Part II completed and turned in to the Teacher Education Department (*See Appendix Two*);

### **Arrive At The Field Experience Site**

*The candidate is responsible for arranging his or her own transportation to and from the designated school.* Candidates should always leave extra-early to allow time to locate a parking place, sign in at the front office, introduce themselves to the principal (or assistant principal), and get to the NWFSC field placement classroom. Candidates should locate the school in advance of the first day to familiarize themselves with the area. Visitors, including candidates, are required to sign in at the school office each time they arrive. Candidates must wear their NWFSC student identification card at all times.

### **Be Punctual**

To maintain professionalism, candidates should always plan to arrive at least 10 minutes before expected. Teachers must arrive in advance of the morning bell (usually at least 30 minutes early) and cannot be absent without planning for a substitute, so teachers are understandably intolerant of tardiness on the part of candidates. Candidates should always be on time, but if a delay is unavoidable, they should call the school office and leave a message for the cooperating teacher.

### **Always Show Up As Expected**

Candidates are to begin field experiences on the initial report date and *attend every day as scheduled*. The teacher and the students at the school notice absences, even if the candidate's assignment is primarily observational. Teachers must sometimes work when they do not feel their best; they expect the same dedication of candidates. If a candidate is seriously ill or has a major emergency, he or she must contact the cooperating teacher and Teacher Education Department *in advance of the absence*. The candidate must make plans with the cooperating teacher and the course instructor to make up the absence(s). The instructor and/or Teacher Education Placement Coordinator may remove the candidate from the placement if attendance and timeliness becomes a problem. *Failure to complete a field experience successfully will prevent a candidate from passing the course.*

### **Be Aware of the School's Calendar and Closings**

It is the candidate's responsibility to discuss the school calendar with the cooperating teacher and plan for days when the school will be closed. Area schools do not follow the same calendar as NWFSC, and holidays may vary between the two school districts. If the school is closed during a day designated for a field experience, the candidate must plan to make up all missed days in order to complete their required hours. School calendars are usually posted on the school or district websites. Schools may close for weather conditions, power outages, flooding, etc. Candidates should find out which radio/television stations broadcast school closings and listen to that station before going to school when adverse conditions are present.



### **Dress for Success**

Candidates should be aware of the school and/or district dress codes for all professional employees and keep in mind that the cooperating teacher is mindful of the candidate's professional appearance. While dressing conservatively may not be the candidate's preferred style, it is essential that the candidate consider his or her professional appearance. The importance of first impressions is not just a cliché; in representing NWFSC and the Teacher Education Department, the candidate must dress professionally in the field. See page 5 for professional dress expectations.

Principals and teachers are requested to notify the Teacher Education Department promptly when candidates do not strictly adhere to these guidelines. Dressing inappropriately may sabotage a candidate's overall professional image and can result in dismissal from a field experience. *Failure to complete a field experience successfully will prevent a candidate from passing the course.*

### **Observe Confidentiality**

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. Candidates should be mindful of this federal law in all conversations and actions in the school, in the community, on the internet (Facebook, blogs, etc. are public spaces), and in class at the college. Candidates should take care not to use the names of teachers, schools, or pupils when discussing field experiences. Any breach of confidentiality may result in consequences including but not limited to a candidate's being removed from the field experience or from the BSE program. School site personnel may not accept field experience candidates who have previously made inappropriate comments, breached confidentiality, or made evaluative comments regarding candidates and/or staff, even at other schools. *Failure to complete a field experience successfully will prevent a candidate from passing the course.*

### **Remember That The Cooperating Teacher Is In Charge**

It is important that candidates remember the cooperating teacher is responsible for all activities in the classroom. Candidates must ask for permission from the cooperating teacher before assisting in any activity. The candidate's arrival and departure from the classroom should not interrupt the routines and activities of the classroom; the candidate must come in and leave quietly. *The candidate should never cross in front of the cooperating teacher when he/she is giving instructions and directions to the class.* The candidate should display a *professional attitude* during field experiences by being positive, enthusiastic, outgoing, and supportive of the cooperating teacher. The cooperating teacher may ask the candidate to annotate a time sheet regarding the day's activities. Such annotation may assist in making an accurate final assessment of the candidate's performance. If the district/ school/teacher with whom the candidate is placed requests the candidate's removal from any field experience, the student will be immediately removed and will not pass the course.

### **Be Responsible**

If a candidate borrows any materials from the cooperating teacher, he or she must return the materials promptly and in good order. Candidates should clarify whether or not copies of materials are to borrow or to keep.

### **Be An Active Participant In The Classroom**

Candidates are guests in the classroom and are there to observe and support the lessons planned by the cooperating teacher. Teachers are held accountable for the learning of their students and cannot afford to waste any time. Candidates will have to earn the cooperating teacher's trust before the teacher will allow the candidate to assist in the class (or small group). To earn this trust, candidates should volunteer to help in small ways to demonstrate eagerness and ability to follow the teacher's lead. Candidates will need a positive and respectful attitude as well as patience and gentle persistence to be a successful participant in the classroom. Most cooperating teachers appreciate candidates who engage in meaningful ways with students.

### **Stay Focused**

If more than one candidate is assigned to a classroom, candidates should remember not to disturb the classroom. Candidates may not converse with one another during field experiences, nor text, eat, read, study, etc. during field experiences.

### **Do Not Take A Cell Phone Into The Classroom**

Candidates should turn off their cell phone before entering the building or leave the cell phone in the car. A candidate may be reached at the school office during a field experience; however, this contact should be for emergency use only. In the case of an emergency, the candidate should instruct callers to leave a message for him/her with the office staff. The school office staff will notify the candidate of the situation at the appropriate time to avoid disrupting the learning of the students.

### **Take Only The Essentials**

Classrooms are crowded; therefore, candidates are instructed to take only essential items. A notebook, pen/pencil, and lesson materials, if appropriate, are all candidates will need most of the time. Candidates should not take textbooks, course notes, or valuables into the classroom. Candidates should be mindful that all their actions must support the work of the classroom. Behaviors including but not limited to personal grooming, eating a snack, reading, or chewing gum are disruptive, prohibited, and completely inappropriate. Unless the cooperating teacher invites the candidate to partake of refreshment, the candidate should not eat or drink in the classroom (this includes water).

### **Observe Universal Precautions**

Early field experience candidates should be aware of the risks of and precautions for handling bodily fluids and the school's relevant policies. Serious risks include exposure to HIV (AIDS), hepatitis, and other blood-borne pathogens. Candidates are encouraged to ask the cooperating teacher how incidents involving bodily fluids are handled in the classroom. Candidates should know where plastic gloves and first aid kits are located in the classroom. The nine steps in the universal precautions for handling exposed blood and body fluids are as follows:

**Step 1** – Put on disposable gloves (latex or vinyl).

**Step 2** – Use paper towels to absorb spill.

**Step 3** – Place used towels in leak-proof plastic bag.

**Step 4** – Flood area with bleach solution (1 part bleach to 9 parts water).

**Step 5** – Clean area with paper towels, vacuum, or broom and dustpan.

**Step 6** – Place used towels, vacuum cleaner bag, or waste in a leak-proof plastic bag.

**Step 7** – Remove gloves – pull inside out.

**Step 8** – Place gloves in bag and tie.

**Step 9** – Wash hands with soap and water for at least 10 seconds.

As a guest in the classroom, the candidate may utilize the following procedure if a sick or injured student approaches:

- Remain calm and in control of the situation.
- Without touching, try to calm the student needing assistance.
- Hand tissues or paper towels to the student and ask the student to cover the wound or wipe his/her mouth or hands if vomiting.
- Notify the teacher immediately and let the teacher handle the student and the clean-up.
- Make sure other students are supervised at all times and do not come in contact with the spilled blood and/or body fluids.

### **Use Testing Time Constructively**

If standardized tests or other special activities make the candidate's presence in the classroom awkward, he/she should take the opportunity to visit the school library or ask the cooperating teacher to introduce him/her to another teacher to observe or help. Candidates should never assume they may visit another classroom without the advance permission of both teachers.

### **Do Not Conduct Research**

Candidates are not permitted to test or survey pupils in the schools except with materials relating directly to the pupils' work that are approved by the cooperating teacher.

### **Report Suspected Child Abuse And/Or Child in Crisis**

Candidates must report concerns to the cooperating teacher, course instructor, and the Teacher Education Director. These individuals will then assist candidates in the next appropriate step.

### **End the Experience Positively**

On the final visit, candidates should ask the cooperating teacher if he/she has received the email containing the on-line student evaluation survey link. They should encourage the cooperating teacher to complete and submit the survey by the date provided via email. It is the candidate's responsibility to contact the Teacher Education office if the cooperating teacher did not receive the initial introductory email containing course information and student evaluation link.

Candidates should express their appreciation to the cooperating teacher who welcomed them into the classroom as a professional courtesy. It is highly encouraged that candidates take the time to write a personal thank you note to the cooperating teacher as a gesture of professional appreciation.

### Problem Solving

If a problem arises, candidates are expected to resolve the problem with the cooperating teacher and the course instructor. If there is a logistical concern, the candidate should contact the Teacher Education Director and make an appointment to discuss the issue.

### Withdrawals

Candidates who must withdraw from a field experience must notify the Teacher Education Coordinator, college instructor, and cooperating teacher (if the placement has been received).

Candidates must successfully complete field experiences before the established deadline each semester. Field experiences cannot be made up at a later time. Districts/schools/teachers may request immediate withdrawal of a candidate from any field experience. *Failure to successfully complete a field experience will prevent a candidate from passing the course.*

## INTERNSHIP PROGRAM

Internship is the culminating experience in the college's Teacher Education program, integrating the various elements of subject area and professional knowledge for application to the public school setting. During internship, interns synthesize and apply theoretical knowledge from previous courses in authentic, planned, professional settings. These experiences prepare the intern for success in the initial year of full-time teaching in a Florida public school. Interns are expected to demonstrate competency in the Florida Educator Accomplished Practices (FEAPS) at the pre-professional level during student teaching. Interns are also expected to demonstrate their ability to have a positive impact on student learning.

If the district/school/teacher with whom the candidate is placed requests the candidate's removal from any field experience, the student will be immediately removed and cannot pass the course. Districts must agree to accept a student who is repeating any field placement including internship. If both districts decline to accommodate a student, NWFSC has no recourse except to dismiss the student from the program permanently.

### General Policies and Procedures for Field Experiences and Internship

The guidelines for Early Field Experiences apply to the Internship. In addition, interns must adhere to the following.

#### Internship Meeting

Interns are required to attend an orientation meeting, scheduled at the end of the semester prior to the student teaching internship. This is an important meeting where interns receive guidance and information on the internship and meet with their cooperating teachers (if available). Spring interns will have their meeting in December. Fall interns will have their meeting in April or May. Meeting dates and times are announced in advance for this mandatory meeting.

### **Arriving on The First Day In School**

The intern should report to school at the time teachers are expected to report. Unless otherwise instructed, the intern should report to the school office and then to the cooperating teacher. The intern should meet the school principal at the earliest opportunity. Reminder: Interns will be following the school district calendar, not the college calendar.

### **Maintaining Perfect Attendance During Internship**

Interns are allowed no missed days during the internship placement. If illness or an emergency should require the intern to be absent from school for any period of time, it is the responsibility of the intern to let the cooperating teacher and college supervisor know as soon as possible. Absences of three or more days must be reported to the college supervisor and/or Teacher Education Department. In cases of prolonged or repeated absence, the college supervisor will, after consulting with the cooperating teacher and principal, determine whether the intern's experience will be terminated or extended.

### **Scheduling Outside Activities**

The intern should make no plans for involvement in out-of-school activities that would interfere with teaching responsibilities in any way. If there is a pressing need for participation in any activity, it must first be cleared with the college supervisor and cooperating teacher.

### **Taking Additional Courses Concurrently with Internship**

Seminar and Reading Field Experience may be taken during the internship semester. Students eligible for internship must have completed all other courses in the program of study and must have taken and passed all portions of the FTCE exam.

### **Receiving a Placement**

To the extent possible within service district capabilities, interns will not be placed in a school from which they have graduated or in a school in which an immediate relative is a student or staff member.

### **Obtaining Accommodations for Special Needs and Disabilities**

In keeping with Section 504 of the 1973 Vocational Rehabilitation Act and with The Americans with Disabilities Act, students with disabilities who have successfully completed all necessary prerequisites should consult with the Teacher Education Department prior to applying for internship in order to assist in securing an appropriate placement and arranging proper accommodations. The Teacher Education Department and the student may consult with the Accommodations Resource Center. All students must demonstrate mastery of the academic, technical, and professional standards required of pre-service teachers as appropriate to internship and the core nature and requirements of the K-12 classroom. Note that students who are unable to complete a field experience successfully will fail the course associated with that field placement; such students may therefore be ineligible for graduation from a Teacher Education program.

### **Obtaining Assistance For Temporary Conditions**

Students should inform the Teacher Education Placement Coordinator of special health conditions (pregnancy, temporary medication, etc.) prior to the negotiation of placements for internship. This affords the school and the NWFSC Teacher Education Department an opportunity to secure appropriate assignments.

### **Working As a Substitute Teacher**

Interns may not serve as paid substitutes during the internship placement.

## **Social and Professional Activities**

### **Engaging in Extracurricular Activities**

It is appropriate for the intern first to observe and later to participate, as appropriate, in various extracurricular activities present in the school. Appropriate protocol, including the assistance of the cooperating teacher, must be followed in gaining permission for the intern to participate in interest clubs, athletic teams, public performances, etc.

### **Engaging in Social Activities**

It is expected that interns will lead normal lives both professionally & socially. They should, in fact, seek to broaden contacts with the community through social activities open to teachers but must exercise mature judgment, tact, and discretion in all relations with students and their families.

### **Engaging in Professional Activities**

The intern should attend and participate in professional meetings deemed appropriate by the cooperating teacher or principal. These include in-service seminars, faculty meetings, PTO sessions, subject area meetings, etc.

## **Dealing with Teacher Strikes or Work Stoppages**

If a teacher strike or work stoppage occurs after the intern has begun his or her assignment:

1. The intern will, in the case of complete work stoppage, be directed not to report to the assigned school. The college supervisor will contact interns to provide further instructions.
2. The intern may be reassigned in cases of prolonged work stoppage extending two weeks or more.
3. If the strike or work stoppage begins prior to the start of the internship assignment, the intern will report to the college supervising faculty member instead of the assigned school.
4. In the event that a strike or work stoppage is called by any group other than the recognized teacher bargaining agent for the district, the intern will report to his or her assignment providing the cooperating teacher is on duty.
5. During a strike or work stoppage, no intern will act as a substitute teacher or in any capacity other than that specified in the original internship placement agreement.

### **Cancelling An Assignment**

When cancellation of an internship assignment becomes necessary, the Teacher Education Director should initiate such cancellation. Cancellation may be deemed necessary by either the college supervisor or the host school based on intern behavior, performance, or other factors affecting the safety and/or academic progress of K-12 students. Interns are not to leave their assignments without the permission of their college supervisor.

### **Repeating the Internship**

In cases where the college supervisor and/or area Teacher Education Director recommends that an intern repeat the internship experience, or any part of that experience, the college supervisor will work with the Teacher Education Director to secure a new assignment during the next semester. Internship may only be repeated once and on a space available basis. Districts must agree to accept a student who is repeating any field placement including internship. If both districts decline to accommodate a student, NWFSC has no recourse except to dismiss the student from the program permanently.

### **Securing Internship Assignments**

Students may not attempt to arrange their own internship assignments. Failure to observe this department policy may result in internship being delayed a full semester or failure to secure an approved placement for the intern. Inability to place an intern may affect the student's planned program completion date.

### **Obtaining Teacher Certification Materials**

Guidelines and materials for the securing of initial teacher certification in Florida are available to the student teacher in the Teacher Education Department. General information on certification in other states is also available within the department.

### **Passing the Internship**

The college supervisor assumes final responsibility for assigning the grade at the completion of internship; however, the cooperating teacher's evaluations are a major factor in assigning the grade. Each intern will receive a grade of A, B, C or F in accordance with the Teacher Education Department grading scale. Interns must complete the internship with a grade of "C" or higher to receive credit for the internship course. Interns receiving a grade lower than "C" fail the course and must repeat the internship. Internship may only be repeated once and on a space available basis.

## **Concluding Thoughts**

The NWFSC Teacher Education Department faculty and staff hope all candidates are eager to begin their experiences in the field. Candidates will find their time in the schools exciting, fascinating and, at times, frustrating. Above all, candidates will find these experiences challenging on multiple levels as a person, professional and educator. We are confident that all candidates will see their field experiences as an opportunity to learn more about themselves and the profession. The Teacher Education Department will assist candidates along the way.

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**APPENDIX**  
**ONE**

**Field Placement Agreement - Part I**



## FIELD PLACEMENT AGREEMENT PART I

Early and frequent classroom experiences are an essential element of the Northwest Florida State College (NWFSC) Teacher Education program. In order to meet this requirement and to be placed in area K-12 schools for observation and limited practice, including the first semester's field experience, candidates must complete both parts of the Field Service Agreement.

**Directions:**

*Please initial beside each statement, sign and date the form, and legibly print your name.*

I understand and consent to the following:

\_\_\_\_\_ Most field experiences must be completed during normal daytime K-12 school hours, regardless of a candidate's other obligations.

\_\_\_\_\_ Florida Statute 1004.04(6)(d) and State Board of Education Program Approval Standard 1, Indicator 2 require that students experience diverse settings, including schools in urban and rural settings and those with high needs, ELL, and diverse populations. In order to meet these state requirements, candidates will have to travel throughout Okaloosa and Walton counties. Although the college will attempt to accommodate candidate preference, placements are ultimately determined in light of program integrity, school district factors, and student equity.

\_\_\_\_\_ Placement must occur in the areas of certification represented by the degree:

» Elementary Education: K-2 & 3-5

\_\_\_\_\_ Placements are made only through Northwest Florida State College and the school districts; candidates may not contact individual teachers, school personnel, or the districts directly to arrange placements. Candidates should not accept changes in placements by cooperating teachers or administrators. Any change in placement must come from the Teacher Education Office.

\_\_\_\_\_ Schools and teachers may choose not to host students for varying reasons, including individual teacher load and preference, school staffing, and scheduling. If districts are not able to accommodate a NWFSC candidate, the candidate's progress throughout the Teacher Education program may be impeded, and his/her ability to finish the program may be affected.

\_\_\_\_\_ Failure to pass a course's field experience component will result in a candidate's failing the course.

\_\_\_\_\_ Failure to disclose any arrest, withheld adjudication or pleas of nolo contendere may result in the student's dismissal from the Teacher Education program.

\_\_\_\_\_  
Candidate's Signature

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Date

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**APPENDIX**  
**TWO**

**Field Placement Agreement - Part II**

## FIELD PLACEMENT AGREEMENT PART II

All candidates enrolled in Teacher Education Department courses will comply with the following rules and regulations to participate in field experiences. If this agreement is violated at any time during the candidate's field experience, the candidate may be withdrawn from the field placement. Failure to successfully complete a field experience will prevent a candidate from passing the course.

Directions:

Complete this form, make your own copy of the document, and immediately return the original to your course instructor. Please initial beside each statement, sign and date the form, and legibly print your name.

I understand and consent to the following:

\_\_\_\_\_ I will not be assigned to any school in which I have a family member enrolled or employed.

\_\_\_\_\_ As soon as I am informed of my practicum assignment, I will make contact with my supervising teacher to establish an initial meeting time and to work out a schedule that is acceptable to both the teacher and me.

\_\_\_\_\_ I will adhere to the schedule that is agreed upon and will contact the cooperating teacher and the Teacher Education Director if I am unable to do so because of an emergency.

\_\_\_\_\_ I will remember that I am a role model for students and therefore:

- I will arrive at my practicum on time.
- I will present a clean, neat, and professional appearance, both in my person and in my dress.
- I will treat all aspects of my practicum experience professionally, as if I were a credentialed teacher.

\_\_\_\_\_ I will document the field experience as required by the Teacher Education Director and the course instructor.

\_\_\_\_\_ I will be responsible for appropriate and timely communication with the cooperating teacher, the Teacher Education Director, and the course instructor.

\_\_\_\_\_ I will abide by all rules and regulations of the school in which I fulfill my field experience requirements.

\_\_\_\_\_ I will work closely with my cooperating teacher to plan and implement classroom activities. I understand all classroom interactions must be approved by the classroom teacher.

\_\_\_\_\_ I understand that failure to disclose any arrest, withheld adjudication or pleas of nolo contendere may result in my dismissal from the Teacher Education program.

\_\_\_\_\_  
Candidate's Signature

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Date

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**APPENDIX**  
**THREE**

**Fingerprinting Procedures**  
**for Okaloosa and Walton Counties**

## TEACHER EDUCATION

### Fingerprinting Procedures for Okaloosa County

*State legislation requires fingerprinting for students completing field experiences in Florida Schools.*

If you currently have a valid Okaloosa County district background/fingerprint clearance, you are permitted to use this information, with approval from the Teacher Education department, for the current field experience.

If you do not have a current background/fingerprint clearance, please follow the procedures below:

1. Registration for fingerprinting must be completed online at [www.fieldprintflorida.com](http://www.fieldprintflorida.com). You will need this code to register for an appointment: FPOCSDInstructional. Applicants will pay a one-time fee, via credit card, of \$80
2. Make your appointment at either Okaloosa County location:
  - Qwik Pack & Ship, 913 Beal Parkway N.W., near the Goodwill in Fort Walton Beach  
Hours - 8:30 am to 6:00pm  
Monday-Friday
  - A + Pak N Ship 1328 Ferdon Blvd, near the Winn Dixie in Crestview  
Hours- 10 am to 4:30 pm Mondays 9 am- 5pm  
Tuesday- Friday

\*\* You cannot walk in without an appointment

3. Once you receive a letter that your results have been received, you will make an appointment to have your badge made in the Human Resources department of the Okaloosa district administrative complex office. Call 850-833-5812. The address for the Human Resources department is 202 A Highway 85 N Niceville, FL. Take a copy of the clearance letter to the Teacher Education Office Specialist in Building 520, Room 140 on the Niceville campus or mail it to:

Teacher Education, Northwest Florida State College, Bldg. 520,  
100 College Blvd. E., Niceville, FL 32578.

*Questions? Please contact the Teacher Education Office Specialist at 850-729-6440.*

## TEACHER EDUCATION

### Fingerprinting Procedures for Walton County

*State legislation requires fingerprinting for students completing field experiences in Florida Schools.*

If you are completing your field experience in the Walton County School System and were previously issued a vendor badge, call the Walton County fingerprinting office at 892-1100 ext. 1354 to schedule an appointment to get a Walton County badge. Take the vendor badge, a photo I.D. (i.e. driver's license) and social security card to the appointment. If your records can be located in the system, you will be issued a student intern badge at no cost. This badge will be valid for five years from the date that you were issued the vendor badge in Okaloosa County.

If your records cannot be located in the system, you will need to be re-fingerprinted (see below).

If you are being fingerprinted to participate in a field experience in the Walton County School district, you will follow these procedures:

- Call the Walton County fingerprinting officer at 850-892-1100 ext. 1354 to schedule an appointment for finger printing.
- Take a photo I.D. (i.e. valid driver's license) and your social security card to the appointment.
- Take payment of \$75 to the appointment. Payment must be made by exact cash or money order.

When results have been received, approximately 24 hours, you can pick up the Walton School District badge and clearance letter. Generally, this will occur within 24 hours. Take a copy of the clearance letter to the Teacher Education Office Specialist on the Niceville campus or mail it to:

Teacher Education, Northwest Florida State College, Bldg. 520,  
100 College Blvd. E., Niceville, FL 32578.

*Questions? Please contact the Teacher Education Office Specialist at 850-729-6440.*

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**APPENDIX**  
**FOUR**

**Teacher Education**  
**Individual Success Plan**

## BSE TEACHER EDUCATION INDIVIDUAL SUCCESS PLAN (ISP)

1. This Teacher Education Individual Success Plan (ISP) establishes specific goals for a student requiring new learning strategies to correct deficiencies in the TE program of study. The ISP document notes specific areas of need, sets the ISP goals (Part One) and records the outcome of the ISP experience (Part Two). As the mentoring faculty member please indicate your understanding of this ISP document.

Yes

No

2. ISP Faculty Mentor's Name: \_\_\_\_\_  
Last First

3. Student's Last Name: \_\_\_\_\_  
Last First

4. Student's NWFSC Student ID#: \_\_\_\_\_

5. Student's Teacher Education program emphasis:

Elementary

6. Date plan initiated: \_\_\_\_\_  
MM / DD / YYYY

7. Course number and title requiring ISP guidance:

\_\_\_\_\_ Course # Course Title

8. Term for the course requiring ISP guidance: \_\_\_\_\_



9. Current grade in course number noted in #9

- D
- F
- Incomplete

### Part One: ISP Documentation & Goals

#### Necessity for ISP

10. **Critical Assignment.** If the student is failing to complete the course successfully because the Critical Assignment is deficient, describe deficiency here. If not applicable , enter N/A here.

11. **Other Assignment.** If the student is failing to complete the course successfully because other assignments are deficient, describe deficiency here. If not applicable , enter N/A here.

12. **Field experience.** If the student is failing to complete the course successfully because the field assignment is deficient, describe deficiency here. If not applicable, enter N/A here.

13. **FTCE Exam.** If the student failed an FTCE exam, list name of exam and date here. If not applicable, enter N/A here:

\_\_\_\_\_

Exam

\_\_\_\_\_

MM / DD / YYYY

**Specific ISP Goal # 1**

**14. Learning Objective.** Faculty mentor recommends the following learning objective for the student:

**15. Learning Strategy.** Faculty mentor recommends the following learning strategies for the student:

**16. Artifacts & Assignments.** Faculty mentor recommends the following required artifacts/assignments to demonstrate mastery of learning objective #1:

**17. Artifact & Assignment Due Date.** Faculty mentor sets the following due date of artifacts/assignments to demonstrate mastery of learning objective #1:

### Specific ISP Goal #2

- 18. Learning Objective.** Faculty mentor recommends the following learning objective for the student:
- 19. Learning Strategy.** Faculty mentor recommends the following learning strategies for the student:
- 20. Artifacts & Assignments.** Faculty mentor recommends the following required artifacts/assignments to demonstrate mastery of learning objective #2:
- 21. Due date of Artifacts & Assignments.** Faculty mentor sets the following due date of artifacts/assignments to demonstrate mastery of learning objective #2:
- 22.** Please note which of the following outcomes will occur at the end of the Outcome of ISP Experience:
- Student will repeat the course noted in Question #9 above
  - Student's grade noted in Question #11 above will be changed
  - Student will receive a grade of incomplete (I) until successful completion of the ISP and course

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**23. ISP FACULTY MENTOR CERTIFICATION.** In lieu of a signature, I certify that Part One of this ISP document was completed in full by me the faculty ISP mentor and reviewed with student:

Yes

No on the following date: \_\_\_\_\_  
MM / DD / YYYY

**24. STUDENT CERTIFICATION.** In lieu of a signature, I certify my understanding of the ISP items noted in this document including the Necessity for ISP and the Specific ISP Goals:

Yes

No on the following date: \_\_\_\_\_  
MM / DD / YYYY

### Part Two: ISP Outcome Documentation

**25. OUTCOME OF ISP EXPERIENCE:** Please describe the outcome of the ISP goals noted above:

26. Instructor signature for printed version: \_\_\_\_\_

27. Student signature for printed version: \_\_\_\_\_

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Routing:

- The ISP form should be completed in the electronic portfolio and then printed so that student's signature can be obtained. The student should receive a copy, and a copy should be stored in the student's file.
- Upon completion of the ISP, the ISP will be updated in the electronic portfolio to include the ISP Outcome and then printed so that student and instructor signatures can be obtained. The student should receive a copy, and a copy should be stored in the student's file.

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**APPENDIX**  
**FIVE**

**Preparedness to Teach**

**PREPAREDNESS TO TEACH  
FOR COOPERATING CLASSROOM TEACHER  
Teacher Education Disposition Checklist**

Teacher/School \_\_\_\_\_ Date \_\_\_\_\_

MM / DD / YYYY

Student \_\_\_\_\_

Please read the following indicators and highlight any concerns you may have with your Teacher Education student. In the comments space provided, please list the specific concerns you have.

<b><u>Positive Interactions with Students</u></b>	<b><u>Comments</u></b>
<ul style="list-style-type: none"> <li>➤ Classroom interactions are polite and respectful, reflect general warmth and caring.</li> <li>➤ Greets students each day with a smile.</li> <li>➤ Displays compassion and empathy; respects different strengths and/or needs of students.</li> <li>➤ Engages in appropriate topics of conversation with students; separates personal values and opinions from conversations and presentations.</li> <li>➤ Responds in a calm manner to student misbehavior and, if needed, corrects students in a constructive manner</li> <li>➤ Uses appropriate voice tone with students (i.e., non-threatening, punitive); recognizes the impact of non-verbal communication.</li> <li>➤ Addresses students appropriately (i.e., correct name, Mr./Miss); does not use slang terms (e.g., "bro").</li> <li>➤ Listens attentively when students speak.</li> </ul>	
<p style="text-align: center;"><b><u>Positive Interactions with the Supervising Teacher</u></b></p> <ul style="list-style-type: none"> <li>➤ Accepts responsibility for personal growth and development.</li> <li>➤ Demonstrates a receptive and positive attitude toward feedback.</li> <li>➤ Seeks and responds to the suggestions and recommendations of the supervising teacher.</li> <li>➤ Follows-through with requests of the supervising teacher.</li> <li>➤ Maintains two-way communication without defensiveness; admits mistakes.</li> <li>➤ Doesn't engage in excuses or blame others when things don't go well or as planned; moves forward in a constructive manner even when success is not immediately achieved.</li> <li>➤ Works to resolve conflict in positive ways.</li> </ul>	

<p style="text-align: center;"><b><u>Professionalism and Personal Maturity</u></b></p> <ul style="list-style-type: none"> <li>➤ Maintains professional demeanor in all situations.</li> <li>➤ Is a thoughtful and responsive listener and observer.</li> <li>➤ Comes prepared for the day's lessons/activities.</li> <li>➤ Accepts responsibility for student learning.</li> <li>➤ Follows through on commitments.</li> <li>➤ Exhibits professional appearance.</li> <li>➤ Is punctual and has consistent attendance.</li> <li>➤ Speaks of students, staff, and parents with respect and consideration; does not engage in negative comments/conversations.</li> <li>➤ Shows initiative to work collaboratively.</li> <li>➤ Embraces the challenge of continuous improvement and change.</li> <li>➤ Supports the mission of the school; is a "team player".</li> <li>➤ Models ethical behavior at all times.</li> </ul>	
<p style="text-align: center;"><b><u>Student Involvement in Learning</u></b></p> <ul style="list-style-type: none"> <li>➤ Enables all students to be an active participant in the lesson.</li> <li>➤ Employs a voice tone and inflection that conveys the importance and worth of the lesson.</li> <li>➤ Makes eye contact with students.</li> <li>➤ Provides equitable opportunity for all students to offer ideas and ask/answer questions.</li> <li>➤ Does not interrupt, ridicule, or make light of a student's response.</li> <li>➤ Provides praise for accuracy and participation sincerely and authentically, rather than with effusive, "pat", and repetitive remarks.</li> <li>➤ Uses roaming to actually assist and guide students.</li> <li>➤ Encourages students and celebrates their successes.(e.g., tells students they have the ability to do well and shares their achievements).</li> <li>➤ Believes all students can learn and persists in helping each learner reach his/her full potential.</li> </ul>	
<p style="text-align: center;"><b><u>Other</u></b></p>	



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**APPENDIX**  
**SIX**

**Student Handbook**  
**Acknowledgement**

**STUDENT HANDBOOK ACKNOWLEDGEMENT**

- I have read the BSE Student Handbook in its entirety and understand the guidelines and procedures outlined therein.
- I understand these guidelines and procedures will apply to all BSE students, and that any questions regarding the BSE programs should be addressed to the chair of the Teacher Education Department.
- I understand that I must submit this signed, dated acknowledgement to be eligible to register for courses next semester.

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
NWFS Student ID#

\_\_\_\_\_  
Date                      MM / DD / YYYY

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DO NOT WRITE BELOW THIS LINE