EDUCATOR PREPARATION HANDBOOK
2019-2020 ADMITS

FLORIDA STATE UNIVERSITY
COLLEGE OF EDUCATION

Welcome to the College of Education!
You are receiving this handbook because you are enrolled in a major that leads to initial educator certification. The College of Education (COE) provides accreditation oversight to all educator preparation programs at FSU, even those located in other Colleges, such as Fine Arts, Music, or Arts & Sciences.

Please take the time to carefully read through the following materials, as they include important information about what makes your major different than other majors across campus. There is a team of staff and faculty who are here to answer your questions and guide you along your pathway to becoming an educator or educational leader! I am happy that you have chosen a career that many of us in the COE have worked in for most of our lives. We think working with children in our P-12 schools is an amazing career and we hope you find it equally as satisfying.

Wishing you a wonderful academic year and Go Noles!

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What is Educator Preparation?

The program in which you are enrolled is an initial certification program that is approved by the Florida Department of Education (FLDOE). In order for you to be eligible for an initial certification, FLDOE requires that the COE carefully collect and closely monitor your academic progress and completion of various milestones.

FLDOE refers to students enrolled in initial certification programs as "candidates" or "teacher candidates". If you see this language, know it is referring to you.

Advising Resources

The College of Education provides a variety of advising resources to all students. The Office of Academic Services and Intern Support (OASIS), located on the second floor of the Stone Building in Suite 2301, provides central advising services and supports. For further information about OASIS and contact information for all staff, please go to www.education.fsu.edu/OASIS

Your department and academic program also provides advising and resources specific to your major. Each program has a main contact referred to as the Program Coordinator.

Program	Department	Program Coordinator
Art Education	Fine Arts/Art Education	Dr. Sara Shields
Elementary Education	School of Teacher Education	Dr. Angie Davis
English Education	School of Teacher Education	Dr. Blake Tenore
Special Education	School of Teacher Education	Dr. Stacey Hardin
FSU-Teach	Arts & Sciences/School of Teacher Education	Dr. Robin Smith
Social Science Education	School of Teacher Education	Dr. John Myers
Visual Disabilities Education	School of Teacher Education	Dr. Sandra Lewis

OASIS & Program/Department Student Services

OASIS Student Services	Program Advisement & Department Student Services
Monitor COE Educator Preparation Milestone Completion	Upper-Division Coursework Advisement
Mapping Registration Holds	Disposition Monitoring and Advisement
Dean's Registration Holds	Field Work Placements
100 Hour Grad/Academic Progress Check	FTCE Timeline
Permission for Undergraduates to Take Graduate Courses	Registration
Medical and Mental Health Withdrawals	Add/Drop
Collect and Monitor Florida Teacher Certification Exam (FTCE) Scores	Remediation Plans for Academic Performance and Dispositions
Field Work Paperwork & Clearances	Application to Master's Program
Approval of Master's Program of Study	
Student Teaching Application & Placements	
Final Graduation Check	

Curriculum Maps

A complete listing of all of the required courses for your major are now available on the COE website at https://education.fsu.edu/student-resources/student-academic-services-oasis/educator-preparation

Select the zip menu that applies to your admission cohort – the semester in which you began the bachelors program.

These Curriculum Maps also include notes about classes in which you will have Early Field Experiences, including the estimated number of hours.

Educator Preparation Milestones

FLDOE requires that all students enrolled in initial certification majors meet various milestones throughout their program in order to graduate. If you are not able to meet the following milestones, you will be required to change your major out of educator preparation. The good news is that there are a variety of staff and faculty here in the COE to help ensure that you meet these important milestones!

1. Signature Assessments
Throughout your program, courses will include Signature Assessments that must be uploaded into LiveText (see *Use of LiveText* section for more information). Signature Assessments have been identified by the College to assess your mastery of FLDOE outcome standards. FLDOE requires all state approved programs to assess individual teacher candidate performance throughout coursework, field experiences, and student teaching.

There are three types of Signature Assessments – FEAP Signature Assessments, Reading Signature Assessments, and ESOL Signature Assessments. If you are Special Education major, you will have a fourth type of Signature Assessments – Autism Signature Assessments.

Standards-based rubrics will be used to evaluate your Signature Assessments and there are minimum levels of performance associated with all Signature Assessments. If you receive a rating below the minimum level of performance, you will need to remediate the assignment within LiveText through resubmitting the Signature Assessment during the course.

A grade of an Incomplete will be given if you cannot show mastery on any Signature Assessments at the minimum level of performance by the end of the course. Signature Assessments must be remediated by the end of the 7th week of classes in the semester following completion of the course. If you cannot successfully remediate the Signature Assessment by the end of the 7th week of the semester, the instructor will change the Incomplete to the grade of "F."

You will not be allowed to enter Student Teaching without demonstrating the minimum level of performance on all Signature Assessments in LiveText.

FEAP Signature Assessments (All Programs)
The FLDOE requires that all teacher education candidates demonstrate mastery of the Florida Educator Accomplished Practices (FEAPs), which are the state's core standards for effective educators. The FEAPs are organized around 6 areas, with a total of 37 indicators that must be

assessed during your coursework and field work. Appendix B includes a full description of the FEAPs.

There are 9 FEAP Signature Assessments (FSAs) that are embedded in your program. FSA 1-8 are located in your various coursework and FSA 9 is in student teaching. Appendix C includes the FSA location for your specific program.

FSA Minimum Level of Performance:
- FSA 1-8: Developing 2
- FSA 9: Target

There are FSAs that also evaluate FLDOE Reading Competencies and/or ESOL Standards – see Appendix C for details. As described in the following two sections, Reading Competencies and ESOL Standards have a minimum level of performance of Target during coursework.

Reading Signature Assessments (Elementary Education, Special Education, Visual Disabilities)
The FLDOE also requires that all teacher education candidates demonstrate mastery of Florida Reading Competencies that have been developed by Just Read, Florida. There are various Reading Signature Assessments (RSAs) embedded in your program. You will fall into one of the two following groups based on the program in which you are enrolled.

Visual Disabilities: All students must show mastery of Reading Competencies 1 & 2 if they are enrolled in Visual Disabilities. These students will learn to enhance literacy skills as they apply to their specialized field of instruction, as these fields are not considered to provide primary literacy instruction.

Reading Endorsed Programs: All students enrolled in Elementary Education and Special Education must show mastery of Reading Competencies 1-5. Students in these programs will be eligible for a Reading Endorsement as part of their initial teacher education program.

Appendix C includes the RSA location for your specific program.

RSA Minimum Level of Performance:
- All RSAs: Target

ESOL Signature Assessments (Elementary, English Education, and Special Education)
The FLDOE requires that specific teacher education candidates demonstrate mastery of Florida ESOL Standards. Mastery of these standards are measured though the use of ESOL Signature Assessments (ESAs).

ESAs are only applicable to ESOL Endorsed Programs, which includes Elementary Education, English, and Special Education. Students enrolled in these programs must show mastery of all ESOL standards in order to be eligible for a ESOL Endorsement as part of their initial teacher education program.

Appendix C includes the ESA locations for Elementary, English, and Special Education.

ESA Minimum Level of Performance:
- All ESAs: Target

Autism Signature Assessments (Special Education)
Students in the Special Education BS/MS pathway are required to show mastery of the Council of Exceptional Children's (CEC) Initial Preparation Standards for Developmental Disabilities and Autism Spectrum Disorder. Mastery of these standards are measured through the use of Autism Signature Assessments (ASAs) embedded in coursework. Students are eligible for the Autism Endorsement as part of their initial teacher education program.

ASA Minimum Level of Performance:
- All ESAs: Target

2. Dispositions
Dispositions are defined as "habits of professional action and moral commitments that underlie an educator's performance" (InTASC Model Core Teaching Standards, p. 6).

You will be required to demonstrate positive professional dispositions in your courses and field experiences. The instructors in your educator preparation courses will evaluate your dispositions each semester. You must demonstrate professional dispositions at the Developing 2 or Target level during coursework. During the semester prior to student teaching, you must demonstrate professional dispositions at the Target level in all courses.

For more information about the Disposition Evaluation tool used by the COE, please visit http://education.fsu.edu/student-resources/student-academic-services-oasis/educator-preparation

3. Program Course Grade Minimums

Program	Undergraduate Course Minimum Grade Requirement
Elementary Education	C or better in all major coursework.
English Education	C+ or better in all major coursework.
Special Education	C or better in all major coursework.
FSU-Teach	C- or better in all major coursework.
Social Science Education	*Social Science Content Courses:* C- or better *Major Courses*: C or better
Visual Disabilities Education	C- or better in all major coursework.

Students must earn a grade of B or better (B- or lower is not accepted) in all graduate coursework taken while enrolled in the undergraduate portion of the combined BS/MS degree program. Otherwise, the course(s) must be completed.

Student must earn a grade of C- or higher in all graduate-level courses taken while enrolled in the graduate portion of the combined BS/MS program. Credit hours for graduate courses graded below C- will not apply toward the MS degree and must be repeated, but are computed in the graduate GPA. A minimum cumulative FSU graduate GPA of 3.0 is required to maintain good academic standing and for graduate degree conferral.

4. Early Field Placements
Early field experiences provide you an opportunity to participate in teaching activities in a classroom with a certified teacher. Instructors work with our Field Placement Coordinator in OASIS to provide you with a diversity of placements, supportive supervision, and an experience that will challenge and help re-affirm your choice of profession.

School districts have taken precautionary measures to ensure the security and safety of their students. To gain entry into schools and to comply with the Jessica Lunsford Act, you must:
• Complete a Level II background screening (fingerprinting). Application forms must be obtained from OASIS in 2301 Stone building and the screening is done at Leon County Schools. Cost of the screening and red badge is $95 and is effective for five years.
• Secure and provide proof of medical insurance

It is *strongly* recommended that you purchase professional liability insurance. For more information about professional liability insurance, please visit www.education.fsu.edu/OASIS and click on "Clearance Procedures for Field Experience."

For more information about these field experience requirements, please contact Tala Hagan in OASIS.

The hours for early field experiences vary based upon your major and semester. Please see the above section titled "Curriculum Maps" for a link to a listing of these hours.

5. FTCEs
Section 1004.04, Florida Statutes requires that all candidates pass all three sections of the Florida Teacher Certification Examinations in order to be endorsed as a program completer. The General Knowledge exam is taken prior to admission to your program. The other two tests you must take are the Professional Education Examination and the Subject Area Examination specific to your program. These must be taken prior to student teaching. During the registration process, you will be allowed to report your scores to FSU. **You must report your scores**

to FSU during the registration process. Paper copies of your score reports will not be accepted. Your program advisor will inform you when to take these exams before applying to student teaching.

If you are student teaching in Spring semester, FSU must receive passing FTCE scores by **October 1st of the prior Fall semester**. If you are student teaching in Fall semester, FSU must receive passing FTCE scores by **March 1st of the prior Spring semester**.

You may register for these exams at
http://www.fl.nesinc.com/FL_Register.asp

6. Student Teaching

Student Teaching is the culminating experience in Florida State University's Educator Preparation Program. During this experience, you will be given an opportunity to practice and demonstrate the various skills that you have learned throughout your educator preparation program. For many students, this is the most memorable part of their experience at FSU!

In order to be admitted to Student Teaching, all of the appropriate milestones must be met. Dr. Patrick Malone is the Director of Student Teaching and will guide you through the process beginning with the student teaching application, which is due within the first few weeks of the semester before you are ready to student teach. Your program advisor or faculty will let you know when it is time to apply to student teaching.

<u>Student Engagement Policy</u>
In order to be admitted to student teaching, all candidates must meet the admission requirement outlined in Appendix A. If you experience difficulty meeting any of these milestones, the following "Student Engagement Policy" applies:

If an educator preparation student goes 2 semesters without meeting outstanding student teaching admissions milestone(s), the student must stay engaged in (at minimum) a one credit hour practicum until all milestones are met and a student teaching placement is confirmed.

For more information about student teaching, please visit www.education.fsu.edu/OASIS and click on Student Teaching.

Use of LiveText

Completion of a Florida state approved educator preparation program requires students to demonstrate mastery of the Florida Educator Accomplished Practices and Reading Competencies. In order to track and collect data on the Signature Assessments, FSU has adopted LiveText. LiveText will be used for you to upload your assessments as you progress throughout your program.

A LiveText membership **is required** for successful completion of your state approved teacher preparation program. Your membership is good for five years and allows you to retain evidence of your demonstration of the Florida Educator Accomplished Practices and Reading Competencies. The LiveText membership costs $133.00 and you must purchase the membership within **the first 30 days** of the first semester in your program. Failure to do so will result in a registration hold.

In order to purchase a LiveText membership, please go to https://www.livetext.com/purchase_membership/

You will need to fill out the required information and select the LiveText "Student Membership Field Experience Edition - $133" in the drop down. If you have any issues with registering your membership, please contact LiveText at support@livetext.com or by phone at 1-866-548-3839. If you have any questions about program requirements for LiveText you may contact Tonya Jones at tjones7@fsu.edu or by phone at 850-644-1627.

FSU Academic Honor Policy

It is important to remember that the FSU Academic Honor Policy applies to both your coursework and field work. We recommend that you become familiar with the Academic Honor Policy at http://fda.fsu.edu/Academic-Resources/Academic-Honor-Policy

Forging field experience logs, collaborating on assignments that are not group work, reusing assignments in classes without instructor permission, and fabricating data are all violations of the

FSU Academic Honor Policy. Please be aware that using social media to collaborate on and share course exams or assignments with other students that are not identified by the course instructor as group work is a violation of the FSU Academic Honor Policy. If you have any questions, contact your instructor to ask for clarification.

Student Grievance Process

If you are experiencing issues in any of your classes, it is important to attempt to resolve these issues through the proper processes. Appendix D includes the general student grievance process at FSU.

The above process does not cover grade appeals, which follow a separate, time sensitive process. For more information, go to http://fda.fsu.edu/Academic-Resources/Academic-Integrity-and-Grievances/Grade-Appeals-System

Bullying and Harassment

The FSU Student Code of Conduct forbids FSU students from engaging in face to face or on-line harassment and bullying.

"This policy prohibits any form of harassment on the basis of actual or perceived membership in a protected class, by any member or group of the campus community, which unreasonably interferes with an individual's work or academic environment.

This environment may be created by verbal, written, graphic, threatening and/or physical conduct that is sufficiently severe, persistent, or pervasive so as to interfere with, limit, or deny the ability of an individual to participate in or benefit from educational programs or activities or employment access, benefits, or opportunities. Merely offensive conduct and/or harassment of a generic nature not on the basis of membership in a protected class may not result in a violation of this policy but may be addressed through education and/or other resolution methods."

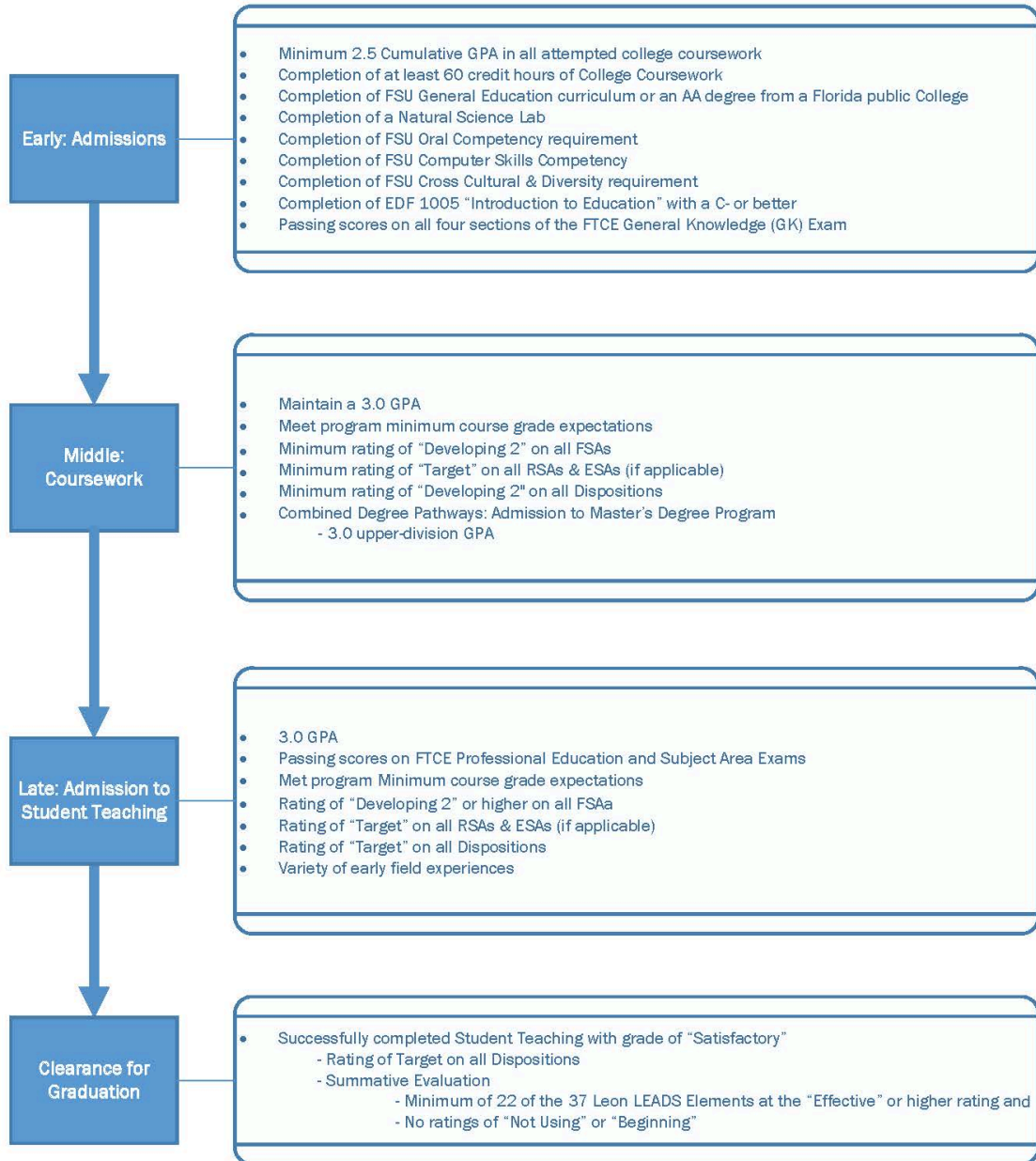As a future educator, it is essential that you do not engage in any behaviors that could be perceived as bullying or harassment, including online behaviors. Any reported instances will be sent directly to the Dean of Students as a violation of the FSU Student Code of Conduct and

will be documented as part of the Dispositional Evaluation process. Documented instances of harassment or bullying may result in program dismissal.

Appendix A

Educator Preparation Milestone Flowchart

Early: Admissions

- Minimum 2.5 Cumulative GPA in all attempted college coursework
- Completion of at least 60 credit hours of College Coursework
- Completion of FSU General Education curriculum or an AA degree from a Florida public College
- Completion of a Natural Science Lab
- Completion of FSU Oral Competency requirement
- Completion of FSU Computer Skills Competency
- Completion of FSU Cross Cultural & Diversity requirement
- Completion of EDF 1005 "Introduction to Education" with a C- or better
- Passing scores on all four sections of the FTCE General Knowledge (GK) Exam

Middle: Coursework

- Maintain a 3.0 GPA
- Meet program minimum course grade expectations
- Minimum rating of "Developing 2" on all FSAs
- Minimum rating of "Target" on all RSAs & ESAs (if applicable)
- Minimum rating of "Developing 2" on all Dispositions
- Combined Degree Pathways: Admission to Master's Degree Program
    - 3.0 upper-division GPA

Late: Admission to Student Teaching

- 3.0 GPA
- Passing scores on FTCE Professional Education and Subject Area Exams
- Met program Minimum course grade expectations
- Rating of "Developing 2" or higher on all FSAa
- Rating of "Target" on all RSAs & ESAs (if applicable)
- Rating of "Target" on all Dispositions
- Variety of early field experiences

Clearance for Graduation

- Successfully completed Student Teaching with grade of "Satisfactory"
    - Rating of Target on all Dispositions
    - Summative Evaluation
        - Minimum of 22 of the 37 Leon LEADS Elements at the "Effective" or higher rating and
        - No ratings of "Not Using" or "Beginning"

Appendix B
Florida Educator Accomplished Practices

1. Instructional Design and Lesson Planning. Applying concepts from human development and learning theories, the effective educator consistently:
 a. Aligns instruction with state-adopted standards at the appropriate level of rigor;
 b. Sequences lessons and concepts to ensure coherence and required prior knowledge;
 c. Designs instruction for students to achieve mastery;
 d. Selects appropriate formative assessments to monitor learning;
 e. Uses diagnostic student data to plan lessons; and,
 f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.

2. The Learning Environment. To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:
 a. Organizes, allocates, and manages the resources of time, space, and attention;
 b. Manages individual and class behaviors through a well-planned management system;
 c. Conveys high expectations to all students;
 d. Respects students' cultural linguistic and family background;
 e. Models clear, acceptable oral and written communication skills;
 f. Maintains a climate of openness, inquiry, fairness and support;
 g. Integrates current information and communication technologies;
 h. Adapts the learning environment to accommodate the differing needs and diversity of students; and,
 i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.

3. Instructional Delivery and Facilitation. The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:
 a. Deliver engaging and challenging lessons;
 b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;
 c. Identify gaps in students' subject matter knowledge;
 d. Modify instruction to respond to preconceptions or misconceptions;
 e. Relate and integrate the subject matter with other disciplines and life experiences;
 f. Employ higher-order questioning techniques;
 g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;

h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;
i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and,
j. Utilize student feedback to monitor instructional needs and to adjust instruction.

4. Assessment. The effective educator consistently:
a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;
b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;
c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;
d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;
e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and,
f. Applies technology to organize and integrate assessment information.

5. Continuous Professional Improvement. The effective educator consistently:
a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;
b. Examines and uses data-informed research to improve instruction and student achievement;
c. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons;
d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;
e. Engages in targeted professional growth opportunities and reflective practices; and,
f. Implements knowledge and skills learned in professional development in the teaching and learning process.

6. Professional Responsibility and Ethical Conduct. Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rules 6A-10.080 and 6A-10.081, F.A.C., and fulfills the expected obligations to students, the public and the education profession.

Appendix C
Signature Assessments by Program

Signature Assessments for Art Education
2019-2020 Admits

FEAPs Signature Assessments (FSAs)	Course
1. Early Lesson Plan	ARE 5046 Theory and Practice 1
2. Teaching Philosophy	ARE 5047 Theory and Practice 2
3. Ethics Module Assignment	ARE 5046 Theory and Practice 1
4. Classroom Management Assignment	ARE 5046 Theory and Practice 1
5. Assessment Case Study Assignment	ARE 5358 Art for Life
6. ESOL Lesson Plan	TSL 4324 ESOL Instruction in the Content Area
7. Content Area Literacy Lesson Plan*	RED 4335 Literacy Across the Content Area
8. Field Experience Instructional Impact Analysis	ARE 5047 Theory and Practice 2
9. Summative Student Teaching Evaluation	ARE 5940 Student Teaching in Art

*Assignment assesses Reading Endorsement Competencies 1 and 2

Signature Assessments for Elementary Education
Fall 2019 Admits

FEAPs Signature Assessments (FSAs)	Course
1. Early Lesson Plan and Reflections*#	RED 4310 Foundations of Reading
2. Teaching Philosophy	EDE 4907 Directed Field Experiences
3. Ethics Module Assignment	EDE 4907 Directed Field Experiences
4. Classroom Management Assignment	EDE 5511 Organization for Classroom Instruction in the Elementary School
5. Assessment Case Study Assignment*#	EDE 4302 Literacy Assessment and Instruction

10. ESOL Lesson Plan#	TSL 5005 Methodologies for Teaching Foreign and Second Languages
11. Content Area Literacy Lesson Plan*#	EDE 4316 Differentiating Reading and Content Area Literacy Instruction
12. Field Experience Instructional Impact Analysis	SCE 5215 Conceptual Learning in Elementary School Science
13. Summative Student Teaching Evaluation	EDE 5941 Internship in Elementary Teaching

*Assignment also assesses Reading Standards

#Assignment also assesses ESOL Standards

Reading Signature Assessments (RSAs)	Course
1. Final Exam	RED 4310 Foundations of Reading
2. Phonological Awareness and Phonics Assessment Report#	RED 4310 Foundations of Reading
3. Reading for Understanding Lesson Plans#	RED 4510 Teaching Reading for Understanding
4. Exam	EDE 4302 Literacy Assessment and Instruction
5. Exam	EDE 4316 Differentiating Reading and Content Area Literacy Instruction
6. Data Based Instructional Plans#	RED 4941 Practicum in ESOL/Reading
7. Summative Evaluation and Final Reflection#	RED 4941 Practicum in ESOL/Reading

*Assignment also assesses Reading Standards

#Assignment also assesses ESOL Standards

ESOL Signature Assessments (ESAs)	Course
1. Case Study of an ELL	TSL 4520 Cross-cultural Communication for Foreign/Second Language Teachers
2. Language Analysis Project	TSL 4251 Applied Linguistics for Second Language Learning

Signature Assessments for English Education
Fall 2019 Admits

FEAPs Signature Assessments (FSAs)	Course
1. Early Lesson Plan	LAE 3333 Teaching Writing and Language in High Schools
2. Teaching Philosophy	LAE 3331 Teaching Literature and Drama in High Schools
3. Ethics Module Assignment	LAE 3333 Teaching Writing and Language in High Schools
4. Classroom Management Assignment	LAE 5941 Practicum in Secondary English
5. Assessment Case Study Assignment	LAE 4xxx Language and Literacy Assessment in Secondary English
6. ESOL Lesson Plan#	TSL 5005 Methodologies for Teaching Foreign and Second Language
7. Content Area Literacy Lesson Plan*	RED 4335 Literacy Across the Content Areas
8. Field Experience Instructional Impact Analysis	LAE 5297 Teachers as Writers
9. Summative Student Teaching Evaluation	LAE 5940 Field Laboratory Internship

*Assignment also assesses Reading Endorsement Competencies

#Assignment also assesses ESOL Standards

ESOL Signature Assessments (ESAs)	Course
1. Case Study of an ELL	TSL 4520 Crosscultural Communication for Foreign/Second Language Teachers
2. Language Analysis Project	TSL 4251 Applied Linguistics for Second Language Learning
3. ELL Literacy Portfolio	TSL 5142 Foreign/Second Language Curriculum and Materials

Signature Assessments for FSU-Teach
2019-2020 Admits

FEAPs Signature Assessments (FSAs)	Course
1. Early Lesson Plan	SMT 3100 Knowing and Learning
2. Teaching Philosophy	SMT 3100 Knowing and Learning
3. Ethics Module Assignment	SMT 4301 Classroom Interactions
4. Classroom Management Assignment	SMT 4301 Classroom Interactions
5. Assessment Case Study Assignment	SMT 4301 Classroom Interactions
6. ESOL Lesson Plan	TSL 4324 ESOL Instruction in the Content Area
7. Content Area Literacy Lesson Plan*	RED 4335 Literacy Across the Content Areas
8. Field Experience Instructional Impact Analysis	SMT 4664 Project Based Instruction
9. Summative Student Teaching Evaluation	SMT 4945 Apprentice Teaching

*Also assesses Reading Endorsement Competencies

Signature Assessments for Social Science Education
Fall 2019 Admits

FEAPs Signature Assessments (FSAs)	Course
1. Early Lesson Plan	SSE 5367 Fundamentals in Teaching Social Studies
2. Teaching Philosophy	SSE 5367 Fundamentals in Teaching Social Studies
3. Ethics Module Assignment	SSE 4042 Teaching as a Profession
4. Classroom Management Assignment	SSE 5943 Field Laboratory Internship
5. Assessment Case Study Assignment	SSE 4783 Classroom Assessment for Social Studies Education
6. ESOL Lesson Plan	TSL 4324 ESOL Instruction in the Content Area
7. Content Area Literacy Lesson Plan*	RED 4335 Literacy Across the Content Area
8. Field Experience Instructional Impact Analysis	SSE 5943 Field Laboratory Internship
9. Summative Student Teaching Evaluation	SSE 5947 Internship for Graduate Students

*Assignment also assesses Reading Endorsement Competencies

Signature Assessments for Special Education
Fall 2019 Admits

FEAPs Signature Assessments (FSAs)	Course
1. Early Lesson Plan and Reflections*#	RED 4310 Foundations of Reading
2. Teaching Philosophy	EDE 4907 Directed Field Experiences
3. Ethics Module Assignment	EDE 4907 Directed Field Experiences
4. Classroom Management Assignment	EDE 5511 Organization for Classroom Instruction in the Elementary School
5. Assessment Case Study Assignment*#	EDE 4302 Literacy Assessment and Instruction
6. ESOL Lesson Plan#	TSL 5005 Methodologies for Teaching Foreign and Second Languages

7. Content Area Literacy Lesson Plan*#	EDE 4316 Differentiating Reading and Content Area Literacy Instruction
8. Field Experience Instructional Impact Analysis	SCE 5215 Conceptual Learning in Elementary School Science
9. Summative Student Teaching Evaluation	EDE 5941 Internship in Elementary Teaching

*Assignment also assesses Reading Endorsement Competencies

#Assignment also assesses ESOL Standards

Reading Signature Assessments (RSAs)	Course
1. Final Exam	RED 4310 Foundations of Reading
2. Phonological Awareness and Phonics Assessment Report#	RED 4310 Foundations of Reading
3. Reading for Understanding Lesson Plans#	RED 4510 Teaching Reading for Understanding
4. Exam	EDE 4302 Literacy Assessment and Instruction
5. Exam	EDE 4316 Differentiating Reading and Content Area Literacy Instruction
6. Data Based Instructional Plans#	RED 4941 Practicum in ESOL/Reading
7. Summative Evaluation and Final Reflection#	RED 4941 Practicum in ESOL/Reading

*Assignment also assesses Reading Endorsement Competencies

#Assignment also assesses ESOL Standards

ESOL Signature Assessments (ESAs)	Course
1. Case Study of an ELL	TSL 4520 Cross-cultural Communication for Foreign/Second Language Teachers
2. Language Analysis Project	TSL 4251 Applied Linguistics for Second Language Learning

Autism Signature Assessments (ASAs)	Course
1. Positive Behavior Support Plan	EEX 4613 Positive Behavior Support
2. Exam #1	EEX 4291 Characteristics & Education of Learners with ASD
3. Characteristics Memoir	EEX 4291 Characteristics and Education of Learners with Autism Spectrum Disorder
4. Research-to-Practice Lesson Plans & Commentaries	EEX 4253 Access to the General Curriculum for Individuals with Moderate/Severe Disabilities
5. Communication Intervention Project	EEX 4842 Practicum in Severe Cognitive Disabilities and/or Autism Spectrum Disorder
6. Exam #2	EEX 5210 Assessment and Diagnosis of Autism Spectrum Disorder and Intellectual Disability
7. Assessment Profile	EEX 5210 Assessment and Diagnosis of Autism Spectrum Disorder and Intellectual Disability
8. Evidence-Based Practice Review and Lesson	EEX 5210 Assessment and Diagnosis of Autism Spectrum Disorder and Intellectual Disability
9. Exam #3	EEX 5767 AAC for Learners with ASD & Other Complex Communication Needs
10. Research-to-Practice Lesson Plans & Reflections	EEX 5286 Preparing Individuals for Transition
11. Transition Planning and IEP Development	EEX 5286 Preparing Individuals for Transition
12. Lifting Observation	EEX 5239 Assessment and Methods in Early Childhood and Special Education

Signature Assessments for Visual Disabilities

Fall 2019 Admits

FEAPs Signature Assessments (FSAs)	Course
1. Early Lesson Plan	EVI 4254 Teaching Independent Living Skills to Students with Visual Impairments
2. Teaching Philosophy	EVI 4011 Introduction to Visual Disabilities
3. Ethics Module Assignment	

4. Classroom Management Assignment	EVI 4230 Education Management of Students with Visual Impairments
5. Assessment Case Study Assignment	EVI 4314 Low Vision
6. ESOL Lesson Plan	TSL 4324 ESOL Instruction in the Content Area
7. Content Area Literacy Lesson Plan*	EVI 4311 Teaching Reading and Writing to Students with Visual Impairments
8. Field Experience Instructional Impact Analysis	EVI 5374 Teacher Learners with Visual Impairments and High Intensity Needs
9. Summative Student Teaching Evaluation	EVI 5942 Student Teaching In Visual Disabilities

*Assignment also assesses Reading Endorsement Competencies

Reading Signature Assessments (RSAs)	Course
1. Lesson Plans and Reflection	RED 4310 Foundations of Reading
2. Final Exam	RED 4310 Foundations of Reading
3. Phonological Awareness and Phonics Assessment Report	RED 4310 Foundations of Reading
4. Braille Instruction Project	EVI 4311 Teaching Reading and Writing Skills to Students with Visual Impairments

Appendix D

General Academic Appeals Process
(Student Grievances)

Student Brings Complaint to Instructor → Complaint Resolved

Not Resolved → Student Brings Complaint to Department Chair → Complaint Resolved

Not Resolved → Student Brings Complaint to Associate Dean of College → Complaint Resolved

Not Resolved Undergraduate → Student Takes Complaint to Associate Dean of the Faculties → Complaint Resolved

Not Resolved Graduate → Graduate Student Brings Complaint to Graduate Studies → Complaint Resolved

Not Resolved → Student Takes Complaint to Associate Dean of the Faculties

Referral → Student Academic Relations Committee Reviews and Recommends Decision → Provost Approves or Amends- Final Agency Action