

FLORIDA ATLANTIC UNIVERSITY



COLLEGE OF EDUCATION

ADJUNCT FACULTY HANDBOOK

2007-2008

Welcome to Florida Atlantic University

This handbook has been prepared to help you learn more about the College of Education and the University and to identify available resources and support for your professional practice.

Initial work on the Handbook was completed by

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Special appreciation is given to

Mary Lou Caldwell, Exceptional Student Education, for her initiation of an adjunct handbook, which was a precursor to this document,
and to
Sharon Crawley, Teacher Education,
for her work with the Reading Methods Committee to develop an adjunct handbook.

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INTRODUCTION



College of Education
Office of the Dean
777 Glades Road
Boca Raton, FL 33431
(561) 297-3564
FAX (561) 297-3613

August 13, 2007

Dear Faculty,

As Dean of the College of Education at Florida Atlantic University, and on behalf of all my colleagues, I would like to welcome you to the College. The College of Education has four campus locations: Boca Raton, Davie, MacArthur/Jupiter, and Treasure Coast/Port St. Lucie as well as off-site locations.

Accredited by the National Council for the Accreditation for Teacher Education and other accrediting agencies, the college offers degree programs from the bachelor's through the doctorate and has an excellent reputation for all of its professional preparation programs. You, the faculty, help to create that reputation and are essential in providing excellence in the delivery of our educational programs.

Faculty members are "Sine Qua Non" of excellence, and we welcome you to the College of Education team in making a positive difference. Thank you in advance for your support and continuing the tradition of excellence at FAU COE.

If I can be of any further assistance to you, please do not hesitate to contact me.

Sincerely,

Gregory F. Aloia, Ph.D.
Dean and Professor

GFA/tr

Boca Raton • Dania Beach • Davie • Fort Lauderdale • Jupiter • Treasure Coast
An Equal Opportunity/Equal Access Institution

Florida Atlantic University - Academic Calendar 2007 - 2008

	2007 Fall Semester	2008 Spring Semester	2008 Summer Term A	2008 Summer Term B	2008 Summer Term C
Advance registration begins. (Enrolled degree-seeking students only. See www.fau.edu/academic/)	Begins November 14 for Spring 2008	Begins April 2 for Summer / Fall 2008			
Priority Application Deadline for Freshman and Transfer students*	June 1 / July 2	Oct. 15 / Nov. 15	Mar. 14 / April 15	Mar. 14 / April 15	Mar. 14 / April 15
Last day to apply for a reclassification of residency status	July 25	December 7	April 18	--	April 18
Non-Degree Registration, on-line at http://oasis.fau.edu	August 20 - 24	Dec. 21 - Jan. 4	May 5 - 9	June 23	May 5 - 9
Walk-in Registration	August 27 (Mon.)	January 7 (Mon.)	May 12 (Monday)	June 23 (Monday)	May 12 (Monday)
CLASSES BEGIN	August 25 (Saturday)	January 5 (Saturday)	May 12 (Monday)	June 23 (Monday)	May 12 (Monday)
Last day at 5 p.m. to drop/add courses without consequences; courses are fee liable after this date. \$75 late registration fee after this date. *However, for students with Saturday or Sunday only classes in Summer A, B, C, 2008, the drop/add period extends to the following Sunday. This option can be used only through the website, http://oasis.fau.edu	August 31 (Friday)	January 11 (Friday)	May 16 (Friday) *May 18 (Sunday)	June 27 (Friday) *June 29 (Sunday)	May 16 (Friday) *May 18 (Sunday)
Grace period-students responsible for payment of tuition & fees; no "W" for dropped courses; drops noted on student records as "W" after this period	Sept. 1 - 10	January 12 - 18	Policy does not apply to Summer Terms		
60+ Audit Registration	Sept. 4 (Tues.)	January 14 (Mon.)	May 19 (Monday)	June 30	May 19 (Monday)
Last day at 5 p.m. to pay tuition & fees; \$75 late payment fee assessed if paid after this date	Sept. 4 (Tues.)	January 14 (Monday)	May 19 (Monday)	May 19 / June 30	May 19 (Monday)
Last day to submit application for degree	September 14	February 1	May 30	May 30	May 30
Parent / Family Weekend	TBA October				
Last day to do a complete withdrawal and receive a 25% tuition adjustment. To receive this tuition adjustment for Summer C, all summer courses (A, B, & C terms) must be dropped.	September 24 (Monday)	February 4 (Monday)	Policy does not apply to Summer A, B		June 9
Last day to drop a course or withdraw without receiving an "F" in each course	October 19	February 29	May 30	July 11	June 20
MID-SEMESTER BREAK. NO CLASSES	--	March 3 - 9	--	--	--
Homecoming	TBA November				
Last day to submit Doctoral dissertation	November 13	March 30	--	--	July 7
Honors Convocation	--	TBA	--	--	--
Last day to submit Master's thesis	November 19	April 7	--	--	July 14
Reading Day	December 6	April 24 (Thurs.)	--	--	--
Final Examinations	Dec. 7 - 13	April 25 - May 1	--	--	--
SEMESTER ENDS	December 14	May 2	June 20	August 4	August 4
Commencement Ceremony	Dec. 14 - 9am	May 2 - 9am	--		
Commencement Ceremony	Dec. 14-1:30pm	May 2 - 1:30pm	Aug. 5 (Tues.) 9am	Aug. 5 (Tues.) 9am	Aug. 5 (Tues.) 9am
Commencement Ceremony	Dec. 14 - 6pm	May 2 - 6pm	Aug. 5 (Tues.) 2pm	Aug. 5 (Tues.) 2pm	Aug. 5 (Tues.) 2pm
Grades due in Registrar's Office, 9:00am	December 17 (Monday)	May 5 (Monday)	June 23 (Monday)	August 6 (Wed.)	August 6 (Wed.)

* Departmental deadlines may also apply. Consult the "Degree Program" section of the University catalog for further information.

OFFICIAL UNIVERSITY HOLIDAYS (OFFICES CLOSED, NO CLASSES)					
September 3	Labor Day	December 25	Christmas	March 3 - 9	Spring Break (No classes; offices open)
November 12 (obs.)	Veteran's Day	January 1	New Year's Day	May 26	Memorial Day
November 22 -25	Thanksgiving Recess	January 21	M.L. King Holiday	July 4	Independence Day

Note: During the academic year, Saturdays are considered instructional days. This calendar subject to change by appropriate authority. **Revised September 7, 2007**

PURPOSE OF THE HANDBOOK

The adjunct faculty handbook is provided to facilitate your entry into the college's teaching force and to promote consistency across departments and instructors. Moreover, this handbook details the College of Education's expectations of you. By accepting this handbook and signing your contract, you agree to abide by the policies/procedures outlined herein.

Much of the material found in this handbook has been taken from FAU's Undergraduate or Graduate Catalogues, Student Handbook, and Web Site. Please feel free to expand your knowledge of university policy and procedures by reviewing these references for more extensive information. The Department Chair and Department Support Staff of the course you are teaching are a useful resource for questions and/or concerns. Contact numbers for the departments are listed in this handbook on page 16.

COLLEGE OF EDUCATION MISSION STATEMENT

The mission of the College of Education is to serve the community of Florida Atlantic University by providing effective leadership in areas of research, service and teaching at the local, state, national and international levels, through the initial and advanced preparation of informed, capable, ethical and reflective decision making professionals. Our faculty and students seek to promote and sustain authentic change, excellence and equity in their respective fields, and in the organizations and systems with which they are associated. The College's programs reflect changing societal needs and incorporate web-supported delivery systems, current methodologies and research, which bring faculty and students together to improve the quality of education for all in an increasingly diverse, technological, inclusive and global society.

COLLEGE OF EDUCATION DEPARTMENTS

The College of Education consists of seven departments: Teacher Education, Instructional Technology & Research, Exceptional Student Education, Communication Sciences and Disorders, Exercise Science and Health Promotion, Educational Leadership, and Counselor Education.

These departments deliver academic programs and courses to students on four different campuses: Davie, Boca Raton, MacArthur, and Treasure Coast. The College of Education has an enrollment in excess of 3000 students.

College of Education Campuses Locations, Maps and Directions

COE at Boca Raton

Boca Raton Campus
777 Glades Road
PO Box 3091
Boca Raton, FL 33431
561-297-3570

COE at Jupiter

John D. MacArthur Campus
5353 Parkside Drive
Jupiter, FL 33458
561-799-8135

COE at Broward

Davie Campus
2912 College Avenue
Davie, FL 33314
954-236-1028

COE at Port St. Lucie

Treasure Coast Campus
500 NW California Blvd
Port St. Lucie, FL 34986
772-873-3370

Boca Raton Campus

777 Glades Road
P. O. Box 3091
Boca Raton, FL 33431-0991
Phone: 561-297-3000

Driving Directions

I-95 North/South bound, exit at Glades Road. and go east. FAU will be approximately 1/2 mile on the left



College of Education

The Education building (ED) is located near the corner of Broward Avenue and Lee Street.

Broward Campus at Davie

2912 College Avenue
Davie, FL 33314
Phone: (954) 236-1028
Fax: (954) 236-1022



Driving Directions

From I-95 or the Florida Turnpike

Exit I-595 and go west to Davie Road. At Davie Road make a left and go south to Nova Drive (2nd light). Turn right onto Nova Drive and go west to College Avenue (1st light). At College Avenue make a left, and the campus will be approximately 1 block on left.

College of Education Offices

The College of Education offices are located in the ES Building. The Office for Academic and Student Services is located at ES 202, and will provide general COE information on this campus

John D. MacArthur Campus at Jupiter

5353 Parkside Drive
Jupiter, Florida 33458
(561) 799-8135
Fax: (561) 799-2587



Driving Directions

I-95

I-95 North/South, Exit 58. Go east on Donald Ross Road to Parkside Drive. Turn left onto Parkside Drive, the campus will be on your right.

From Florida Turnpike

If you are taking the Turnpike North, exit at PGA and head east until you get to Central Drive. Turn left onto Central Drive and go North to Donald Ross Road. Turn left onto Donald Ross Road and then make a right onto Parkside Drive, the campus will be on your right.

If you are traveling South on the Turnpike exit onto Indiantown Road in Jupiter. Take Indiantown Road east to Military Trail. Turn right onto Military Trail and head south to Donald Ross Road. Turn right onto Donald Ross Road. Then turn right onto Parkside Drive (after the light). The campus will be on your right.

College of Education Offices

The College of Education offices are located on the second floor of the EC building. The secretary's office is located in EC 202.

Treasure Coast Campus at Port St. Lucie

500 NW California Blvd.
Port St. Lucie, FL 34986
Phone: (561) 873-3370
Fax: (561) 873-3333



Driving Directions

From I-95

I-95 North/South to exit 121 (old exit 63C). Go east on St. Lucie West Boulevard to Peacock Boulevard. Turn left onto Peacock Boulevard and go north to NW University Boulevard. Turn right and proceed on NW University Boulevard until you get to the end of the road then turn left onto NW California Boulevard. The campus will be the first left on California Boulevard.

From Florida Turnpike

Take the Turnpike to exit 142 Port St. Lucie. Follow the signs for Bayshore Boulevard North. Take Bayshore Boulevard north 3 miles. At the intersection of Prima Vista & Bayshore, make a left onto Prima Vista. You will cross over the Turnpike. One mile past K-Mart, make a right onto Country Club Drive. Bear right on the traffic circle. Once on California Boulevard, take your first left past NW University Boulevard.

College of Education Offices

The College of Education Offices are located in the Classroom and Office Building (CO). The secretary for the College is located in CO138.

College of Education Contacts

	Phone	FAU Email
Gregory F. Aloia, Dean	561-297-3564	gfaloia
Valerie J. Bristor, Senior Associate Dean	561-297-2351	bristor
Deborah W. Shepherd, Associate Dean, Office for Academic and Student Services (OASS)	561-297-3570	dshep
Donald Torok, Associate Dean, Davie Campus	954-236-1029	torok
Elijah Watlington, Associate Dean, Northern Campuses	772-873-3370	ewatling

Department Chairs

Michael Brady, Chair, Exceptional Student Education	561-297-3280	mbrady
Barbara Ridener, Interim Chair, Teacher Education 1	561-297-3791	bridener
Susanne Lapp, Interim Chair, Teacher Education 2	561-297-3791	slapp
Donald Torok, Interim Chair, Instructional Technology & Research	561-297-2525	torok
Irene Johnson, Chair, Counselor Education	561-297-3601	ijohnso9
Robert Shockley, Interim Chair, Educational Leadership	561-297-3551	shockley
Sue Graves, Chair, Exercise and Science Health Promotion	954-236-1263	sgraves
Deena Wener, Chair, Communication Sciences & Disorders	561-297-2558	wener

Directors	Phone	FAU Email
Al Carnahan, Director, Student Teaching Program, OASS, Boca	561-297-3573	carnahan
Lorraine D. Cross, Director, Programs and School Initiatives	561-297-2491	lcross
Kelly Williams, Asst. Director, Karen Slattery Educational Research Center for Child Development	561-297-2342	kwilli94
Linda Barlowe, Coordinator, Accelerated Induction into Teaching (AIT)	772-873-3354	lbarlowe
Mary Lou Goldberg, Interim Associate Director, OASS, Northern Campuses	772-873-3352	mgolber
Traci Catto, Director, Field Placement, OASS, Boca	561-297-3570	tcatto
Marsha Lynch, Coordinator, Field Placement, OASS, Broward mlynch	954-236-1032	
Rose Gatens, Center for Holocaust & Human Rights Education	561-297-2929	rgatens
Joseph "Joe" Waters, Executive Director, OASS, Boca	561-297-3570	waters
Glenn Thomas, Executive Director, FAU K-12 Schools & Programs	561-297-3975	gthomas
Pat Welch, Director, Pine Jog Environmental Education Center	561-686-6600	welch
Patricia "Patty" Heydet-Kirsch, Interim Director, Assessment and Program Evaluation	561-297-4214	pheydet

Contact Numbers and Related Websites

General

Office	Phone number Boca Davie MacArthur Treasure Coast	Location	Websites www.
Academic Computing Services	B 561-297-3999 D 954-236-1129 M 5610799-8624 T 772-873-3300	CM 122 LA 312 SR 251 CO 223	acs.fau.edu/Labs/default.htm
Admissions, General Info	B 561-297-3040 D 954-236-1237 M 561-799-8509 T 772-873-3307	AD 102 LA 203 SR 131 JU 113	fau.edu/academic/admissions/admissn.htm
Admissions, Undergraduate	B 561-297-3040		fau.edu/academic/admissions/admissn.htm
Admissions, Graduate	B 561-297-2618		fau.edu/academic/gfadstud/gfad.htm
Admissions Office- International	B 561-297-3678	AD 102	
College of Business	B 561-297-3688	BE-104	http://newfaucob.accrisoft.com/
Career Development	B 561-297-3533 D 954-236-1214 M 561-799-8611	SS 222 OF 38G SR 110	cdc.fau.edu
Cashiers Office	B 561-297-3104 D 954-236-1020 M 561-799-8510 T 772-873-3303	AD 162 LA 121 SR 125 JU 113A	
Controller's Office	B 561-297-3100	AD 149	www.fau.edu/admin/fiscal/controller/
College of Architecture, Urban & Public Affairs	D 954-762-5659 or B 561-297-2316	TWR 606 or SO 284	www.fau.edu/divdept/caupa/
D.F. Schmidt College of Arts & Letters	B 561-297-3800	SO 100	www.fau.edu/divdept/schmidt/homepage.htm
College of Education	B 561-297-3570	ED 230	www.fau.edu/divdept/coe/webpage.htm
College of Engineering	B 561-297-3400	SE 308	www.eng.fau.edu/
College of Nursing	B 561-297-3260	SO 286	www.fau.edu/divdept/nursing/
C.E. Schmidt College of Biomedical Science	B 561-297-2219		http://bioserv.biomed.fau.edu/biomedical/biomedical_content.html
C.E. Schmidt College of Science	B 561-297-3700	SE 234	www.science.fau.edu/
Commuter Student Programs, Night Owl	M 561-799-8698	SR 139	
Counseling Center	B 561-297-3540 D 954-236-1210 M 561-799-8621	SS 229 MOD 1 LB 117	fau.edu/student/counsel

Dean of Students	B 561-297-3542	SS 226	
Students with Disabilities Services	B 561-297-3880 D 954-236-1218 M 561-799-8697 T 772-873-3301	LY 175 OF 38 SR 117 JU 113	osd.fau.edu
Equal Opportunity	B 561-297-3004	AD 291	fau.edu/divdept/equalop/homepage.htm
Financial Aid	B 561-297-3131 D 954- 236-1229 M 561-799-8509 T 772-873-3301	SS 227 LA 122 SR 129 JU 113	fau.edu/finaid
GPA Calculator			fau.edu/sass
International Students	B 561-297-3049	SO 301	fau.edu/student/ma
International Students, Insurance	B 561-297-3049	SO 301	
Insurance	B 561-297-1135	SS 235	shs.fau.edu/medical_insurance.htm
Multicultural Affairs	B 561-297-3959 D 954-236-1257 M 561-799-8697	SS 224 SR 117	fau.edu/student/iss
Ombudsman	B 561-297-3032		fau.edu/admin/ombuds/omb.htm
Orientation-Student Affairs	B 561-297-2921	SS 226	
Owl Cards	B 561-297-2700 D 954-236-1250 M 561-799-8698 T 772-873-3301	SS 107 LA 107 SR 107 JU 113	fau.edu/student/off_srvs/owlcts.htm
Registrar, General Info	B 561-297-3050 D 954-236-1016 M 561-799-8507 T 772-873-3306		fau.edu/academic/registrar/grades.htm
Registrar's Office-Graduation	B 561-297-3050	SU 144	
Registrar's Office-Incorrect Address	B 561-297-3050	SU 144	
Registrar, SASS Audit	B 561-297-3065	SU 144	facts.org
Registrar's Office-Suspension	B 561-297-3050	SU 144	
Registrar's Office-Transcript	B 561-297-3050	SU 144	facts.org
Registrar's Office-Declare Major	B 561-297-3050	SU 144	
Scholarships, General	B 561-297-3550 D 954-236-1229 M 561-799-8697 T 772-873-3301		
Student Affairs, Support Departments			fau.edu/student/support.htm
Student Employment	B 561-297-3521 D 954-236-1254 M 561-799-8698 T 772-873-3301		fau.edu/student/std_emp.htm

Student Government	B 561-297-3740 D 954-236-1252 M 561-799-8591 T 772-873-3363	UC 215 LA 117 SR 107 CO 128	fau.edu/student/gov
Student Health	B 561-297-0048 D 954-262-4100 M 561-799-8136 T 772-785-5500	SS 243 SR 274	shs.fau.edu
Student Housing, Residential	B 561-297-2880 M 561-799-8828	SH 215 RH 108	ns1.fau.edu/housing
Student Housing, Off Campus Listings	B 561-297-3732		
Student Housing, Judicial	B 561-297-2880	SH 215	
Student Orientation			fau.edu/student/orientat/
Testing & Evaluation - CLAST Test Not Taken Passed	B 561-297-3160	SS 229	
Registrar- CLAST Test - 96 hours	B 561-297-2711	AD 115	
Testing & Evaluation - CLAST Test Neglect	B 561-297-3160	SU 210	
Testing & Evaluation - CLAST Test Preparation	B 561-297-3160	SU 210	
Traffic and Parking	B 561-297-2771 D 954-236-1236 M 561-799-8700 T 772-873-3400		www.fau.edu/admin/traffic/
University Police	B 561-297-3500 M 561-799-8700 T 772-873-3400	PD	fau.edu/police/
Veteran Affairs	B 561-297-1250		fau.edu/student/va.htm
Dr. Daniel B. Weppner Volunteer Center	B 561-297-4216 D 954-236-1254	UC 107 LA 111	fau.edu/volunteer

College of Education Specific

A. D. Henderson School	B 561-297-3970		adhus.fau.edu
Center for Autism and Related Disabilities			fau.edu/coe/card/index.htm
Communication Disorders Clinic	B 561-297-2258	ED 413	coe.fau.edu/csd/cdclinic.htm
Department of Communication Science Disorders	B 561-297-2258	ED 413	coe.fau.edu/csd/spa.htm
College of Education Scholarships	B 561-297-3570 D 954-236-1028 M 561-799-8638 T 772-873-3370	ED 230 ES 202 EC 202 CO 138	coe.fau.edu/main/student_s.htm
Department of Counselor Education	B 561-297-3602	ED 270	coe.fau.edu/counsel
Department of Instructional Technology and Research	B 561-297-3600	ED 494	coe.fau.edu/found/
Department of Exceptional Student Education	B 561-297-3280	ED 413	coe.fau.edu/ese/
Department of Educational Leadership	B 561-297-3550	ED 259	leadership.fau.edu
Department of Exercise Science and Health Promotion	D 954-236-1260	ES 288	fau.edu/divdept/exsci/homepage.htm
Department of Teacher Education	B 561-297-3791	ED 355	coe.fau.edu/teached/teached.htm
Field Placements	B 561-297-2175	ED 230	coe.fau.edu/main/field.htm
Office for Academic and Student Services	B 561-297-3570 D 954-236-1028 M 561-799-8638 T 772-873-3370	ED 230 ES 202 EC 202 CO 138	coe.fau.edu/main/student_s.htm
Karen Slattery Educational Research Center for Child Development	B 561-297-2342	CCC	coe.fau.edu/erccd/
Student Teaching Program	B 561-297-3573	ED 230	coe.fau.edu/main/studteach.htm



CONCEPTUAL FRAMEWORK



FAU COE Conceptual Framework

The Logo

The visual representation of the conceptual framework of the College of Education depicts five key components. The base of the image is the foundation provided by Florida Atlantic University. This foundation represents the University's Colleges in which students take content courses, the College of Education, and its program elements (knowledge, skills, and dispositions) that are essential for professional practice. The second component of the image shows two people representing our graduates. The third component is a map that represents the diverse settings in which our graduates come from, go to, work and have influence. The fourth component is a circle in which the words "reflective decision-makers" are set. Reflective decision-making underpins the choices our graduates make as they meet the needs of students and clients in diverse settings. Enclosing all, the words *informed*, *ethical*, and *capable* appear, linked by arrows. These represent the interactions among knowledge, skills, and dispositions, mediated by ethical considerations, as our graduates engage in reflective decision-making.

This image also represents the decision-making processes within the College of Education. Reflective decision-making is utilized in an informed, ethical, and capable manner in program development and evaluation, governance, identification and use of resources, and in recruitment, selection, retention and promotion. Faculty and administrators in the College of Education are informed, ethical, and capable reflective decision-makers as they prepare professionals to practice in diverse settings and meet the strategic imperatives of the College.

The conceptual framework of the College of Education at Florida Atlantic University reflects the beliefs, assumptions and underlying principles that guide the delivery of our programs. This framework also guides the student performance outcomes of the undergraduate and graduate programs. Simply stated, our candidates are a reflection of their professional preparation.

ASSUMPTIONS

- Technology will continue to be an evolving, pervasive presence in all our activity, and will change substantially how we work.
- Society will become more diverse.
- Society will continue to change, which will require lifelong learning and re-adjustment to evolving conditions for our graduates.

- Competition will continue to increase, and we must be willing to develop dynamic, creative and proactive responses to the needs of our constituency.
- Accountability is here to stay, and will foster a culture of continuous assessment in schools and universities.

BELIEFS

- Reflection is integral to the concept of continuous improvement. This is true for individuals, groups and organizations.
- Excellence in teaching, counseling and educational leadership is a process involving continuous personal and professional growth. This is true at the pre-service and in-service level, as well as with our own faculty.
- Professional educators must have a strong background in content and pedagogical knowledge in order to be able to make informed reflection possible.
- Professional coursework should be integrated to the greatest degree possible into a real world situation, to facilitate practical, informed and reflective decision-making.

FAU MISSION

Florida Atlantic University is a public research university with multiple campuses along the southeast Florida coast serving a uniquely diverse community. It promotes academic and personal development, discovery, and lifelong learning. FAU fulfills its mission through excellence and innovation in teaching, outstanding research and creative activities, public engagement and distinctive scientific and cultural alliances, all within an environment that fosters inclusiveness.

COLLEGE OF EDUCATION MISSION

The mission of the College of Education is to serve the community of Florida Atlantic University by providing effective leadership in areas of research, service and teaching at the local, state, national and international levels, through the initial and advanced preparation of informed, capable, ethical and reflective decision making professionals. Our faculty and students seek to promote and sustain authentic change, excellence and equity in their respective fields, and in the organizations and systems with which they are associated. The College's programs reflect changing societal needs and incorporate web-supported delivery systems, current methodologies and research, which bring faculty and students together to improve the quality of education for all in an increasingly diverse, technological, inclusive and global society.

Discussion of the Conceptual Framework

Reflective decision-making

Reflective decision-making is a proactive approach to practice. The increasing complexity and pace of change in society presents a challenge to educators to devise new ways to respond to the needs of the education system. Educators must learn not only to reflect, but to reflect and respond creatively, actively and effectively to unfamiliar situations and demands, while ensuring that educational excellence continues to be the major focus of their work.

In higher education, collaborative decision making, which has traditionally been an integral part of universities' administrative framework, will take on new meaning as educators take on new professional roles and responsibilities requiring an ever more dynamic, reflective mindset. In the College of Education, this reflective mind set is applied by evaluating long-term consequences of

professional action, and maintaining an informed, current perspective on education philosophy, pedagogy and research.

Ethics

Ethics has attracted more attention in education in recent times, due to the growing complexity of the dilemmas faced by educators. In response, the College of Education is committed to ensuring students are competent in ethical reasoning, so they comprehend and act appropriately when faced by conflicting value-laden dilemmas. When addressing ethical issues in our programs, we seek to incorporate the four paradigms of ethics identified by Poliner Shapiro and Stefkovich as justice, critique, care and the profession, which provide a framework for resolving the "real-life, complex dilemmas that...[educators]...frequently face in their schools and in their communities" (Poliner Shapiro & Stefkovich, 2001 p. 5).

In keeping with the Code of Ethics and the Principles of Professional Conduct as established by The Florida Education Standards Commission, educators and students value:

- the worth and dignity of every person
- the pursuit of truth
- devotion to excellence
- acquisition of knowledge
- the nurture of democratic citizenship

The educator's primary professional concern will always be for the student and the development of the student's potential. The educator strives to achieve and sustain the highest degree of ethical conduct.

It should be noted that many of our programs possess ethics codes that relate to their specialist fields, as established by the pertinent professional associations. For example, the Department of Communication Science and Disorders applies the ethical principles of the American Speech-Language-Hearing Association (ASHA). The Department of Counselor Education incorporates the code of ethics of the American Counseling Association (ACA), and subsidiary associations such as the American Mental Health Counselors Association, the American School Counselors Association and the American Rehabilitation School Counselors Association.

The College of Education is thereby committed to offering comprehensive professional preparation programs so that faculty and students may establish authentic communities of practice, where all, including minority and disadvantaged students, are included in such a way that they may achieve their fullest potential.

Diversity in Local, National and International Contexts

Among the increasingly complex situations affecting society, the issue of diversity presents a major challenge to education. In the 21st century, as society becomes more demographically diverse, educators will need to be able to develop, foster, and lead tolerant and democratic schools. This challenge has implications for the ethnic and cultural composition of faculty, for the College's philosophy of education, and for the cultural content of the curricula in every department. Faculty and staff must sustain a critical perspective of the values and assumptions that underpin collegial and professional activity, which calls for faculty to be exemplary models of openness, empathy and respect for differences, be they based on gender, race, ethnicity,

culture, exceptionality, sexual orientation or religion. It also means that programs should include culturally relevant content and pedagogy.

College of Education Graduates

Graduates of programs in the College of Education at Florida Atlantic University are informed, ethical, and capable reflective decision-makers.

Informed reflective decision-makers are grounded in the subjects they teach and understand how knowledge in their subject is created, organized, linked to other disciplines and applied to real-world settings.

Ethical reflective decision-makers apply a systematic, rational approach to dilemmas offering difficult choices between competing values.

Capable reflective decision-makers have mastered the skills and competencies that enable them to function in their professional roles. They contribute to the effectiveness and collegiality of the educational environment by working collaboratively with other professionals on policy matters, curriculum development and professional preparation.

Further Evaluation of the Conceptual Framework

Commitment to Diversity

The College of Education at Florida Atlantic University sustains a proactive commitment to recruiting and retaining faculty, staff and students from diverse backgrounds. This commitment acknowledges that the modifications of worldwide economic, cultural and social conditions are changing the demographic composition of our society. South Florida is a clear example of how shifting demographics are having a profound impact on the profile of educational institutions.

Commitment to Technology

The College is committed to developing and sustaining technology to support the work of students, faculty and staff. This commitment is grounded in the awareness that teaching and learning processes, including effective research, are increasingly dependent on electronically generated data to make sense of complex educational issues. The adoption of electronic communication systems, assistive technology and the need to provide equitable access to information systems make it essential for the College to have in place a comprehensive Technology Plan that includes a renewal cycle.

Alignment of Candidate Proficiencies with State Professional Standards

FLORIDA ATLANTIC UNIVERSITY BEHAVIORAL INDICATORS

The College of Education has selected the following Educator Accomplished Practices, as developed in the Competencies for Teachers of the 21st Century by the Florida Education Standards Commission, in order to establish the manner through which graduates may demonstrate that they are informed, ethical, capable and reflective decision-makers.

1. Assessment

The preprofessional teacher collects and uses data gathered from a variety of sources. These sources include both traditional and alternate assessment strategies. Furthermore, the teacher can identify and match the students' instructional plans with their cognitive, social, linguistic, emotional, and physical needs.

Indicators:

- 1.1. Employs traditional and alternative assessment strategies and uses the data to modify interventions.*
- 1.2. Interprets data from various informal and standardized assessment procedures.*

2. Communication

The preprofessional teacher recognizes the need for effective communication in the classroom and is in the process of acquiring techniques which s/he will use in the classroom.

Indicators:

- 2.1. Communicates high expectations in a positive and supportive manner.*
- 2.2. Demonstrates the ability to communicate effectively verbally and in writing.*

3. Continuous Improvement

The preprofessional teacher realizes that s/he is in the initial stages of a life-long learning process and that self-reflection is one of the key components of that process. While her/his concentration is, of necessity, inward and personal, the role of colleagues and school-based improvement activities increases as time passes. The teacher's continued professional improvement is characterized by self-reflection, working with immediate colleagues and teammates, and meeting the goals of a personal professional development plan.

Indicators:

- 3.1. Uses data and reflects on data to improve professional practice.*
- 3.2. Participates in professional development and other learning activities to increase his or her own professional development.*

4. Critical and Creative Thinking

The preprofessional teacher is acquiring performance assessment techniques and strategies that measure higher order thinking skills in students and is building a repertoire of realistic projects and problem-solving activities designed to assist all students in demonstrating their ability to think creatively.

Indicators:

- 4.1. Identifies strategies, materials, and technologies that expand critical thinking.*
- 4.2. Demonstrates and models the use of higher-order thinking skills.*

5. Diversity

The preprofessional teacher establishes a comfortable environment which accepts and fosters diversity. The teacher must demonstrate knowledge and awareness of varied cultures and linguistic backgrounds. The teacher creates a climate of openness, inquiry, and support by practicing strategies such as acceptance, tolerance, resolution and mediation.

Indicators:

- 5.1. Provides a range of activities that accommodate learning styles, abilities, cultural, and linguistic diversity.*
- 5.2. Practice skills and gain knowledge needed in a diverse society.*

6. Ethics and Professionalism

Adheres to the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.

Indicators:

- 6.1. Meets expectations of professional behavior and demeanor.*
- 6.2. Adheres to relevant and professional Codes of Ethics.*

7. Human Development and Learning

Drawing upon well established human development/learning theories and concepts and a variety of information about students, the preprofessional teacher plans instructional activities.

Indicators:

- 7.1. Varies activities to accommodate different learning needs, developmental levels, experiential backgrounds, linguistic development and cultural heritage.*
- 7.2. Shows knowledge of learning and development theories.*

8. Knowledge and Presentation of Subject Matter

The preprofessional teacher has a basic understanding of the subject field and is beginning to understand that the subject is linked to other disciplines and can be applied to real world integrated settings. The teacher's repertoire of teaching skills includes a variety of means to assist student acquisition of new knowledge and skills using that knowledge.

Indicators:

- 8.1. Demonstrates subject matter knowledge.*
- 8.2. Communicates knowledge of subject matter by using the materials and technologies of the field.*

9. Learning Environment

The preprofessional teacher understands the importance of setting up effective learning environments and has techniques and strategies to use to do so including some that provide opportunities for student input into the processes. The teacher understands that s/he will need a variety of techniques and work to increase his/her knowledge and skills.

Indicators:

- 9.1. Monitors learning activities by providing feedback and reinforcement.*
- 9.2. Develops an environment conducive to learning.*

10. Planning

Recognizing the importance of setting high expectations for all students, the preprofessional teacher works with other professionals to design learning experiences that meet students' needs and interests. The teacher candidate continually seeks advice/information from appropriate resources (including feedback), interprets the information, and modifies his/her plans appropriately. Planned instruction incorporates a creative environment and utilizes varied and motivational strategies and multiple resources for providing comprehensible instruction for all students. Upon reflection, the teacher continuously refines outcome assessment and learning experiences.

Indicators:

- 10.1. Plans activities with identified performance and learning outcomes.*
- 10.2. Plans activities that help participant develop knowledge through a variety of strategies.*

11. Role of the Teacher (Professional)

The preprofessional teacher communicates and works cooperatively with families and colleagues to improve the educational experiences at the school.

Indicators:

- 11.1. Communicates and cooperates with colleagues and communities.*
- 11.2. Develops short and long-term professional goals.*

12. Technology

The preprofessional teacher uses technology as available at the school site and as appropriate to the learner. S/he provides students with opportunities to actively use technology and facilitates access to the use of electronic resources. The teacher also uses technology to manage, evaluate and improve instruction.

Indicators:

- 12.1. Uses instructional and other electronic tools to gather information.*
- 12.2. Uses technology in a professional role.*

FLORIDA LEADERSHIP STANDARDS AND INDICATORS USED FOR SCHOOL LEADERS MASTERS DEGREE PROGRAM

FAU DEPARTMENT OF EDUCATIONAL LEADERSHIP

STANDARD	INDICATOR
<p style="text-align: center;">DECISION MAKING STRATEGIES</p> <p>High Performing Leaders plan effectively, use critical thinking and problem solving techniques, and collect and analyze data for continuous school improvement.</p>	Has a problem-solving model to use when confronted with unsettled questions or undesirable situations.
	Uses others to assist in the accomplishment of organization goals.
<p style="text-align: center;">ETHICAL LEADERSHIP</p> <p>High Performing Leaders act with integrity, fairness, and honesty in an ethical manner.</p>	Apply dimensions of ethical thinking to case study situations related to school leadership.
	Develops a personal code of ethics embracing diversity, integrity, and the dignity of all people.
	Develops a school-based plan that demonstrates an openness of resource distribution
<p style="text-align: center;">HUMAN RESOURCE DEVELOPMENT</p> <p>High Performing Leaders recruit, select, nurture and, where appropriate, retain effective personnel, develop mentor and partnership programs, and design and implement comprehensive professional growth plans for all staff - paid and volunteer.</p>	Connects professional growth plans and professional development to individual teacher and school learning goals.
	Understands adult learning strategies useful for assisting staff in professional development.
	Understands the processes necessary for use in the hiring and retention of high quality teachers.
<p style="text-align: center;">INSTRUCTIONAL LEADERSHIP</p> <p>High Performing Leaders promote a positive learning culture, provide an effective instructional program, and apply best practices to student learning, especially in the area of reading and other foundational skills.</p>	Uses data as a component of planning for instructional improvement
	Has identified skills necessary for the planning and implementation of improvements of student learning.
<p style="text-align: center;">LEARNING, ACCOUNTABILITY, AND ASSESSMENT</p> <p>High Performing Leaders monitor the success of all students in the learning environment, align the curriculum, instruction, and assessment processes to promote effective student performance, and use a variety of benchmarks, learning expectations, and feedback measures to ensure accountability for all participants engaged in the educational process</p>	Demonstrates an understanding of the methods and principles of program evaluation.
	Uses multiple sources of data to inform decisions and improvement processes.
<p style="text-align: center;">MANAGING THE LEARNING ENVIRONMENT</p> <p>High Performing Leaders manage the organization, operations, facilities and resources in ways that maximize the use of resources in an instructional organization and promote a safe, efficient, legal, and effective learning environment.</p>	Conforms to legal and ethical standards in the management of the learning environment.
	Manages school fiscal as specified by district, state and federal fiscal management guidelines
	Understands techniques and organizational

STANDARD	INDICATOR
	useful in leading and managing a complex and diverse organization.
<p style="text-align: center;">TECHNOLOGY</p> <p>High Performing Leaders plan and implement the integration of technological and electronic tools in teaching, learning, management, research, and communication responsibilities.</p>	<p>Develops an effective teacher professional development plan to increase technology usage.</p> <p>Has a plan for the provision of support to increase the use of technology already in the school/classrooms.</p>
<p style="text-align: center;">VISION</p> <p>High Performing leaders have a personal vision for their school and the knowledge, skills, and dispositions to develop, articulate and implement a shared vision that is supported by the larger organization and the school community.</p>	<p>Communicates the school's vision, mission and priorities to the community</p> <p>Describes how instructional objectives, curricular goals and the shared vision relate to each other.</p> <p>Prepare a personal vision statement and articulate this vision in both oral and written settings.</p>
<p style="text-align: center;">DIVERSITY</p> <p>High performing leaders understand, respond to, and influence the personal, political, social, economic, legal, and cultural relationships in the classroom, the school and the local community.</p>	<p>Understands how multicultural awareness, gender sensitivity, and racial and ethnic appreciation affect an educational organization.</p>

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CONTRACTUAL AGREEMENT

CONTRACTUAL AGREEMENT

Academic Assignment

You are to sign your teaching contract in the department or branch campus office prior to beginning your assignment. The letter of intent (See Appendix B) clarifies the conditions of the appointment and is not a guarantee that you will be assigned to teach the course(s). The appointment is contingent upon sufficient enrollment, sufficient budget, and non-availability of regular college faculty to teach. When it has been determined that your professional services will be used, a contract will be processed based on the conditions stated in the letter of intent. University policy allows an adjunct to teach up to two courses each semester (.50 FTE).

New faculty members must visit Personnel Services to complete the I-9 process prior to the first day of their contract. (Copy of packet – Appendix A) Remember you cannot teach or be paid if you do not complete all appropriate paperwork. Direct deposit is mandatory if you maintain a Florida bank account. For more specific details, call Personnel Services, Processing and Records, at (561) 297-2556.

Change of Personal Data

The Personnel Services Department must be notified of any changes in name, address or telephone number. Failure to do so could cause a check to be lost or may result in an employee not receiving a Form W-2 for income tax purposes. Please also notify the departmental secretary with changes of personal data.

Holidays

No course will meet during any legal holiday observed by the university. Holidays observed by the university can be found on the Academic Calendar located at the beginning of this handbook.

Adjunct Faculty are not paid for holidays. If there is an exception to this rule, it will be marked on the Request to Pay Form.

Faculty Absence

All Adjunct Faculty members are expected to hold classes for the entire semester on the days scheduled on the Academic Calendar and in the Letter of Intent. The adjunct faculty member, must inform the appropriate Department Chair of any necessary absences and classes not held. When an Adjunct Faculty member must miss a class, remuneration for that semester may be adjusted based on the time involved. A Faculty Absence form should be on file in the department office for any missed class. (Appendix C)



PROFESSIONAL EXPECTATIONS



PROFESSIONAL EXPECTATIONS

Professionalism

As an instructor, you are representing the college as well as your discipline and the profession. In essence, we believe that you serve as an example for your students. Therefore, we ask that you avoid casual dress in favor of more professional attire and that you maintain the highest professional standards when interacting with your class and individual students (See Appendix D, Code of Ethics and Appendix E, Sexual Harassment Rule).

Teaching Excellence

The College of Education hired you because you possess the academic credentials and the commitment to excellence in teaching that are the hallmark of this college. We fully expect you to facilitate learning as well as share current, accurate and useful information with your students as it pertains to the subject matter for which you have been hired to teach.

Academic Rigor

One of our primary concerns is that you challenge your students. Classes in which all students automatically receive A's, represents a learning environment, which may seem void of higher levels of cognitive activity. Your course should require the integration and synthesis of concepts as well as memorization and recognition of facts. As a result of such an approach, your students should have the opportunity to distinguish themselves in your class.

Preparation of the Syllabus

In an attempt to ensure quality and comply with NCATE guidelines, use the syllabus on file with the department as a guide in preparing your syllabus. Please include all subsections. You request an updated syllabus for your course from the chairperson of your department. As you prepare your syllabus keep in mind that the syllabus represents what you intend to cover in your class. As such, it is imperative that you are absolutely clear as to what you expect of your students in terms of both attendance and performance. The weighting of papers, exams, the grading scale and dates when assignments are due are essential elements of your syllabus.

Meeting your classes

Meeting your class means not only meeting every session, but also being on time and meeting for the entire period. If for some reason you cannot meet your class, please find a suitable replacement (i.e. from your dept. or the college) and notify the department office as soon as possible. If it is not possible for you find a replacement for you class, you must notify the Department Chair. As a last resort, contact the department secretary. *You are not to cancel classes.*

University Closing/Cancellation of Classes

Individual instructors cannot cancel classes due to inclement weather. On rare occasions, such as floods, hurricanes, tornadoes, security emergencies, the University may cancel classes. In the event of an approaching hurricane or other emergency situation, please check the FAU website, www.fau.edu, or call the FAU hotline at 561-297-2020, 561-799-8020, 954-236-1800 or 772-873-3330 for important information.

Instructor Evaluation

Each term, students evaluate their instructors using the Student Perception of Teaching (SPOT) survey. The Office of Testing and Evaluation scans the surveys and produces a report for each class that is forwarded, along with student comments, to the course instructor.

The instrument (one for each student in your class) and instructions for its use will be available in the Department Office, Dean's Office, or the appropriate office at the branch campus. Near the end of the semester, you will be asked to send a student to pick up a packet containing the instrument. The student will then return to your class and administer the instrument to the class. *You are **not** to be present in the classroom while students complete the evaluation.* The student who administers the evaluation must also return it to the appropriate department or branch campus office.

Instructors are also evaluated annually by the chair of the department. Further information about this evaluation process can be obtained from the chair.

FAU Sexual Harassment Policy

TITLE 6. DEPARTMENT OF EDUCATION
SUBTITLE 6C5. FLORIDA ATLANTIC UNIVERSITY
CHAPTER 6C5-5. PERSONNEL
July 1, 1999

Sexual harassment is a form of employee or student misconduct which undermines the integrity of the working or learning relationship. All members of the University community are entitled to study and work in an atmosphere free from any form of sexual harassment. Therefore, it is a violation of this rule for any employee or student to engage in conduct constituting sexual harassment. It is also a violation of this rule to retaliate against anyone who complains of sexual harassment or who participates in a proceeding related to a sexual harassment complaint.

COPIES OF THE TEXT OF THE SEXUAL HARASSMENT RULE ARE AVAILABLE IN:

The Office of Equal Opportunity Programs

Administration Building, Room 291

Florida Atlantic University

Boca Raton, FL 33431-0991

or on this Internet web site: http://www.fau.edu/divdept/equalop/sex_harr.htm.



ACADEMIC POLICIES AND REGULATIONS

ACADEMIC POLICIES AND REGULATIONS

Semester System

The University is on the semester system with the fall and spring semesters each comprising about 16 weeks and the summer semester comprising about 14 weeks. The summer semester is divided into three terms; summer A is the first six weeks, summer B is the last six weeks of the summer semester, and summer C is the entire summer semester. Courses are offered in all three summer terms. All credits awarded by FAU are semester credit hours.

Course Overrides

Enrollment caps have been set for all courses. Adding additional students above the cap requires the signature of the instructor assigned to teach the course. You should keep in mind that adding more students might compromise the existing students' opportunity to learn.

Drop/Add

Students can add a class during the first week of the term while they may drop a class several weeks into the semester. Generally, when adding or dropping a class, the student will bring you the drop/add form for your signature.

It is the student's responsibility to complete the necessary form to drop a class. If this is not done, instructors are directed to assign the student a grade of "F" at the end of the semester.

Class Rolls

Class rolls are usually provided the first week of class. You should find the rolls in your mailbox located in either the department office or with the staff member in charge of College of Education activities on the partner campuses. Since the drop/add period is still in effect during the first week of classes, you will receive a more accurate roll during week two. Attached to the second roll, you should find a form, which you can use to add or remove students from the official roll. Return the add/removal form to the Registrar's office (see instructions provided). *Students not appearing on the final roll will not be assigned a grade.*

Student Attendance Policy

Regular class attendance is expected of all students. Attendance requirements for each course are to be clearly outlined to the students at the beginning of the instructional period and included in the course syllabus. Students who anticipate being absent from class(es) should notify their instructor(s) in advance. If this is not possible, contact should be made as soon as possible. The instructor will determine the validity of the absence for the purpose of making up the work missed. Students who have unsatisfactory absences, as determined by the instructor, are not entitled to make up work.

Bringing Children to Class

Because of safety and liability issues, minor children are not permitted in class or in the hallways during class time.

Students with Disabilities

Registration with the Office for Students with Disabilities (OSD) is a voluntary process. In order for students to be guaranteed appropriate academic adjustments, they must register with the OSD. As instructor, you are responsible for insuring that students with disabilities, who request reasonable accommodations, are properly accommodated. Here are some points for faculty to keep in mind. 1) Course content should not be altered – The faculty need not fundamentally change the nature of their classroom materials. FAU allows a student with a disability a specific accommodation to level the academic playing field, and not to lessen the requirement. 2) When to accommodate? – No professor is required to accommodate a student due to a disability without a “Letter of Notification” from the OSD. The OSD provides the student 2 copies of the “letter of Notification” for each professor for each term. The letter verifies that a student has a disability and has been authorized to receive specific accommodations. One copy of the letter is for the professor, while the second copy is to be signed and returned to the OSD. 3) Who provides? – At the bottom of the “Letter of Notification”, professors are to indicate whether they wish to provide the test accommodations, or whether the test accommodations are to be administered by the OSD. 4) Who decides? – The OSD counselor is the legal representative of FAU who decides what accommodation is appropriate based upon documentation, and how the disability affects the student in an academic setting. If you have questions, contact representatives in OSD at 561-297-3880. OSD Web address is www.osd.fau.edu.

Religious Accommodation

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations, with regard to admissions, registration, class attendance, and the scheduling of examinations and work assignments, from the University in order to observe religious practices and beliefs.

Students who wish to be excused from course work, class activities, or examinations must notify the instructor in advance of their intention to participate in religious observation and request an excused absence. The instructor will provide a reasonable opportunity to make up such excused absences.

Responsibility and Discipline

Florida Atlantic University is dedicated to the intellectual, social, and moral development of students in order to provide responsible leaders who can work effectively in a democratic society.

Under the authority granted by the Florida Board of Education, the University has the right and responsibility to determine who shall be admitted to the institution, the conduct or behavior acceptable to the institution, and under what conditions one may continue as a student. As a condition for admission to the University, students agree to abide by the policies and regulations of the institution. The president of the University has responsibility for student conduct and

discipline. That responsibility shall be exercised through these procedures.

Every student is subject to federal and state law, respective county and city ordinances, and Florida Board of Education and University rules and regulations. Violations of these laws, ordinances, or rules and regulations may subject the violator to appropriate disciplinary action by University authorities.

The president or approved designee shall have the authority, after notice to the student of the charges and a hearing thereon, to expel or otherwise discipline any student who shall be found to have violated a rule or regulation of the Florida Board of Education or the University or any law or ordinance. The president or approved designee shall have the authority to order any student to cease and desist any activity which in the president's or designee's judgment disrupts the orderly operation of the institution. Any student failing to abide by the cease and desist order shall be subject to suspension pending a hearing. The conviction of a student for a criminal offense of a kind that interferes with the educational or orderly operation of the University or of a kind which, if the student were allowed to remain enrolled, would endanger the health, safety, or property of members of the academic community, shall be sufficient grounds for expulsion or other disciplinary action against such student.

Except as provided above, in all student violations of nonacademic rules and regulations, a student shall be afforded adequate notice of charges, a reasonable time to answer, a fair and impartial hearing and a decision. The final administrative appeal shall be to the president or approved designee who may make or accept determination of punishment.

Additional rules regarding student responsibility and discipline are set out in Chapter 6C5-4.001 of the Florida Administrative Code.

Misconduct

Student misconduct may take the form of failure to comply with the instructor's rules as established for the administration of exams, class time, and for assignments (e.g. plagiarism). Assuming that you have informed your students of guidelines and rules (e.g. syllabus, verbal directions), the following approach is to be followed. 1) meet with the student individually and seek further explanation; 2) if you believe a problem exists which compromises the standards you have set forth for the class, inform the student and department chair in writing; 3) the chair may notify the registrar who can document the misconduct on the student's transcript. Be informed that the student can contest the charges of misconduct, which can result in a hearing at the department, college, and university levels. Be certain that all students understand your expectations of their conduct in your class. In an effort to protect the rights of all parties, document events. Remember, clarity within the syllabus goes a long way in protecting all parties.

Communication Devices (Cell phones, pagers, beepers, etc.)

To enhance and maintain a productive atmosphere for education, personal communication devices are to be disabled during class sessions. Instructors and students should silence all electronic communication devices before entering class.

Withdrawal from a class

If the appropriate form is filed during the first four weeks of the semester, the student will receive no grade and the course will not appear on the academic record. However, a withdrawal comment will be posted to the electronic record. The student will receive a grade of "W" in the course if the appropriate form is filed during the fifth through seventh weeks of the semester. The course is fee-liable and is counted toward the limit beyond which the excess credits surcharge applies. After the eighth week of the semester, dropping courses or withdrawing from the University is not permitted without receiving a grade of "F".

Reading Day

One day, generally a Wednesday or Thursday, during the last week of classes prior to the start of final examinations is a designated reading day. There will be no classes or examinations held on this day; instead, students are encouraged to use these days for study and review and to meet with faculty during scheduled office hours. Faculty are encouraged to have some office hours on the reading day. There are no reading days in the summer terms because final examinations are given during regular class periods.

Final Exam Schedule

The final exam schedule is printed in the schedule of courses and other university publications. Please obtain a schedule and REMEMBER that the university and college policy regarding final exams requires all faculty to hold their final exam. *You **must** have a final or hold a formal class* on the day and at the time scheduled. Changing the day and/or time of your final exam is prohibited without permission from the department chair and/or other appropriate college administrator. Exams and classes are **not** to be held on a scheduled reading day.

Grading System

The College of Education reports student performance two ways; all courses report through course grades reported to FAU via the FASS grading system, and most courses also report Competency Assessments within the College of Education using Blackboard. Each instructor receives an email, with an activated link to access, when it is time to log-on and enter course grades. *Please **do not forward your FAU email** to another address, you may not receive important email updates and information!*

Course Grades (FASS)

Florida Atlantic University has a plus/minus (+/-) grading system. Grades for the undergraduate and graduate courses are reported by the symbols indicated in the following grading table:

Grade	Grade Points per Credit
A	4.00

A-	3.67
B+	3.33
B-	2.67
C+	2.33
C	2.00
C-	1.67
D+	1.33
D	1.00
D-	0.67
F	0.00
P (Pass)	Credit Only
S (Satisfactory)	Credit Only
U (Unsatisfactory)	No Credit
I	Incomplete
AU (Audit)	No Credit
CR (Credit by exam)	Credit Only
W (Withdrawal)	No Credit
WM (Withdrawal-Exceptional Circumstances)	
NR No Reported Grade	No Credit

As agreed to by the Provost and the Academic Deans, effective Fall 2005 all grading will be done via FASS.

1. Login at <https://oasis1.fau.edu/fac-bin/> (note the HTTPS designation)
 - The Faculty ID is your Social Security number, and the PIN is the last six digits of your social security number, unless you have previously changed your PIN.
 - Upon logging in, you should change your PIN if you have not done so yet: PIN codes must be six numeric characters. After changing your PIN you will be prompted to login again, this time using the new PIN.
2. The system will automatically assume the current term, and it displays that term in the main menu, upper left corner.
3. To change to a different term (future or previous), under General Information select term. From the drop-down box, select term desired and click once to submit.
4. Under Faculty, select what you want to do (grading, get a class list, register a student in one of your classes, etc.):
 - Instructor Registration – use drop down box to choose option: authorize (allows student to register if space is available), permit (allows student to register even if class limit has been reached), request (registers the student if space is available), drop (allows you to drop a student already enrolled in class) .
 - Permit and Authorization – use to see a list of students already authorized to enroll in your class.
 - Class list – shows up-to-date class rolls and information on the student, such as class, major (note: you have access only to courses where you are the instructor of record)

- Class list, names only – an up-to-date class roll listing only student names so it is easier to download to an Excel spreadsheet.

All these options are also available from the blue navigation bar near the top of the page. Place your cursor over the menu name and a menu with the options will pop up.

The system is not difficult to utilize, but an informative tutorial help module is available for reference on the initial login screen. The class roles produced by this system are extracted directly from the registration system, thus when you call up your roll, it will display “live” data from the registration system. This is a marked improvement over the traditional paper class rolls, which are several days old. I suggest you print a class role with the print screen feature on your PC near the initial meeting of your class.

It is suggested that you familiarize yourself with the system now to avoid problems at the end of the term. New instructors probably will not have access to the system until their contracts have been processed by personnel. If you have questions about the system, please review the on-line help modules.

If you are entering grades, please remember these few important items:

There are forty names on a page and you must make sure you click the submit button at the bottom of each page before going on to the next group of students.

If you are giving a grade of F or U, you need to select a reason and insert the number in the box. At the top of the page you will see an explanation for each number.

You can change your grades and submit grades using this system only until the day grades are due.

If you encounter any difficulties, please contact one of the following for help:

Theresa Rosenhack-561-297-2409

Jeff Hendricks- 561-297-2774

Harry DeMik- 561-297-2024

Or, contact the Registrar's Office at 561-297-3050 or send an e-mail to registrar@fau.edu.

Assigning a Grade of Incomplete (I)

You may assign a grade of “I” to students who are passing your course but have not completed all the required work because of exceptional circumstances. At the time you assign the “I”, it is your responsibility to set the terms of completion (e.g. assignments) An “I” indicates a grade deferral and must be changed to a grade other than “I” within a specified time frame, not to exceed 1 calendar year from the end of the semester during which the course was taken. After 1 calendar year, if no change of grade has been filed, the “I” becomes an “F”. Be sure to document the terms of completion by obtaining the

appropriate form from your department. Give a copy of the completed form to the student and your department chair.

Changes of Grade Policy

Instructors may, for appropriate reasons, change the grade awarded to a student in a given course within one year of the end of the semester in which the course was taught. If the student received an Incomplete ("I") grade at the conclusion of the course, and a letter grade was subsequently assigned, that grade may be changed within one year of the date it was assigned. The new grade must be submitted to the Registrar on the appropriate form, with the approval of the department in which the course was taught and the dean of that college.

If a grading error is discovered or a student wishes to challenge a grade after more than one year has passed, an appeal must be submitted to the Provost for an exception to the one-year deadline. This appeal must be endorsed by the dean of the college in which the course was taught and must include documentation of the error that resulted in the assignment of an incorrect grade.

Grade changes other than "I" to a grade are documented in college records indicating the reason for the change (error in grading test, miscalculation, etc.)

Competency Assessment Grades (Blackboard)

Many courses in the college are used to collect data on student performance. This data is an essential component of state and national accreditation reporting requirements. A **competency assessment , CA**, (formerly critical assignment) is required student performance to demonstrate proficiency of one of the Florida Educator Accomplished Practices (FEAP) or the Florida Educational Leadership Standards. NCATE and the DOE requires that students in colleges of education demonstrate the knowledge, skills and dispositions necessary to meet professional , state, and institutional standards. Blackboard is a course teaching tool used by trained instructors to teach their courses. Once you have taken the one-day training, you will have access to all of the teaching tools. Even if you decide not to take the training, **All** faculty teaching a course with a competency assessment have limited access to Blackboard, and are required to input their competency assessment grades in this system. The competency assessment grading columns you are responsible for are loaded into Blackboard for you at the start of the semester. You may input CA grades as students master the competency. Complete directions are sent to your FAU email address at the beginning and end of each semester. *Please **do not forward your FAU email** to another address, you may not receive important email updates and information!*

Competency Assessments can be found in the Blackboard Gradebook for your course and have been labeled with the prefix "CA-" in the title of the assignment so they are easily identifiable. We use this prefix to extract columns of data from over 400 courses each semester, please do not use this prefix in the name of assignments you may choose to add. The only values that should be entered in these columns are:

E (Exceeds Expectations);

M (Meets Expectations); or

D (Does Not Meet Expectations), no + or -, and no numerical values, please.

If a student exists on your roster in error, please advise **prior to the end of the term**, so that steps may be taken to resolve the issue.

You may choose to use one of the following explanations of an earned grade of **D** :

DI – Does not meet expectations, incomplete. Student is remediating within department policy

DW – Does not meet expectations, student withdrew officially from course.

DN – Does not meet expectations, student was a no-show for the course

DF – Does not meet expectations, has failed the course as well.

A column exists in the Gradebook of your Blackboard course site to record your scores for the Competency Assessments. If you would like to grade students on these assignments in addition to the E, M, or D they earn, create a second column in your Gradebook to record those scores. **DO NOT** modify the columns that begin with CA, and **DO NOT** use the prefix "CA-", please.

All students are assessed using a three point evaluation rubric: "Exceeds Expectations", or "Meets Expectations", or "Does Not Meet Expectations". In order to successfully complete a course of study, all students must meet or exceed expectations on all competency assessments. If a student fails to meet or exceed expectations on any competency assessment assigned to a course, it is the policy of the college of education to have a plan for remediation. Please check with your department for the specific policy they have in place. It is recommended that, when possible, CA are due prior to the end of the course; providing time for any student to remediate, if necessary.

Common Questions regarding Blackboard:

1. What if I open up the Blackboard page and it says "unavailable"?

This means that the site is not available for you to use to teach your course, i.e. either you have not attended the Blackboard training course, (the training schedule and registration can be found online at [http://www.fau.edu/irm/training/.](http://www.fau.edu/irm/training/)) or failed to submit a request to activate your courses for this term (online Computing Support Center at <http://www.fau.edu/helpdesk>. This needs to be done every semester that you plan to use Blackboard in order to make your courses available to students).

The site is still available to use for Competency Assessment reporting, however!

2. What if I cannot access Blackboard, or I forgot my password?

First, try the online helpdesk: <http://www.fau.edu/helpdesk>.

If you are unable to get help, try the support number, FAU Help Desk at 561-297-3999. FAU is charged for these calls, so try the online support first, please!

3. What if my Competency Assessments are not there, or I accidentally altered them in some way?

Please contact Patty Kirsch pheydet@fau.edu .

Grade Point Average (GPA) Computation

Except as provided by the University Forgiveness Policy, an undergraduate student's grade point average is computed by dividing the sum of all grade points earned at FAU by the total number of credits in all courses for which the grades of "A" through "D" have been received. Courses in which grades of "AU", "CR", "W", "WM", "S", "U", "I" or "P" have been received will not be used in computing a student's grade point average.

Dean's List

The University recognizes superior academic performance at the end of each semester by the publication of a Dean's List for each college of the University. In order to be included on this list, an undergraduate student must complete a full-time load (at least 12 credits) with a grade point average of 3.0 or higher and must rank in the upper 10 percent of the students enrolled in the college. The selection of Dean's List students is based on grades reported on the official grade reporting date for each semester. No changes are made to the list as a result of grade changes and removal of "I" grades. Grades of "NR", "P", "S" and "AU" are not used in determining eligibility for the Dean's List.

President's List

In recognition of superior academic achievement, the President's List is published at the end of each semester of the academic year. This list includes the names of all undergraduate students who have completed 12 or more credits and who have attained a grade point average of 4.0. The selection of President's List students is based on grades reported on the official grade reporting date for each semester. No changes are made to the list as a result of grade changes and removal of "I" grades. Grades of "NR", "P", "S", and "AU" are not used in determining eligibility for the President's List.

Grade Sheets, Posting of Grades and Records

Student Grievance Policy

Student grievances arising from academic activities require a written request for conference with the Instructor. If unsatisfied, the student may request further discussion in a department conference. Grades will not be changed except by the Instructor, and grievances involving the judgment and discretion of a faculty member. A grievance involving a charge of malice may be appealed to the student-faculty council and subsequently to the Vice President for Academic Affairs. In the event of a finding of malicious action, the University may take disciplinary action against the faculty member and, at the option of the student, remove the grade from the record and refund the student's fees for the courses. Students, whose accusations of malice are found to be frivolous by the Vice President for Student Affairs, are subject to disciplinary action. (6C5-4.001 Honor Code, Academic Irregularities, and Student's Academic Grievances.)

For more information regarding the grievance policy, see the Student Handbook.



SECURING TEACHING MATERIALS AND EQUIPMENT ON MULTIPLE CAMPUSES

SECURING TEACHING MATERIALS AND EQUIPMENT

Class Maintenance

You are responsible for re-arranging any furniture which has been moved for the class, erasing chalkboards, and picking up any trash. Instructors and students are not permitted to eat, drink, or smoke in the classroom. Any problems with the conditions of the classroom should be reported to the department chair.

Textbooks

Textbooks are ordered through your department. The actual paperwork may be prepared and processed at an office other than that of the department chairs. For example, you may be teaching at one of our branch campuses with orders prepared by the staff at that location. Inquire at your site and with the department chair to verify the point of origin for book orders and the destination for the books (i.e. main campus or branch campus bookstore). Adopting a book (s) not originally ordered requires the approval of your department chairperson.

Classroom/Facility and Teaching Aids

Generally, you will be able to acquire all necessary facilities and teaching aids (e.g. audio/visual) by requesting them through your department or branch campus office. During the course of the semester, please allow at least one week when requesting special facilities and teaching aids.

Copying

All your copying needs are to be handled by your department and/or branch campus (inquire with your department chair). Plan on a one-week lead time. Due to our limited budget, you will be given a limited number of copies for an academic term. Therefore, please do not copy materials for class, which can be presented through lecture and/or via transparencies. Also it is possible to leave copies of certain materials in the library on reserve. If the reserve materials exceed several pages, copyright laws usually prohibit reproduction without the author's approval. Consult your librarian in advance.

Library Services

Library services are provided on all locations. The libraries offer a wide range of reference and informational services, including instruction on the use of all FAU library collections and those of the nine other State University libraries. Faculty may also use the library services to place materials/assignments pertinent to the course on reserve for students.

Boca Raton Campus

Library Hours:

Monday – Thursday	8 am – 12 Midnight
Friday	8 am – 9 pm
Saturday	9 am - 9 pm
Sunday	12 Noon – 12 Midnight

Davie Campus

Library Hours:

Monday – Thursday	7:30 am – 11pm
Friday	7:30 am – 6 pm
Saturday	9 am - 5 pm
Sunday	2 pm – 11pm

MacArthur Campus

Library Hours:

Monday – Thursday	9 am – 10 pm
Friday	9 am – 5:30 pm
Saturday	9 am - 4:30 pm
Sunday	12:30 pm – 9 pm

Treasure Coast Campus

Library Hours:

Monday – Thursday	10 am – 9 pm
Friday	10 am – 5 pm
Saturday	1 pm - 5 pm

Special Note: Hours may vary on certain holidays and during intersessional periods.

The Media Center

The Media Center is located on the second floor, west wing, of the Boca Raton Library building, Room 215. It is an audio-visual facility for student independent study and a media resource for faculty members. Materials in the Center include 16mm films, video cassettes, cd-roms, DVDs, slide sets, compact discs, audio cassettes, and equipment for use in the Center.

Media Center Hours:

Monday – Thursday	8 am – 12 Midnight
Friday	8 am – 9 pm
Saturday	9 am - 9 pm
Sunday	12 pm – 12 Midnight

Technology

Audiovisual equipment, including overhead projectors and VCRs, is available for use in the classroom.

Boca Raton Campus - Basic audiovisual equipment is installed in most classrooms on campus. Contact [Audiovisual Services](#) in GCS114, (561) 297-3707 for further classroom equipment needs.

John D. MacArthur Campus - Phil Snowwhite, (561) 799-8709 (from MacArthur campus telephones: x68709; from Boca campus telephones: x78709).

Treasure Coast Campus – Susan Bell, Computer Support Services, (772) 873-3384

Broward Campuses - Broward Computing Services, (954) 201-6666

Computer Labs

Computer equipment is available for students, faculty, and staff. Computer Lab assistants are there to help you with basic software systems.

Boca Raton Campus – University Center, Room 220 and Library Media Center, Room 216
Computer Lab Hours: Days and times may vary. Please check the website.

Davie Campus – Liberal Arts Building, Room 303
Computer Lab Hours: Days and times may vary. Please check the website.

MacArthur Campus – Resource Lab, Room 109
Computer Lab Hours: Days and times may vary. Please check the website.

Treasure Coast Campus – CO 225
Computer Lab Hours: Days and times may vary. Please check the website.

Parking Decal

A parking decal may be obtained from the campus where you will be teaching. Please consult with the secretary in your department office or campus security concerning how to obtain the decal and where you may park without penalty. The cost for regular faculty is \$107. The cost for adjunct faculty is \$57. You may park in lots marked as “All Decals” or “Faculty/Staff” Parking spaces marked in red are designated as faculty/staff spaces. Between the hours of 7:00 am and 5:00 pm, all vehicles must park in appropriate designated lots, unless posted otherwise. After 5:00 pm and before 7:00 am on weekdays and anytime on weekends, vehicles with valid decals may park in any lot unless posted otherwise. Vehicles with valid parking decals may park at meters without paying during the hours of 5:00 pm and 7:00 am weekdays and any time on weekends, unless posted otherwise.

The Owl Card Center

The Owl Card Center issues the official picture identification card for the University community. It is the policy of Florida Atlantic University (FAU) that all faculty obtain and carry the FAU Owl Card. The Owl Card may be obtained by presenting an official government issued ID (driver's license, passport, military ID, offer letter). A fee of \$10 is required for a new card and \$15 for a replacement card. The Owl Card is used primarily for identification and for using University services, such as the library, recreation facilities, computer labs, etc.

Boca Raton Campus – UC 129

Davie Campus – LA 119

MacArthur Campus – SR 107

Treasure Coast Campus – JU 113

Keys

Classrooms are routinely opened by security or by an administrator. If there are problems with classrooms being locked, you should contact campus security. On the Treasure Coast campus, all classrooms have electronic locks. A key pad access request form should be filled out each semester. A pin code is used for access to the Work/Copy room, CO 140. For assistance, contact Computer Support Services at 6-3384.

Food Service: (www.fau.edu/dining/index.html)

Boca Raton Campus

Breezeway Food Cafeteria

The Breezeway Cafeteria is the primary dining facility for our commuter students, faculty, and staff. The Court is located on the south end of the Breezeway on the ground floor of the Student Services Building. You can choose from a variety of food choices including Pizza Hut, Burger King, Jersey Mike's Subs, Mexican specialties, salad bar, and assorted hot entrees. The cafeteria is open daily for breakfast, lunch, and dinner.

Centre Marketplace

This is the primary dining facility for the residence population. The Market place is located on the first floor of the University Center on the southeastern side of the campus. It offers an assortment of hot and cold meals to students, faculty, and staff. Fresh breads, pastries, and deserts are prepared daily. This facility is open daily for breakfast, lunch, and dinner.

Outtakes

This convenience store on campus located in the University Center Lobby. The store offers students, faculty, and staff fresh sandwiches, snacks, soft drinks, frozen dinners, home essentials, and much more. You will find this open daily into the late evenings.

Wackadoo's Grub & Brew

Hamburgers and hot sandwiches. Open until midnight in the University Center.

Davie Campus

Vending food services are available in the Student Development and Activities Center of the Liberal Arts Building. Refunds for vending machines are made through the Cashiers Office, Davie.

MacArthur Campus

Centre Marketplace North

This is the primary dining facility at the MacArthur Campus. It is located on the northern end of the campus. Individuals may use choose from a variety of food selections from an all-you-can-eat dining plan and is open daily for breakfast, lunch, and dinner.

The Nest

Convenience store located in the SR building. Offers prepackaged foods and snacks plus a coffee bar.

Treasure Coast Campus:

The Joint Café

The Joint Café is located in Joint Use building on the 1st floor. Subway offers a variety of soups, salads, and sandwiches plus breakfast foods. Candy and snack food items are also for sale. Vending food services and microwaves are available at this location. Subway is open Monday – Thursday from 11am to 7pm.



EMERGENCY PROCEDURES

Accident/Incident & Emergency Procedures

Any accident or incident of a life or non-life threatening nature, which occurs in your class, should be documented and forwarded to the department chair or immediate supervisor. Standardized forms for this purpose may be obtained through your department/academic unit/campus security. If a medical emergency occurs: 1) send a student to the nearest phone to call Security (in Boca 7-3500, in Davie 6-1902, at the MacArthur campus 6-8700, at the Treasure Coast Campus 6-3400). Security calls 911. If you are teaching on the Commercial campus, you or your student should call 911. 2) Campus security/you/your student will escort the EMS to your classroom; 4) clear classroom. Continuance of class is at your discretion. *PLEASE FAMILIARIZE YOURSELF WITH THE LOCATION OF PHONES, OFFICES, AND EXITS.*

In the event of a Fire, Bomb Threat, Hazardous Material Spill, etc.

- **ACTIVATE FIRE ALARM SYSTEM LOCATED ALONG EXIT ROUTES.** If the alarm is sounding, turn off all hazardous experiments or procedures before evacuating. If possible, take or secure all valuables, wallets, purses, keys, etc.
- **EVACUATE THE BUILDING USING THE NEAREST EXIT OR EXIT STAIRWAY. DO NOT USE ELEVATORS.** Individuals requiring assistance should proceed to the designated area of rescue and seek assistance from other evacuees to notify emergency personnel of their location.
- **CALL 911 FROM A SAFE AREA** and provide name, location, and nature of emergency.
- **REMAIN AT A SAFE LOCATION AT LEAST 100 FT. FROM THE BUILDING** until you are told to re-enter. Do not impede access of emergency personnel to the area.

Emergency Security Phone Numbers

BOCA RATON CAMPUS

Emergency Hotline	(561) 297-2020
Computer IRM Hotline	(561) 297-3999
Counseling Center	(561) 297-3540
Dean of Students	(561) 297-3542
Environmental Health & Safety	(561) 297-3095
Night Owls Escort Service	(561) 297-6695
Personnel Services	(561) 297-3077
Physical Plant/Work Control	(561) 297-2240
Protegrity Services Inc.	(800) 424-6689
Radiation Safety Officer	(561) 297-1052
Rape Crisis Hotline	(561) 833-7273
Student Health Center	(561) 297-3512
Telephone Help Line (7-6299) or	(561) 297-6299
Telephone Repair (7-6333) or	(561) 297-6333
University Police	(561) 297-2500
Victim's Services	(561) 297-0500
Main Office	(561) 297-3500

BROWARD CAMPUSES

Emergency Hotline	(954) 236-1800
Computer IRM Hotline	(954) 236-1129
Counseling Center	(954) 236-1210
Maintenance	Call Building Security
Security Davie Campus (BCC)	(954) 475-6626
After hours	(954) 474-8786
Commercial Campus	(954) 229-4339
SeaTech	(954) 924-7000
Tower Campus	(954) 762-5352

JUPITER CAMPUS

Emergency Hotline	(561) 799-8020
Computer IRM Hotline	(561) 297-3999
Counseling Center	(561) 799-8697
Maintenance (6-8249) or	(561) 775-8666
Night Owls Escort Service	(561) 512-0150
Rape Crisis Hotline	(561) 833-7273
University Police	(561) 799-8700

TREASURE COAST CAMPUS

Emergency Hotline	(772) 873-3330
Maintenance	(772) 879-4199
Rape Crisis Hotline	(772) 465-1814
University Police	(772) 873-3400
Cell Phone	(772) 370-6854



APPENDICES

Appendix A: Letter of Intent

**COLLEGE OF EDUCATION
LETTER OF UNDERSTANDING**

ADJUNCT FACULTY ONLY

Please carefully read the adjunct/new faculty handbook. As pointed out in the handbook, the purpose of this document is to insure quality and consistency in the delivery of academic courses by adjunct faculty. In an effort to assure that you are informed regarding our policies and procedures, The College of Education requests that you sign below as proof that you have read the handbook. Please be informed that it is your responsibility to contact your department chair, or individual representing the college with whom you have worked for clarification regarding any information presented within the handbook. It is also your responsibility to read and comply with the rules appearing in the university catalog and FAU student handbook.

I _____ have read the College of Education Adjunct Faculty Handbook. If I have questions, I will discuss the matter with my department/college contact person. I understand that I am expected to abide by all the policies and procedures presented in the handbook. Furthermore, I understand that failure to abide by handbook guidelines/policies could result in immediate dismissal or non-renewal.

Signature

Date

Please print or type name

APPENDIX B: SEXUAL HARASSMENT RULE
Florida Administrative Code
Chapter 6C5-5.012

(1) Florida Atlantic University will not tolerate sexual harassment of its employees or students. Sexual harassment is any repeated or unwelcome verbal or physical abuse, which causes recipient's educational or job performance. Any form of harassment related to an employee's or student's sex is a violation of this policy.

(1) **Sexual Harassment of Employees.** Sexual harassment is a form of employee misconduct, which undermines the integrity of the employment relationship. All employees must be allowed to work in an environment free from unsolicited and unwelcome sexual overtures. Unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature constitute sexual harassment when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment.
2. Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual, or
3. Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment. Sexual harassment of employees by students is also prohibited. Students who engage in sexual harassment of employees will be subject to the Student Disciplinary procedure, Rule 6C5-4.009, F.A.C.

(b) **Sexual Harassment of Students.** Sexual harassment is a form of sex discrimination that is contrary to the most fundamental ethical canons of the academic community. Sexual harassment violates the bond of intellectual dependence and trust between students and teacher or counselor. Unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature constitutes sexual harassment, including instances when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of a student's academic achievement, or
2. Submission to or rejection of such conduct is used as a basis for decisions regarding the evaluation of a student's academic achievement, or
3. Such conduct has the purpose or effect of unreasonably interfering with an individual's academic performance or creating an intimidating, hostile, or offensive academic environment.

(2) Reporting

- (1) Employees. Employees who believe that they have been the victims of harassment may report the facts and circumstances to their Supervisor, Department Head, Dean of the College, or appropriate Vice President or University Provost, the Director of Human Resources, or the Director of Equal Opportunity Programs. If the informal investigation of the facts and circumstances fails to resolve the matter to the satisfaction of the complaining person, a written complaint setting forth the facts and circumstances of the alleged harassment may be filed by the complainant with the Director of Human Resources or the Director of Equal Opportunity Programs, who will then conduct further investigations.
- (2) Students. Students who believe that they have been the victims of harassment may report the facts and circumstances to the Chair or Supervisor of the department involved, the Dean of the College, the Dean of Students or the Director of Equal Opportunity Programs. If the informal investigation of the facts and circumstances fails to resolve the matter to the satisfaction of the complaining person, a written complaint setting forth the facts and circumstances of the alleged harassment may be filed by the complainant with the Dean of Student Affairs or the Director of Equal Opportunity Programs, who will conduct further investigation.
- (3) Further Action. If the facts and circumstances alleged warrant further disciplinary action, the University may proceed under employee or student disciplinary procedures or under the formal notice and hearing provisions of section 120.57, Florida Statutes.
- (4) False Accusations. Persons who are found by the University, based upon a preponderance of evidence, to have given false information or made false accusations of harassment, shall be subject to University disciplinary action.

Specific Authority 240.227(1), (6) FS, Law Implemented 110.227(1), 240.132, 240.133, 240.227(5), 240.261, 447.203(2) FS. History - New 5-3-82, Amended 4-25-83, Formerly 6C5-5.12, Amended 11-11-87. Cf. FAU Rule 6C5-4.008, F.A.C., Student Disciplinary Procedures; FAU Rule 6C5-5.009, F.A.C., Termination, Suspension and Other Disciplinary Action for Cause for Instructional and Research and Administrative and Professional Employees.

Appendix C: TOPICAL OUTLINE FOR SYLLABUS

Department Name
College of Education

Course Title and Number

Your Name
Your office location and hours
Your office phone (home phone is optional)
Your email address

Catalog Description (include prerequisites, if any)

Required Text (s) and Supplemental Materials (any videos, simulations, or computer software customarily used should be listed)

Course Objectives

Content Outline
Field Experiences (if applicable, see appendix I for further details)

Course Requirements

Assessment Procedures

Grading Criteria

Attendance Policy

Bibliography (i.e. books and journals)

Appendix D Clinical/Field Experience

Field Experience

Many courses within the College of Education require a Field Experience component. Each county requires students to apply for security clearance and follow specific policies and procedures. In order to incorporate a field placement component into a particular course requirement, the university instructor must contact the Field Experience Director/Coordinator. These individuals assume the responsibilities as a liaison between the university and the school district offices. Field Placement arrangements *must* be processed through these offices. Students cannot assume placement arrangements privately and should not contact the School District Offices directly.

COURSES WITH FIELD EXPERIENCE REQUIREMENTS-

<u>Course No.</u>	<u>Course Title</u>	<u>Requirement</u>
<u>EDF 2005-</u>	Introduction to Education**	15 hours
<u>EDG 2701-</u>	Teaching Diverse Populations**	15 hours
<u>EDG 3323-</u>	Effective Teaching Practices I (EDG 3324-General Teaching Practices I)	90 hours
<u>EDG 3324-</u>	Effective Teaching Practices II (EDG 3325-General Teaching Practices II)	90 hours
<u>ESE 3940-</u>	Secondary Schools: Effective Instruction	90 hours
<u>RED 4510-</u>	Reading in Elementary School I	hours vary
<u>RED 4311-</u>	Reading in Elementary School II	hours vary
<u>RED 4335-</u>	Content Reading: Middle & Secondary	hours vary
<u>RED 4512-</u>	Reading Development I	hours vary
<u>RED 4542-</u>	Literacy Diagnosis, Correction, & Remediation	hours vary
<u>RED 4554-</u>	Reading Diagnosis & Remediation	hours vary
<u>RED 6518-</u>	Reading Diagnosis & Practicum	hours vary
<u>TSL 4081-</u>	TESOL Issues & Practices	12 hours
<u>EEX 2010-</u>	Survey of Exceptionalities	20 hours
<u>EEX 4070-</u>	Inclusive Education for General Educators	15 hours
<u>EEX 4050-</u>	Overview of Individuals Served in VE	15 hours

<u>EEX 4101-</u>	Language and Speech Disorders	20 hours
<u>EEX 4843-</u>	ESE Practicum	9 hours/week
<u>EEX 5051-</u>	Exceptional Individual	8 hours
<u>EEX 5862-</u>	Graduate Practicum	30 hours
<u>EEX 6056-</u>	Theories & Characteristics of VE	15 hours
<u>EEX 6121-</u>	Teaching Language to the Exceptional Individual	8 hours
	Student Teaching Internship	300 hours

Please note that Methods courses have Field Experience hours as prescribed by the instructor.

Students enrolling in courses requiring Field Experiences must submit an application for a Security Clearance in order to be admitted into the schools/community sites.

** Denotes courses offered only at our Boca Raton campus.

For general field placement information visit FAU's Student Services web site at www.fau.edu/coess click on the "Field Experience" link.

For specific information for placements in Hendry, Indian River, Martin, Okeechobee, Palm Beach, and St. Lucie Counties contact:

Field Placement Director
Office for Academic and Student Services
College of Education-Boca Raton Campus
ED Room 230
(561) 297-3570

For specific information for placements in Broward and Dade Counties contact:

Field Placement Coordinator
Office for Academic and Student Services
College of Education-Davie Campus
ES Room 202
(954) 236-1028

It is important for the university instructor to make contact with the personnel from one of these offices prior to the beginning of the semester to receive the necessary placement applications and information.