



College of Education
Fort Valley State University

Student Handbook

2012-2013

The College of Education is accredited by the Council for the Accreditation of Educator Preparation (CAEP), formerly known as National Council for Accreditation of Teacher Education (NCATE).

The School Counselor Education Program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Fort Valley State University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate, baccalaureate and master's degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Fort Valley State University.

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MESSAGE FROM THE DEAN OF THE COLLEGE OF EDUCATION

Dear Candidates,

Welcome to the College of Education. We are excited that you are interested in the educator preparation program at Fort Valley State University. Presently, we offer majors in Middle Grades Education (undergraduate, post-baccalaureate and MSED), Agriculture Education (undergraduate and post-baccalaureate), Early Childhood/Special Education (undergraduate), Health & PE (undergraduate), Family & Consumer Sciences (undergraduate) and School Counselor Education (MSED). Other programs proposed for reactivation soon are Early Childhood / Special Education (MSED), School Counselor (EDS) and an MAT degree in selected secondary teaching areas.

We are continuing to design cutting-edge educator preparation programs that will meet and exceed the standards of our accrediting agencies. The College of Education is committed to the preparation of “proficient educators” who are competent in content, pedagogy, and technology, as well as educators who possess a caring disposition while understanding and appreciating diversity. This commitment is implemented through our partnerships with the College of Arts and Sciences and area public schools.

If you are searching for a program that will nurture you as well as provide the knowledge and skills necessary for an effective teacher, Fort Valley State University’s College of Education is the right choice for you. As the dean of the new College of Education, I am personally excited about the pledge and commitment we make to our students. However, the best proof we can offer you regarding the effectiveness of our graduates is for you to read what they have to say about their preparation at Fort Valley State University. In the future, you will be able to link to a site and see what our graduates say about our programs.

If you have any questions or comments, please contact us. We look forward to hearing from you.

Dr. Judy L. Carter

Dean, College of Education

FORT VALLEY STATE UNIVERSITY

Mission Statement

The mission of The Fort Valley State University is to advance the cause of education with emphasis upon fulfilling commitments that our community members have undertaken collectively. As an institution of the University System of Georgia, Fort Valley State University naturally embraces the principles articulated by the Core Mission Statement for State Universities as approved by the Board of Regents of the University System of Georgia. The university's primary commitments include, among others, enhancement of teacher training programs grounded upon a liberal arts foundation, as reflective of over 110 years of experience and tradition. Additionally, the university recognizes with great pride and desires to further its responsibilities as Georgia's only 1890 Land Grant institution by offering programming excellence in agriculture, agribusiness, family and consumer sciences, extension, technology and military science and leadership, as well as to further its traditions of excellence in programs in the liberal arts and humanities, social sciences, and natural and physical sciences.

The university's primary commitments extend, as well, to:

- community outreach through the concept of the communiversity, an approach that highlights the interdependence of community and university;
- expanding service beyond the campus, as well as within, so that the institution addresses in a meaningful manner the broad diversity—human and technical—of needs in our home region and state as well as nationally and internationally;
- sparking within our students an enduring interest in learning and providing the tools and skills necessary to maintain that interest through life;
- preparing students through a mentoring approach for the opportunity to serve their fellow man while enjoying the opportunity provided by hard work and achievement to live the quality of life inherent in the American dream;
- encouraging and supporting creative expression, innovation, honesty, and integrity as endeavors of lasting and intrinsic merit;
- providing a productive environment for cutting-edge academic and practical research in, among other fields, agriculture, aquaculture, animal science, biotechnology, energy, environment, social and behavioral sciences, and the humanities; and
- otherwise acting to enlighten, enrich, and inspire by example those whom we serve.

MISSION, VISION AND GOAL OF THE COLLEGE OF EDUCATION

Mission of the College of Education

The mission of the College of Education (CoE) is to prepare proficient educators who demonstrate in-depth content knowledge, cultural competence and sensitivity as well as an array of effective pedagogical skills that have been honed through rigorous classroom and field-based experiences. The mission is also to facilitate successful teaching/learning outcomes in diverse environments. Both the initial and advanced level programs support this mission that, in turn, supports the mission of the university.

We strive to create learning environments and opportunities that prepare proficient educators to perform effectively and ethically in a global and technological society. Through the collaborative efforts of faculty, staff, and P-12 professionals, the College of Education establishes instructional expectations that are built on current best practices as identified by state, national, and international professional associations. All College of Education faculty are expected to model for candidates the scholarly productivity and pedagogical skills required for all students to achieve high levels of learning.

Vision of the College of Education

Consistent with its historic and current mission, the CoE is dedicated to the preparation of highly qualified academically and culturally **Proficient Educators** who are thoughtful and caring as they share the CoE's vision of creating environments of learning and change, with an emphasis on rural communities, that enable students from diverse backgrounds to become responsible and productive citizens in their communities.

Goal of the College of Education

Our goal is to prepare highly qualified, culturally sensitive, proficient educators who engage in reflective inquiry, critical thinking, and innovative practice and who bring students from diverse populations to high levels of achievement.

GENERAL CAMPUS INFORMATION

<u>Service</u>	<u>Location/Building</u>	<u>Phone Number</u>
Absences	Student Affairs/C. V. Troup	(478) 825- 6291
Academic Affairs	C.V. Troup	(478) 825-6330
Academic Success Center	Peabody Building	(478) 825-6740
Adding a Course		Academic Advisor
Admissions	C. V. Troup	(478) 825-6307
College of Agriculture	Tabor Building	(478) 825-6327
Alumni Affairs	Peabody Building	(478) 825-6347
Athletics	H.P.E. Complex	(478) 825-6208
Automobile Registration	Campus Safety/Carnegie Hall	(478) 825-6211
Bookstore	HPE Complex	(478) 825-6223
Business & Finance	C.V. Troup	(478) 825-6400
Campus Police & Safety	Carnegie Hall	(478) 825-6211
Career Services	Peabody Building	(478) 825-6350
Cashier Office	C. V. Troup	(478) 825-6433
Change of Address	Registrar/C.V. Troup	(478) 825-6282
Change of Major	Registrar/C.V. Troup	(478) 825-6282
Class Schedule		Academic Advisor
Differently Abled Services	Florence J. Hunt Infirmary	(478) 825- 6278
Dropping a Course/Withdrawal	Registrar/C.V. Troup	(478) 825-6282
Education	Hubbard Education Building	(478) 825-6365
Financial Aid	C.V. Troup	(478) 825-6363
Food Service	Food Service Center	(478) 825-6332
Graduate Studies	Hubbard Building & Warner Robins	(478) 825-6237
Health Services	Florence J. Hunt Infirmary	(478) 825-6278
ID Carding	Cashiers Office/ C.V. Troup	(478) 825-6433
Insurance, Student	Student Affairs/C.V. Troup	(478) 825- 6291
Library	Hunt Library	(478) 825-6342
Loans & Scholarships	Financial Aid/C.V. Troup	(478) 825-6363
Mail	Lyons Student Center	(478) 825- 6311
Records, Academic	Registrar/C. V. Troup	(478) 825-6282
Registration		Academic Advisor
Residential Life	Lyons Student Center	(478) 825-6290
Swimming Pool	H.P .E. Complex	(478) 825-6207
Testing Services	Peabody Hall	(478) 825-6384
Tuition and Fees	Cashiers Office/C.V. Troup	(478) 825-6433
Valley Behavioral Health Services	Hunt Infirmary	(478-825-6061
Veterans Affairs	Financial Aid/C.V. Troup	(478) 825-6363

IN CASE OF AN EMERGENCY: CALL (478) 825-6500 or 911

THE ALMA MATER

Fort Valley State, Fort Valley State!

Our lives to thee we dedicate.

Our souls we blend to sing thy name

Eternal praise, we do proclaim

Faithful and true, Fort Valley State,

We at they call, forever wait.

We lift our hearts in thankfulness

For loyalty and Thoroughness

-William H. Pipes

We love to hear thy sweet name called

Thou art the dearest school of all

Our hearts to thee will e're belong

Thou art so steadfast, brave and strong

We love thee so, Fort Valley State!

Our loyalty we dedicate,

Thy name forever we proclaim

Fort Valley State we love thy name.

-Odessa Hardison McNair '54

CONCEPTUAL FRAMEWORK

The conceptual framework is the blueprint that guides the cooperative development of the Fort Valley State University (FVSU) College of Education's new teacher preparation program and that confirms the university-wide, alumni, and community commitment to sustain the new program. As such, the architects consider the conceptual framework a living document, designed with the elasticity needed for continued program expansion, internal and external reviews, and insightful improvement. Equally as important, the conceptual framework is crafted to ensure fidelity to academic quality, to actuate documented assessment, and to demonstrate unwavering accountability. It undergirds and informs the reflective thinking and collaborative planning that took place to prepare for the new teacher preparation program.

The conceptual framework was collaboratively developed with input from members of the Board of Regents' External Team, the FVSU Bridge Team, FVSU faculty, alumni, P-12 partners, and community stakeholders. FVSU's conceptual framework articulates the institution's shared vision for preparing effective and competent educators for P-12 schools, as is reflected in our theme **The Proficient Educator**. We believe that proficient educators demonstrate mastery of content knowledge and use effective pedagogical and technological skills to bring all learners to high levels of understanding. Proficient educators evidence ethical practices, are knowledgeable of and demonstrate the ability to implement professional, state, and institutional standards, and display caring dispositions that lead to effective student learning.

The College of Education (CoE) offers programs for pre-service and in-service teachers in collaboration with other units of the university, with its P-12 schools, and with community stakeholders. In preparing **The Proficient Educator**, FVSU offers educator preparation programs that adhere to the standards of the National Council for the Accreditation of Teacher Education (NCATE), the Professional Standards Commission (PSC), Interstate New Teacher Assessment and Support Consortium (INTASC), National Board of Professional Teaching Standards (NBPTS), specialized professional associations (SPAs) in each discipline and other relevant disciplinary organizations.

Conceptual Framework Performance Objectives

The knowledge, skills, and dispositions required for the preparation of proficient educators are specified by five performance objectives. These performance objectives are consistent with FVSU's land-grant commitment to revitalizing rural Georgia and with the FVSU mission's intent of reaching the underserved population. The CoE affirms the importance of aligning its programs of study with professional standards of accrediting and professional agencies as well as with the needs of the communities served.

Accordingly, we espouse that:

1. **The Proficient Educator** demonstrates competence in content knowledge;
2. **The Proficient Educator** uses effective pedagogical skills;
3. **The Proficient Educator** uses technology appropriately to enhance learning;
4. **The Proficient Educator** evidences a caring disposition; and
5. **The Proficient Educator** has an understanding of and appreciation for diversity.

**PROFESSIONAL EDUCATION PROGRAMS OFFERED AT
FORT VALLEY STATE UNIVERSITY**

Education Program	Degree Awarded	Administratively Housed / Authority
Agriculture Education	BSED	College of Agriculture
Early Childhood/Special Education (ECSP)	BSED, MSED	College of Education
Middle Grades Education (MG)	BSED, MSED	College of Education
School Counselor Education (SCE)	MSED, Spec.	College of Education
Health & PE	BSED	College of Education
Family & Consumer Sciences	BSED	College of Agriculture
Secondary Education	MAT	College of Education

Post-Bac Certification is offered in Agriculture Education, Middle Grades Education, Family & Consumer Sciences and Counselor Education
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Off-Campus Programs at Warner Robins Site

Middle Grades	MSED	College of Education
School Counselor Education	MSED, EDS	College of Education

Course requirements for each major may be found on individual program advisement sheets. These are located in the College of Education office (206 Hubbard Hall) and at the information desk at the Warner-Robins campus.

ADMISSIONS POLICIES AND REQUIREMENTS – COLLEGE OF EDUCATION

Entrance to the Professional Level. Admission requirements to the professional level for undergraduate education majors in initial teaching programs require candidates to:

1. Earn a cumulative GPA of 2.5 or better, with no grade below C on all attempted core courses;
2. Satisfactorily complete at least 50 semester hours of core courses of the institutional requirements;
3. Pass both sections of the Regents' Test;
4. Pass all parts of GACE Basic Skills, unless exempt (1000 on SAT Verbal and Math; 43 on ACT English and Math) (GACE preparation course required – EDUC 2000);
5. Satisfactorily complete Pre-Professional Block (PPB) courses and PPB Field Experiences (EDUC 2110P);
6. Have an acceptable background check;
7. Have acceptable ratings on 3 dispositions instruments;
8. Satisfactorily complete the interview process and electronic portfolio presentation;
9. Submit three (3) letters of recommendation;
10. Have proof of membership in GAESP, SPAGE, NAAE, or any other appropriate education related organization which provides liability insurance.

Note: Students must interview the semester prior to entering the program in order to be admitted for the designated semester.

- **If a student expects to be admitted by August, he/she must complete the interview by April 15 of the previous school year.**
- **If a student expects to be admitted by January, he/she must complete the interview by November 15 of the previous semester.**

No interviews will be granted during the summer months.

TRANSITION POINTS / MONITORING PROGRESS OF STUDENTS

The progress of all students who are admitted into or are applying for admission into any initial or advanced program is monitored from the point of application to the program until they enter the profession. This scrutiny begins in the first two years when students are enrolled in introductory education courses. It continues as students are admitted to the Teacher Education Program. Included are multiple assessments at **four major Phases** (called transition points) in the program. The table below outlines the transition points and examples of assessments for each:

Transition Point (Phase)	Assessments
Phase I – Entrance to the Teacher Education Program <i>(Should be completed by beginning of junior year)</i>	<ul style="list-style-type: none"> • 2.5 or better GPA • Georgia Assessments for the Certification of Educators (GACE) Basic Skills • Pre-professional electronic portfolio • Successful interview and presentation • Pass Regents' Exam (Reading and Writing) • Background Check • T-4 Certificate or Eligibility (Advanced) • Satisfactory ratings on Dispositions forms • Satisfactory completion of Pre-Professional Block courses and field experiences • Acceptable Letters of Recommendation (3) • Proof of Liability Insurance • Membership in Professional Organization (GAESP, SPAGE or NAAE)
Phase II – Entrance to Clinical Practice (Directed Teaching) <i>(Should be completed by beginning of senior year)</i>	<ul style="list-style-type: none"> • 2.5 or better GPA • Georgia Assessments for the Certification of Educators (GACE) Subject Assessment • Satisfactory Ratings on Dispositions Assessments • Interviews for Directed Teaching • Development of Professional Electronic Portfolio
Phase III – Exit from Clinical Practice (Directed Teaching)/Exit from Program <i>(Should be completed by end of senior year)</i>	<ul style="list-style-type: none"> • 2.5 or better GPA • Georgia Assessments for the Certification of Educators (GACE) Subject Assessment • Professional Portfolio • Dispositions Assessments • Exit surveys • Directed Teaching Evaluations • Major Action Research Project and paper (Advanced) • Completion of the Teacher Education Program
Phase IV Entrance to the Profession <i>(Should be completed at the end of a graduate's first year of teaching)</i>	<ul style="list-style-type: none"> • Graduate Surveys • Employer Surveys • Alumni Surveys

RETENTION STRATEGIES FOR COLLEGE OF EDUCATION CANDIDATES

- Faculty committed to students' successful completion
- Fall and Spring orientations for all College of Education candidates (accepted and prospective)
- Induction ceremony for newly accepted candidates
- Individual academic advisement by College of Education faculty
- Sponsorship (participation and involvement) for various student professional organizations
- Referrals to other academic departments/support systems as needed (subject area, academic support program, etc.)
- Organized study groups and workshops in Time Management, Motivation & Goal Setting and GACE preparation course
- A cohort format to maximize group support in the School Counselor Education program
- Frequent and timely assessments early and often, isolating individual problems
- Use of interactive computer programs for Agriculture Education candidates to prepare for the GACE Subject Area Exam.
- Technology enhanced courses
- Creative scheduling
- Availability of professional counseling services arranged for candidates when deemed necessary
- Field and clinical experiences (900+ hours)
- Peer mentoring

PROGRAM COMPLETION / GRADUATION

Students must complete all required course work and field experiences, and all assessments, examinations and evaluations in order to receive permission from the advisor to participate in Directed Teaching. To graduate, candidates must take all state-mandated certification exams. Candidates must also earn a minimum grade of “C” in all core teaching fields, and professional education courses, and have a minimum cumulative GPA of 2.50.

Once candidates have successfully completed the approved program and passed all required GACE *Subject Assessments*, they may receive a recommendation for certification.

Specific requirements for program completion are included in the College of Education *Directed (Student) Teaching Handbook*.

STATE CERTIFICATION / GACE

Teacher certification in the State of Georgia requires that the prospective teacher achieve a passing score on the appropriate teacher certification test. The GACE Content Area Test, developed and administered by the Educational Testing Services (ETS), measures the prospective teacher’s teaching field knowledge and must be taken in the fields in which the candidate desires certification. These tests are administered at various sites throughout the state several times a year. All teacher education majors are required to take the GACE Content Area test at some point when they are optimally prepared for it.

ADMISSION TO ADVANCED PROGRAMS

To be admitted as regular graduate students, applicants must:

1. hold an undergraduate degree from an accredited college or university with an undergraduate major in, or prerequisites for, the planned graduate field of study, where applicable.
2. have a minimum 2.70 undergraduate grade point average calculated on all work attempted in which letter grades were awarded;
3. present a minimum score as indicated on one of the following examinations:
 - a. Graduate Record Examination (GRE): Minimum score of 800 (combined verbal and quantitative scores), or
 - b. Miller Analogies Test (MAT): Minimum score of 44; and
2. present evidence of successful completion of the Regent's Test, a recognized and verified English proficiency test, successful completion of ENGL 0054, or successful completion of the English Fundamentals Examination and Reading Examination. Students may attempt the English Fundamentals Examination one time during the first 15 hours of enrollment. If they are unsuccessful, they must enroll in ENGL 0054 the next time they register. This requirement must be met prior to admission to a master's degree program.
3. hold a T-4 certificate or certification eligibility for admission to a Master's level program in any of the teaching fields, e.g., ECED and EDMG.

Admission to a Master's Degree Program

Admission to the graduate studies program is **NOT** to be interpreted as automatic admission into a degree program. To be admitted to a master's degree program, students must:

1. have completed nine hours of graduate work;
2. have a "B" average in all graduate course work taken;
3. have successfully completed the Miller Analogies Test (MAT) or the Graduate Record Examination (GRE); and
4. have taken and passed the English Fundamentals Exam and the Reading Exam if scores on the Regents' Test are unavailable.

If students have not met all four of the above criteria, then they are NOT in a master's degree program. Students not eligible for admission to a master's degree program at this point are subject to suspension from the Graduate Program.

Having been admitted to the graduate studies program and successfully completed the previous four criteria, two more items must also be included to be considered for school programs:

1. The applicant must submit three current letters of recommendation from three individuals able to comment on the applicant's character and potential for graduate work.
2. A personal interview will be conducted to ascertain the applicant's interest and potential in the proposed field of study.
3. The applicant must provide a writing sample on a relevant topic in education.

Change of Admission Status / Major Programs

Students must complete a change of degree program form whenever they desire to change fields. This form must be signed by all designated individuals.

Transfer Hours Accepted

A maximum of six semester hours completed in residence in a regionally accredited graduate program may be accepted as transfer credits, provided that such course work is sequential and that grades in each course is "B" or better.

Time Limitation for Program Completion

Graduate programs of study must be completed within seven (7) years of initial admission.

Program of Study Alterations

The student and faculty advisor must complete a Program of Study and have it on file in the graduate office by the completion of 18 hours of graduate work. The Program of Study shall consist of those courses for which graduate credit is granted toward a degree. No changes may be made in the Program of Study without the advanced approval of the Dean of CoE and/or Graduate Programs. A memorandum of such changes must be appended to the Program of Study in the candidate's file.

For additional information regarding graduate program admission and matriculation, please consult the *Graduate Studies Handbook*.

GRADING POLICY

Consistent with the uniform grading system within the University System of Georgia, the University utilizes a basic four point (4.00) grading scale. The following approved grades are used to determine the student's grade point average:

Grade	Quality Points
A – Excellent	4 (90-100)
B – Good	3 (80-89)
C – Satisfactory	2 (70-79)
D – Passing	(Not accepted in College of Education as Passing) 1 (60-79)
F – Failure	0 (Below 60)
WP – Withdrew, Failing	0

The following symbols are also approved for grading purposes. They carry no quality point value. They are, therefore, not included in the calculation of grade point averages to audit the course. A student cannot subsequently request a grade for a course that was audited.

- **“I”** This symbol indicates that a student was doing satisfactory work but, for non-academic reasons beyond his or her control, was unable to meet the full requirements of the course. The assignment of an “I” must be documented by a form to be approved by the department head, the dean, and the Vice President for Academic Affairs. If an “I” is not satisfactorily removed by midterm of the next term of residence, the symbol “I” will be changed to the grade of “F” by the Registrar.
- **“CP”** Indicates a continuation of work beyond the term for which the student signed up for the course. The use of these symbols is approved for dissertation and thesis hours and project courses. Except in the cases of Learning Support or Developmental Studies courses and Regents’ Test remediation courses, these symbols cannot be used for other courses. **This symbol cannot be substituted for an “I.”**

- **“W”** This symbol indicates that a student was permitted to withdraw without penalty. Withdrawals without penalty will not be permitted after the mid-point of the total grading period (including final examinations) except in cases of hardship as determined by the Vice President for Academic Affairs.
- **“WM”** This symbol indicates that a student was permitted to withdraw under the Board of Regents policy for military service refunds. The use of this symbol indicates that this student was permitted to withdraw without penalty at any time during the term.
- **“S”** This symbol indicates that credit has been given for satisfactory completion of degree requirements other than academic course work. The use of this symbol is approved for dissertation and thesis hours, clinical practicum, internship, and proficiency requirements in graduate programs. Exceptions to the use of this symbol for academic course work must be submitted to the Chancellor for approval.
- **“U”** This symbol indicates unsatisfactory performance in an attempt to complete degree requirements other than academic course work. The use of this symbol is approved for dissertation and thesis hours, clinical practicum, internship, and proficiency requirements in graduate programs. Exceptions to the use of this symbol for academic course work must be submitted to the Chancellor for approval.
- **“V”** This symbol indicates that a student was permitted to audit the course. Students may not transfer from audit to credit status or vice versa. Students may register, however, on a credit basis for a course that previously has been audited.

Grade Reports

At the end of each semester, a full report of the student’s academic performance showing courses taken, grades earned, quality points awarded, and grade point average may be obtained via BANNER Web. **Grade reports are not mailed to students.** Academic suspensions or dismissals cannot be waived due to the student’s failure to receive a grade report.

Grade and Academic Appeals

A student has the right to appeal a grade or other academic action if he or she believes that the instructor has violated his or her stated grading policy or other academic policy. Therefore, the faculty member bears responsibility to include specific grading and other academic policies for each of his or her classes. These policies must be provided to students on the course syllabus not later than the second day of class. Should a faculty member change any of his or her previously distributed grading or other policy at a later

date, the change must be provided to students in writing and be applied uniformly, with ample notification to students.

When a student believes that he or she is a victim of unfairness and wishes to appeal a grade or other academic action, every attempt must be made to resolve the matter at the lowest possible level. The following procedures apply:

1. The student must first attempt to resolve the matter informally with the faculty member.
2. If no resolution is reached or if the faculty member cannot be contacted, the student must appeal to the department head.
3. If the student remains dissatisfied, he or she may file a written appeal, with supporting documentation, to the dean of the college within 30 days from the end of the semester in which the action occurred. The dean, in consultation with the department head, will provide a written response to the student. When the faculty member involved is a department head, the appeal should be filed with the dean of the college. When the faculty member is a dean, the appeal should be filed with the Vice President for Academic Affairs.
4. If the dean (or Vice President for Academic Affairs) finds that the student has reasonable cause for an appeal, a Hearing Committee will be appointed consisting of three faculty members.
5. Both the faculty member and the student have the right to an adviser to assist in preparing and arguing his or her case.
6. The hearing will proceed in accordance with the rules and procedures outlined in the FVSU Student Handbook.

CHANGE OF SCHEDULE (Drop/Add)

Changes in a student's schedule must be made within the **first four class days** of each regular semester or as announced for the summer term. Deadlines for schedule changes are printed in the Master Schedules and are posted in the Registrar's Office each semester. The procedures for revising course schedules require that a student secure a *Change of Schedule Form* from the Registrar's Office. Printed instructions are provided on the form. The student must then confer with his or her advisor and/or instructor. **A course is considered officially dropped or added officially only when the required form has been returned to the Registrar's Office.**

Maximum Withdrawal (Drop) Policy

A student is allowed a **maximum of 18 semester hours of class withdrawals (drops) while completing her/her undergraduate degree** program requirements. The maximum does not include classes dropped during the **Add/Drop period (the first four days of class)**. A complete withdrawal from courses because of documented extenuating circumstances is not included in the 18 hour limit. **After reaching the 18 semester hour limit, the student will receive a grade of "WF" for any course withdrawal,** regardless of the date withdrawn.

FVSU CLASSROOM CODE OF CONDUCT

As a means of becoming successful and prepared for the professional world, including internships, graduate or professional school, and positions of employment, Fort Valley State University students are expected and required to abide by the following codes.

Individual breaches of codes of conduct or dress codes will be dealt with by the instructor, on a case-by-case basis, based on the severity of the infraction. Punishment can range from being marked absent for that day to being dismissed from the class. Severe or repeat infractions may be turned over to judiciary.

1. Students must be able to present their ID cards for inspection. It is recommended that the card be visibly displayed, whether clipped to a waistband or breast pocket or worn on a lanyard.

2. Attendance – See “Attendance Policy” for College of Education (p. 24).

3. Students must be on time for class and must remain until dismissed.

4. Students must prepare for each class meeting by reading assignments and completing any required written work.

5. Students must meet all deadlines, including those established by the instructor and those set by the University.

6. Students must never have electronic devices such as cell phones, PDA’s, iPods, or similar items in use during class time.

7. Students are expected to act with courtesy and respect to instructors, guests, staff members, and fellow classmates and may not disrupt a classroom or a faculty member’s conduct of a class. For example, students should refrain from talking during class while the instructor or another student “has the floor.” Failure to behave with proper courtesy and respect could result in disciplinary action. A student who disrupts a classroom may be removed or ejected from the class or classroom.

8. Students must not come to class under the influence of drugs or alcohol.

9. Food and drinks are not allowed in the classroom, lecture hall, or lab.

STUDENT COMPLAINT PROCESS

The process for student complaints resulting from actions of faculty and administrative staff members within the College of Education is as follows:

The student should first speak with the individual with whom he/she has an issue (e.g., professor, administrator, etc.), and try to reach a resolution.

If a resolution is not possible with the instructor, the student will complete the written complaint form (see form on following 2 pages) and meet with the following individuals (in the order listed), until the problem is resolved:

- Advisor
- Department Chair
- Dean of the College of Education
- Vice President of Academic Affairs

Records for any student complaint will be filed with the Dean of the College of Education and the Vice President of Academic Affairs.

Advisor's Comments _____ Signature and Date _____

Chairperson's Comments _____ Signature and Date _____

Dean's Comments _____ Signature and Date _____

Final Decision _____ Signature and Date _____

Signature and Date

STUDENT DRESS CODE

1. Pajamas, sleep wear and inappropriate exercising clothes (e.g., P.E. uniforms, bicycle shorts, under armor, uncovered spandex) are not allowed in the classroom. Shirts/tops must be worn at all times. Sweat pants are allowed when worn with appropriate undergarments.
2. All students must wear shoes, boots, or other types of footwear made for outside wear: bedroom shoes/slippers, shower shoes, or similar footwear is not allowed in the classroom.
3. Dress and grooming will not disrupt the teaching/learning process or cause undue attention to an individual student; for example, no sunglasses are allowed in the classroom; excessive body piercings, tattoos, and “grillz” are not recommended.
4. Hats, hoods, caps, stocking caps, wave caps, do-rags, and other head coverings are not to be worn in the classroom; no hair curlers whether covered or uncovered are allowed in classrooms. Head coverings designed for religious, cultural, or medical/illness purposes are allowed.
5. Attire must not display language and/or images which are derogatory, profane, or sexually explicit, or abusive, or which “advertise” drugs or alcohol.
6. Dress must be modest and appropriate for a professional or serious setting; no midriff tops, halter tops, sports bras, strapless tops or dresses, camisole tops with spaghetti straps, see-through blouses or shirts, or extremely short or revealing shorts or skirts will be allowed in the classroom.. If a student chooses to wear a midriff top, halter top, sports bra, camisole with spaghetti straps, or a tank top or sundress with straps less than 2 inches wide (male or female), the student must wear a shirt or jacket over it.
7. Clothing which allows undergarments to be visually observed is not permitted: NO SAGGING PANTS will be allowed. No undergarments should be visible at any time.
8. It is assumed that students will practice personal cleanliness. Additionally, clothing should not carry excessive odors, i.e., tobacco, body sprays, or colognes.

WEDNESDAY IS PROFESSIONAL DRESS DAY!

DIFFERENTLY ABLED STUDENTS

The Differently Abled Services Center (DASC) is administratively a part of the Department of Student Affairs. The mission of the Differently Abled Services Center is to increase retention for students with learning disorders by ensuring equal treatment, opportunity, and access for persons with impairments and/or disorders. The center provides support services which assist students with learning disorders in the attainment of their academic as well as personal potential.

Section 504 of the 1973 Rehabilitation Act and the 1990 Americans with Disabilities Act define a Differently Abled person as someone with a physical or mental impairment that substantially limits one or more major life activities such as walking, seeing, hearing, speaking, breathing, learning, and working. Such a person must have a record of the impairment or regarded as having such impairment.

Fort Valley State University will grant reasonable accommodations and provide appropriate auxiliary aids and services to ensure all qualified students achieve access to its programs and services.

Among the services provided are the following:

- Advocating with and for students with learning disorders on campus and in the community.
- Promoting and initiating institutional initiatives to ensure
- Complete environmental access to students with learning disorders and physical impairments.
- Distributing accurate information about learning disorders and serving as a liaison and resource for those who study the sociological, psychological, and environmental aspects of the culture of people with learning disorders.
- If feasible, a quiet environment for exams.
- Extended test/exam time, usually time and a half, but up to twice the typically allotted depending on individual diagnosis.
- Individual academic, personal and vocational counseling
- Individual tutorial services
- Note taking
- Registration assistance
- Communication with faculty about learning disorder needs
- Peer support groups for the development of academic strategies and psycho-social adjustment.
- Computer resources for additional academic development
- Taped books where available
- New student orientation assistance
- Community referrals
- Family consultation with approval of the student
- Faculty and staff consultation

ATTENDANCE POLICY **(College of Education)**

1. Attendance in classes: In all University classes, students are allowed 1 hour of absence for each credit hour of a class. **In College of Education classes, a student will have his/her final grade lowered by one point for each unexcused absence exceeding the number allowed by the University policy.**

2. Excused absences are those that are documented through the VP for Student Affairs and for which the student receives an official excuse and presents such to the instructor.

3. Students will not be counted absent for certain school sponsored events (athletics, school functions, etc.) but instructors should have ADVANCE notice of all such events.

4. Make-up work is allowed at the discretion of the instructor.

5. Excessive tardiness may result in an absence (three tardies = 1 unexcused absence).

FORT VALLEY STATE UNIVERSITY COUNSELING CENTER

In a separate space in the same building as Health Services, the FVSU Counseling Center makes counseling available to FVSU students at no charge. Recognizing the increasing demand that has been placed on college counseling centers, the Counseling Center responds to the growing numbers of students wanting assistance with a wide range of services from one-on-one counseling to crisis support and disaster relief. The guidelines are the same as for physical health treatment.

In addition to individual and group counseling for personal and interpersonal issues, outreach programs are held around the campus and with various student groups. Educational programs and group counseling will focus on topics such as date violence, grief, substance abuse, anger management, HIV/AIDS, test anxiety and social skills.

Should an accident or trauma occur on campus, psychological first aid will be supplied by trained professionals with the goal of returning students to normal functioning. The Counseling Center will participate with Campus Police and Safety in the unlikely event of a disaster to supply counseling support to students and respondents.

ACADEMIC INTEGRITY

Acceptable Use Policy

The Office of Information Technology's intentions for publishing an Acceptable Use Policy are to impose restrictions that are consistent with Fort Valley State University's established culture of openness, trust, and integrity. The Office of Information Technology is committed to protecting Fort Valley State University's employees, partners, and the University from illegal or damaging actions by individuals.

Internet/Intranet/Extranet-related systems, including but not limited to computer equipment, software, operating systems, storage media, network accounts providing electronic mail, WWW browsing, and FTP, are the property of Fort Valley State University. Those systems are to be used for business purposes in serving the interest of the University and our students, faculty, and staff in the course of normal operations.

Effective security is a team effort involving the participation and support of every Fort Valley State University employee and affiliate who deals with information and/or information systems. It is the responsibility of every computer user to know these guidelines, and to conduct their activities accordingly.

A complete description of Fort Valley State University's Acceptable Use Policy may be found on the following website: http://infocentral.fvsu.edu/Acceptable_Use.aspx

Academic Dishonesty

Academic dishonesty includes any attempt of a student to present as his or her own work that which is not his or her own work, aiding or abetting others in such an attempt, or any other forms of cheating. Such behavior is strictly forbidden.

Sanction: A violation of this section may result in one or a combination of the following: expulsion, suspension, a fine of not less than \$200 and not more than \$500, probation, or community service.

DIRECTED TEACHING / FIELD AND CLINICAL EXPERIENCE POLICIES

Policies and Expectations for Directed Teaching and Field and Clinical Experience are outlined in separate handbooks for the College of Education.

PROFESSIONAL STUDENT ORGANIZATIONS

Students are strongly encouraged to participate in co-curricular organizations, academic clubs, honor societies, and drama and music groups. The College of Education expects students to actively participate in professional education organizations. The following are among those which have active chapters on the Fort Valley State University campus:

Collegiate Chapter of National Education Association
Georgia Association of Educators Student Program (GAESP)
Kappa Delta Epsilon
National Association of Agricultural Educators (NAAP)
Student Professional Association of GA Educators (SPAGE)
Chi Sigma Iota

COLLEGE RESOURCES

The following College Resources are available to students in the College of Education:

- Computer Lab
- Writing Center
- Library
- Advising