



# Bachelor of Science in Elementary Teacher Education

Revised 10/10/23



Bachelor of Science  
in  
Elementary Teacher  
Education

General Program  
Handbook

## **SFSC Vision:**

South Florida State College will become ... a globally aware academic destination driving regional transformation through innovative collaboration.

## **SFSC BSETE Mission Statement:**

The mission of the Bachelor of Science in Elementary Teacher Education (BSETE) degree program at SFSC is to prepare leaders in education for the challenges and dynamics of the 21st century classroom. The program provides a student-centered learning environment, an innovative curriculum, and high-impact teaching and learning practices grounded in pedagogical theory. Experiential learning, field experiences and internships in the College's service district enhance students' preparation for state certification in education and the teaching profession.

## **Admissions Policy**

In addition to fulfilling the entrance requirements for South Florida State College (SFSC), applicants for the BSETTE degree program must meet the following requirements consistent with Florida Statute 1004.04:

1. Completion of the Associate in Arts (AA) degree or the equivalent, including all general education requirements and required Florida mandated common course prerequisites. Students with a minimum of 60 transferable hours, with all general education requirements and prerequisites met, may apply for admission.
2. Completion of the lower-division education prerequisite course: EDF 1005 - Introduction to the Teaching Profession.
3. A grade point average of at least 2.5 on a 4.0 scale for all higher education classes.
4. Demonstrate proficiency in a foreign language by completion of two years of high school instruction in the same foreign language or completion of one foreign language, per Florida Statute 1007.262.
5. Demonstrated mastery of general knowledge, including the ability to read, write, and compute, by passing at least two subtest of the General Knowledge and miss less than 10 points on the failed subtest. To sign up for the General Knowledge Test, please go to the following website: the General Knowledge Test of the Florida Teacher Certification Examination.
6. Pass a Florida Department of Law Enforcement background check to include fingerprinting and drug testing through a local school board's volunteer procedures. Submit a Level II Volunteer Application to the local school board. The cost for the background check is approximately \$100.00.
7. Complete an interview with the BSETTE Lead Instructor.

These Guidelines are also featured in BSETTE General Student Document 1.

### **Admission Application Review and Decisions:**

Each application is reviewed using the following process:

- All applicants who meet the minimum requirements and submit a completed application will have that application reviewed by the SFSC BSETTE Faculty Committee after the due date.
- The top 26 applicants according to GPA who also meet all, including clean background checks, admission requirements at the time of admission decisions will be admitted into the next cohort of the BSETTE program. Cumulative GPA of all pre-requisite courses will be reviewed for candidates who are equally weighted in the admission process.

- All other applicants not in the top 26 slots according to GPA and admission requirements will be placed on a waiting list. They will be required to reapply for the next cohort if not admitted into the BSETTE program before the next start date.

Students who are admitted into the program using the 10 percent waiver provision will be monitored throughout the first academic term to ensure they complete the requirements to remain in the program. The advisor will meet with the student throughout the term to report student progress and status to the lead instructor.

## **GPA Requirement Policy**

All students completing the BSETTE degree with South Florida State College must enter, maintain, and exit with a GPA of 2.5 or better.

Students in the BSETTE degree program will be placed on academic probation if their GPA drops below 2.5 at any time during the two-year program. Students will be on academic probation for one academic term. If his/her GPA is not improved to the minimum level of 2.5 by the end of one term, the student will be referred to the SFSC BSETTE Faculty Committee to determine if the student should be separated from the program.

## **Common Assignment/Critical Task Policy**

**Late Work:** All late work must be submitted to instructors within five days of the original due date. If the student does not submit late work by the deadline, the instructor will give the student a failing grade for the late/missing assignment.

**Standards Mastery:** Students in the BSETTE program must receive a 75 percent or better on common assignments/critical tasks to be placed in their ePortfolio to demonstrate mastery of the standards. If a student passes a class but fails a common assignment/critical assignment to be placed in the ePortfolio, the student will receive a grade of I until the student resubmits the assignment for a better grade. The student will have two weeks from the end of the academic term to resubmit the critical assignment for a better grade. If the student fails to resubmit the assignment by the set deadline, the student will receive a grade of F for the course and will be required to retake the course when it is offered again.

Academic requirements that are essential to the program of instruction being pursued by the students or to any directly related licensing or certification requirement will not be modified, substituted, or waived.

SFSC is not obligated to honor disability accommodations from previous institutions.

## **Benchmarks/Transition Points**

Students in the BSET program will be monitored throughout the two-year duration of the program. The lead instructor of the BSET program at SFSC will monitor all students in each cohort class. Students will be monitored at four transition points during the program. Student monitoring will take place at admissions, entry into Internship I and Internship II, and prior to graduation. Applications for each transition point are required in order for students to move forward in the program. The lead instructor will review all applications and check appropriate documentation (e.g. ePortfolio assignments, transcripts) to ensure all students are in good standing to move forward in the program.

## **Outside Work Considerations**

Students must be aware that outside work must not conflict with either face to face course attendance or internships. Guidelines regarding this procedure are outlined in BSET General Student Document 2.

## **Disposition Policy**

### **SFSC BSET Program Code of Professional Conduct**

The BSET program at South Florida State College expects current and future educators to possess and exhibit professional dispositions deemed essential to success as a professional educator. Assessment of these professional dispositions is integrated into key formative and summative standards-based performance assessments in the educator preparation program. Guidelines for documenting and remediation concerns regarding a candidate's professional dispositions are provided in BSET General Student Document 3.

The following representative alignment of professional dispositions provides examples of how the program's professional disposition standards may be assessed in alignment with one or more of the Florida Educator Accomplished Practices (FEAPs), which have been adopted as institutional standards. This is not intended to be a comprehensive alignment, but rather representative of the integration of professional dispositions with institutional standards since many of these professional dispositions may be reflected in multiple FEAPs. The professional dispositions and sample indicators are also included.

## **FEAPs with representative alignment of professional dispositions:**

### **Domain A: Quality of Instruction**

- 1. Instructional Design and Lesson Planning**
  - Maintains high academic standards- Disposition 8
- 2. The Learning Environment**
  - Believes that all students can learn- Disposition 1
  - Demonstrates fairness and equity- Disposition 3
  - Values Diversity- Disposition 4
  - Promotes Social Justice- Disposition 5
  - Promotes Democracy- Disposition 6
  - Exhibits caring attitude towards students- Disposition 10
- 3. Instructional Delivery and Facilitation**
  - Demonstrates fairness and equity- Disposition 3
  - Reflects research-based best practices- Disposition 9
  - Promotes Social Justice- Disposition 5
  - Promotes Democracy- Disposition 6
  - Maintains high academic standards- Disposition 8
  - Exhibits caring attitude towards students- Disposition 10
- 4. Assessment**
  - Reflects research-based best practices- Disposition 9

### **Domain B: Continuous Improvement, Responsibility, and Ethics**

- 5. Continuous Professional Improvement**
  - Is committed to lifelong learning- Disposition 2
- 6. Professional Responsibility and Ethical Conduct**
  - Demonstrates Ethical Professional Behavior- Disposition 7

## **SFSC BSETE Program**

### **Code of Professional Conduct**

1. Students enrolled in the certification program in elementary education are to be given information concerning the program Code of Professional Conduct and how the program's professional dispositions and/or performance are assessed in alignment with the Florida Educator Accomplished Practices.
2. If any faculty or staff member has a concern with a student's professional dispositions, that faculty or staff member shall counsel with the student. If the concern persists, the faculty or staff member will conduct a formal counseling session with the student and document the concern(s) and plan for improvement on a Professional Dispositions and/or Performance Concern(s) Form. Copies of the completed form will be provided to the student, the student's advisor, the appropriate lead instructor of the program, department chair, and office of the dean of arts and sciences.



3. When a plan of action does not satisfactorily resolve the professional dispositions and/or performance concern(s), the faculty or staff member will notify the department chair, who will convene a faculty committee meeting for the purpose of recommending, deferring, or denying the student's further progression in the program. A faculty committee meeting will also be arranged if a student receives three or more disposition concerns within one term.
4. Students who are denied further progression by the faculty committee may pursue the following appeal process:
  - The student sends a letter to the BSETE program-Arts and Sciences Division, Office of the Dean asking to appeal the school or departmental decision.
  - The dean of arts and sciences responds with a letter to the student requesting the student provide appropriate documentation to support the appeal. The student has 10 days from the date the letter is received to respond in writing.
  - The dean of arts and sciences has 10 days from the date the documentation is received to respond in writing.
  - If the student wishes to appeal the dean's decision, the student sends a letter to the vice president of educational and student services asking to appeal the decision.
  - The vice president of educational and student services responds with a letter to the student requesting the student to provide appropriate documentation to support the appeal. The student has 10 days from the date the letter is received to respond in writing.
  - The vice president of educational and student services has 10 days from the date the documentation is received to respond in writing.
  - The vice president of educational and student services is the final level of appeal for the student.

### **Program Professional Disposition Standards and Sample Indicators:**

#### **The SFSC Elementary Education Program candidate:**

- 1. Believes that all students can learn**
  - Sets high expectations for all students.
  - Recognizes signs of students' difficulty and applies appropriate measures to improve students' areas of difficulty.
- 2. Is committed to lifelong learning**
  - Shows willingness and ability to self-reflect.
  - Is receptive to suggestions for improving professional knowledge and skills.
  - Is willing to accept and adapt to change.
  - Continues to take advantage of opportunities to learn and stay current in the field.



**1. Demonstrates fairness and equity**

- Uses best practices in teaching and learning strategies including consideration of students learning styles, needs, and background.
- Modifies and adapts unit plans and lesson plans to accommodate the needs of all students in diverse classroom settings.

**2. Values diversity**

- Embraces and values diversity as an essential feature of educating students in an increasingly multicultural society.
- Is committed to providing a safe and caring classroom environment for **all** students.
- Affirms and respects the dignity and worth of **all** students, colleagues, and educational partners.
- Recognizes and demonstrates awareness of the educational needs of **all** students and employs appropriate teaching practices.

**3. Promotes social justice**

- Is accepting, adaptive, open-minded, supportive, encouraging.

**4. Promotes democracy**

- Is sensitive to all types of students and is committed to teaching all students regardless of external variables.

**5. Demonstrates ethical professional behavior**

- Commits no known or observed violations of the Code of Ethics of the Education Profession in Florida (SBE Rule 6B-1.001) and Principles of Professional Conduct for the Education Profession in Florida (SBE Rule 6B-1.006).
- Demonstrates professional behavior such as being punctual and responsible, attending class regularly, completing assignments on time, and being academically honest.

**6. Maintains high academic standards**

- Sets high expectations for all students.
- Recognizes signs of students' difficulty and applies appropriate measures to improve students' areas of difficulty.

**7. Reflects research-based best practices**

- Uses assessment and other diagnostic strategies to assist the continuous development and understanding of the learner.
- Reads, comprehends, interprets, and applies professional materials to one's own teaching craft.
- Uses and integrates appropriate technology in teaching and learning processes.
- Uses and integrates appropriate technology in managing, evaluating, and improving one's instruction.

## **8. Exhibits caring attitude towards students**

- Recognizes patterns of physical, social, emotional, and intellectual development in all students.
- Applies techniques of crisis intervention for students in emotional distress.
- Can identify the physical and behavioral signs of child abuse and neglect and knows rights and responsibilities regarding reporting.

\*Dispositions adapted from *Student Teaching Handbook: A Guide for Internship and Clinical Practice* (2013-2014) by Zugelder, B. & Nichols, J., UCF, College of Education and Human Performance.

### **Monitoring Dispositions**

Monitoring dispositions will happen continually throughout the two-year BSETTE program. There is a disposition and performance concern form (BSETTE General Student Document 3) to report students who are failing to uphold all elementary education program dispositions. This monitoring form can be used by any SFSC faculty, host teachers, and district faculty and staff should they find a need to complete this form to report a student exhibiting conduct deemed inappropriate according to the stated dispositions.

### **Measuring Mastery of Dispositions**

Measuring dispositions will happen at the end of the two-year program. Students will complete the Watermark EDA dispositions survey at the beginning, middle, and end of the BSETTE program. At the end of Internship II, the students will write a reflection piece outlining how they have exhibited and embraced the BSETTE program's dispositions deemed essential to success as a professional educator. This will be a final critical assignment that must be in the portfolio before the end of Internship II.

## **THE CODE OF ETHICS AND THE PRINCIPLES OF PROFESSIONAL CONDUCT OF THE EDUCATION PROFESSION IN FLORIDA**

All SFSC Elementary Education students are expected to adhere to the Code of Ethics.

### **State Board of Education Rule 6B-1.006, FAC**

#### **The Principles of Professional Conduct of the Education Profession in Florida**

"By virtue of their leadership capacity, teachers are traditionally held to a high moral standard in a community." ~ District of Court Appeal, First District, State of Florida

- 1) The following disciplinary rule shall constitute the Principles of Professional Conduct of the Education Profession in Florida.
- 2) Violation of any of these principles shall subject the individual to revocation or suspension of the individual educator's certificate, or the other penalties as provided by law.
- 3) **Obligation to the student requires that the individual:**
  - a) Shall make reasonable effort to protect the student from conditions harmful to learning and/or to the student's mental and/or physical health and/or safety.
  - b) Shall not unreasonably restrain a student from independent action in pursuit of learning.
  - c) Shall not unreasonably deny a student access to diverse points of view.
  - d) Shall not intentionally suppress or distort subject matter relevant to a student's academic program.
  - e) Shall not intentionally expose a student to unnecessary embarrassment or disparagement.
  - f) Shall not intentionally violate or deny a student's legal rights.

- g) Shall not harass or discriminate against any student on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition, sexual orientation, or social and family background and shall make reasonable effort to assure that each student is protected from harassment or discrimination.
  - h) Shall not exploit a relationship with a student for personal gain or advantage.
  - i) Shall keep in confidence personally identifiable information obtained in the course of professional services, unless disclosure serves professional purposes or is required by law.
- 4) **Obligation to the public requires that the individual:**
- a) Shall take reasonable precautions to distinguish between personal views and those of any educational institution or organization with which the individual is affiliated.
  - b) Shall not intentionally distort or misrepresent facts concerning an educational matter in direct or indirect public expression.
  - c) Shall not use institutional privileges for personal gain or advantage.
  - d) Shall accept no gratuity, gift, or favor that might influence professional judgment. (e) Shall offer no gratuity, gift, or favor to obtain special advantages.
- 5) **Obligation to the profession of education requires that the individual:**
- a) Shall maintain honesty in all professional dealings.
  - b) Shall not on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition if otherwise qualified, or social and family background deny to a colleague professional benefits or advantages or participation in any professional organization.
  - c) Shall not interfere with a colleague's exercise of political or civil rights and responsibilities.
  - d) Shall not engage in harassment or discriminatory conduct which unreasonably interferes with an individual's performance of professional or work responsibilities or with the orderly processes of education or which creates a hostile, intimidating, abusive, offensive, or oppressive environment; and further, shall make reasonable effort to assure that each individual is protected from such harassment or discrimination.
  - e) Shall not make malicious or intentionally false statements about a colleague.
  - f) Shall not use coercive means or promise special treatment to influence professional judgment of colleagues.
  - g) Shall not misrepresent one's own professional qualifications.
  - h) Shall not submit fraudulent information on any document in connection with professional activities.
  - i) Shall not make any fraudulent statement or fail to disclose a material fact in one's own or another's application for a professional position.
  - j) Shall not withhold information regarding a position from an applicant or misrepresent an assignment or conditions of employment.
  - k) Shall provide upon the request of the certificated individual, a written statement of specific reason for recommendations that lead to the denial of increments, significant changes in employment, or termination of employment.
  - l) Shall not assist entry into or continuance in the profession of any person known to be unqualified in accordance with these Principles of Professional Conduct of the Education Profession in Florida and other applicable Florida Statutes and State Board of Education Rules.
  - m) Shall self-report within 48 hours to appropriate authorities (as determined by district) any arrests/charges involving the abuse of a child or the sale and/or possession of a controlled substance. Such notice shall not be considered an admission of guilt nor shall such notice be admissible for any purpose in any proceeding, civil or criminal, administrative or judicial, investigatory or adjudicatory. In addition, shall self-report any conviction, finding of guilt, withholding of adjudication, commitment to a pretrial diversion program, or entering of a plea of guilty or Nolo Contendere for any criminal offense other than a minor traffic violation within 48 hours after the final judgment. When handling sealed and expunged records disclosed under this rule, school districts shall comply with the confidentiality provisions of Sections 943.0585(4)(c) and 943.059(4)(c), Florida Statutes.
  - n) Shall report to appropriate authorities any known allegation of a violation of the Florida School Code or State Board of Education Rules as defined in Section 231.28(1), Florida Statutes.
  - o) Shall seek no reprisal against any individual who has reported any allegation of a violation of the Florida School Code or State Board of Education Rules as defined in Section 231.28(1), Florida Statutes.
  - p) Shall comply with the conditions of an order of the Education Practices Commission imposing probation, imposing a fine, or restricting the authorized scope of practice.
  - q) Shall, as the Collaborating administrator, cooperate with the Education Practices Commission in monitoring the probation of a subordinate.

## **State Board of Education Rule 6B-1.001, FAC\***

### **The Code of Ethics of the Education Profession in Florida**

1. The educator values the worth and dignity of every person, the pursuit of truth, devotion to excellence, acquisition of knowledge, and the nurture of democratic citizenship. Essential to the achievement of these standards are the freedom to learn and to teach and the guarantee of equal opportunity for all.
2. The educator's primary professional concern will always be for the student and for the development of the student's potential. The educator will therefore strive for professional growth and will seek to exercise the best professional judgment and integrity.
3. Aware of the importance of maintaining the respect and confidence of one's colleagues, of students, of parents, and of other members of the community, the educator strives to achieve and sustain the highest degree of ethical conduct.

*\*(Adams v. State of Florida Professional Practices Council, 406 So 2nd 1170, Fla. 1st DCA 1981)*

## **Remediation Policy**

If students in the BSET program become deficient in Core Curricular areas, the SFSC BSET faculty will act immediately. Students will be placed on Academic Alert regarding their deficiencies. The deficient student, BSET faculty, department chair, and dean of arts and sciences will receive a copy of the Academic Alert. The lead instructor of the BSET program will put an Individual Remediation Plan (IRP) into place (BSET General Student Document 4). The lead instructor will work with the deficient student according to the IRP to assist the student in improving the deficiencies. The student will have one academic term to improve deficiencies noted on the IRP. If improvement occurs, the student will be removed from Academic Alert. If improvement does not occur, the student will be referred to the BSET Faculty Committee to determine if the student should proceed in the BSET program. Deficient students will also have the opportunity to work with an SFSC Faculty Member.

For students in the BSET program who do not pass the required Florida Teacher Certification Exams (FTCEs), the lead instructor of the program will create activities to help the students prepare for taking the exams an additional time. The following are some activities the lead instructor will implement, but the activities are not limited to this list: lead study groups, team students up with expert teachers in the district, provide additional study materials to students, and administer practice tests. Students will also practice skills by utilizing the Learning Liaisons or NavaEd websites. The SFSC Tutoring Center is available to help students struggling with subject area competencies.

## **Non-degree Seeking Students**

SFSC BSET will allow certain students who meet appropriate criteria to take individual courses as non-degree seeking students. Examples of these types of students include teachers seeking recertification, uncertified working teachers on a temporary teaching certificate, and students with one missing GKT section. Guidelines for this consideration are found in Attachment 5.

## **Graduation Policy**

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

Certification ombudsman for the graduation of student candidates is the college registrar. The lead instructor for the BSETE program is responsible for ensuring all graduation requirements have been met for each candidate applying for graduation. The lead instructor will communicate this information with the college registrar.

### **College Requirements**

- Submission of a completed Application for Graduation within the set time limits. A new application must be submitted if graduation is delayed.
- 120 hours with a 2.5 GPA for courses leading to Florida certification.
- Satisfactory completion of Internship III.
- Demonstrate proficiency in foreign language through any of the following means:  
Completion of two years of high school instruction in the same foreign language,  
OR  
Completion of a minimum of eight college-level credits in one foreign language, per Florida Statute 1007.262.
- Students must pass the Professional Educators Test and the appropriate Subject Area Exam, Elementary Education K-6, of the Florida Teacher Certification Examination to be approved for graduation.
- Students must be proficient in all portfolios and checklists (FEAPs, ESOL Endorsement, and Reading Endorsement Competencies) in order to be approved for graduation.

### **Deadline for Application**

Students who plan to graduate are required to submit to the office of the registrar an application for graduation form. This form must be submitted before the last day of classes of the academic term prior to graduation. Students turning in the application for graduation after the deadline will graduate the following term. Students who do not graduate must re-apply for graduation and complete the remaining requirements needed to graduate.

## **Graduation with Distinction**

Students with an excellent GPA in the BSETE degree program will receive recognition on the diploma according to the following GPAs:

- Summa Cum Laude - GPA of 3.90 to 4.00
- Magna Cum Laude - GPA of 3.70 to 3.89
- Cum Laude - GPA of 3.50 to 3.69

If students attended no other postsecondary institution other than SFSC, this GPA is based on the GPA earned at SFSC. If students attended at least one other postsecondary institution and earned 90 or more credits at SFSC toward the baccalaureate degree, this GPA is based on the higher GPA earned at SFSC or the cumulative GPA from all institutions attempted. If students attended at least one other postsecondary institution and earned less than 45 (90) credits at SFSC, this GPA is based on the cumulative GPA from all institutions attended.

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