

Student Handbook

2025-2026

TEACHER EDUCATION
BROWARD COLLEGE™

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TEACHER EDUCATION PROGRAM

Broward College

MAIN CAMPUS

1000 Coconut Creek Boulevard

Coconut Creek, Florida 33066 954-201-2500

Website: broward.edu/education

Operating Hours:

Monday – Friday

9:00 AM – 4:00 PM

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This handbook describes the best practices and guidelines for students enrolled in the Teacher Education Program (TEP). It is subject to all Broward College Policies and Procedures as approved by the Broward College Board of Trustees. The handbook is for informational purposes and does not constitute a contract. Policies and practices herein are subject to change. Students should consult the BC College Catalog as well as the BC Student Handbook for more information.

Message from the Dean

Welcome to the Broward College (BC) Teacher Education Program (TEP)! We are glad you have chosen to enter our program and wish you success throughout your academic journey. It is our desire that your time spent here is both challenging and rewarding and that your passion for education and lifelong learning continues to grow.

You are entering one of the most rewarding careers. As future teachers you will experience incredible joy in seeing the difference you make when your students gain new insights, become more interested in a subject and learn about themselves. Every day, teachers leave an imprint on the future through impacting their students' views and understandings. Teachers foster creativity, develop character, give students lenses with which to view the world and provide students with the skills they need to reach their potential and lead productive lives. In my experience, teachers represent the heart and soul of the education system.

Preparing teachers for successful careers in education is the primary goal of the TEP. Our Bachelor of Science programs are designed to cultivate educators who are experts in teaching diverse students, plan and implement differentiated instruction and assessment, master content and pedagogical knowledge, are ethical and reflective practitioners, and are lifelong learners. The TEP is distinguished by the following: rigorous course work, reflective engagement in the classroom and within the community, experienced and highly qualified faculty, and a deep commitment for developing teacher leaders who will make a difference in the world. As a future graduate of the BC TEP, you will join a network of educator professionals who exhibit leadership in the classroom and beyond.

The TEP Handbook was developed to assist you throughout your undergraduate studies. It is intended to provide an overview of the policies and guidelines that all TEP students are responsible for being aware of and adhering to as well as the many resources available to you. Please refer to this handbook as a resource throughout your tenure with the TEP.

We wish you much success in your academic endeavors throughout your tenure with the TEP. You are embarking on a journey that will broaden your horizons, expand your knowledge, and prepare you to mold the future. As so suitably stated by historian, Henry Brooks, "a teacher affects eternity; one can never tell where the influence stops."

With every best wish,

Elizabeth Molina, Ph.D.

Dean – Education Pathway



Message from the Associate Dean

Dear Future Educator,

Teacher education plays a vital role in shaping the future of our schools and communities. At Broward College, the Teacher Education Program (TEP) is committed to preparing future educators through innovative instruction that keeps classrooms dynamic, inclusive, and engaging.

Congratulations on your decision to join the TEP family! You're stepping into a vibrant learning community dedicated to excellence in teaching, service, and mentorship. Our team is deeply committed to your success, and we work collaboratively to support you every step of the way.

As a professor and the Associate Dean for the Education Pathway, I've had the privilege of watching our students grow intellectually, socially, and professionally. The transformation they experience throughout the program is both inspiring and a testament to their hard work and our shared commitment.

Our program is proud to contribute to Broward College's broader mission of building a community of academic excellence. Within the TEP, we take this a step further by preparing award winning teachers and educators who are equipped not only with knowledge and skills but also with the confidence and compassion to lead in their classrooms and communities.

Throughout your time in the program, you'll be supported by a strong network of faculty, staff, mentor teachers, and peers. We believe that community is key to success, and your growth will be nurtured through collaboration, hands-on experience, and personalized mentorship.

We are thrilled to welcome you on this exciting journey and look forward to supporting you as you reach your highest aspirations in the field of education.

With warm regards,

Juan Ospina, Ed.D.

Associate Dean- Education Pathway



Mission

To develop outstanding educators who serve the needs of the local community and beyond by advancing the art of teaching and learning.

Teacher Education Program Department Goals and Core Values

Broward College and the Teacher Education Program strive to offer a personalized learning environment with a focus on excellence in teaching, advising, and serving students.

Core Values

Academic Excellence and Student Success

Achieving student success through learning-centered programs and services while continuously evaluating and improving student learning outcomes that reflect the highest academic standards. This is accomplished by providing flexible educational opportunities accessible to all students, regardless of time or place.

Diversity and Inclusion

Creating a community that celebrates diversity and cultural awareness while promoting the inclusion of all its members.

Innovation

Developing and implementing the most emergent technologies and teaching/learning methods and strategies to create learning environments that are flexible and responsive to local, national, and international needs.

Integrity

Fostering an environment of respect, dignity, and compassion that affirms and empowers all its members while striving for the highest ethical standards and social responsibility

Pre-Professional teachers in Broward College's Teacher Education Program will...

- Master content and pedagogical knowledge
- Apply knowledge of diversity in instructional practices, learning, and assessment
- Implement knowledge of content-specific curriculum and general pedagogy to positively impact student learning
- Communicate and collaborate with educators and other stakeholders to create an inclusive and engaging educational environment
- Demonstrate ethical behaviors and responsibilities of an educator
- Infuse cutting-edge technology tools into teaching

Admissions Requirements

The following are requirements that must be met before being fully accepted into the Bachelor of Science in Education Program:

- **AA (Associate of Arts) Degree:** Completing an Associate of Arts degree from a regionally accredited community/ state college with 36 credit hours of general education coursework.
- **Grade point average:** A cumulative grade point average of 2.5 on a 4.0 scale in all general education coursework.
- **Teacher Education Application:** General admission to Broward College (BC) does not constitute admission to the Teacher Education Program (TEP). All students must apply [How to Apply to Broward College](#) and select the Bachelor of Science degree in Education.
- **Transcripts:** BC must have transcripts on file in the College Registrar's office from each postsecondary school the applicant has attended, cumulatively indicating the completion of 60 or more transferable credits by the application entry term. If a student has received credit through examinations, such as (but not exclusively) the College Level Examination Program (CLEP) or Advanced Placement (AP), he/she must provide official exam results as well. If a student has completed credits outside of the United States, the student must have their transcripts officially translated into English and commercially evaluated by a certified member of the **National Association of Credential Evaluation Services**. No transfer student will be admitted once they have completed 30 upper division credits or have senior status.
- **Academic requirements:** Completion of all General Education requirements and lower division state-mandated common pre-requisites
- **EDF1005 Introduction to the Teaching Profession***
 - Students must have earned a grade of "C" or better and successfully completed the 15-hour field experience component for EDF1005

Additional prerequisites for the middle grades and secondary programs apply. Students applying to the TEP as of 20251 are required to complete EDF1005, but not EME2040. However, they are highly recommended AA (Associate of Arts) courses for Education majors. ALL pre-requisite coursework must be successfully completed by completing the 15th credit to be fully admitted to the program.

- **Foreign Language Requirement:** Students must complete two full consecutive years of a foreign language in high school or two consecutive semesters of a foreign language at the postsecondary level to satisfy the foreign language Bachelor of Science in Education requirement in the State of Florida. This requirement may be satisfied in one of four ways:
- Completion of two consecutive courses at a higher education institution with an earned grade of "C" or better
- Completion of two consecutive courses at the high school level (including Advanced Placement) with an earned grade of "C" or better to Pass the **College Level Examination Program (CLEP)** in one of the foreign languages offered

- Pass the **Brigham Young University's Foreign Language Achievement Tests Services (BYU FLATS)** in one of the foreign languages offered
- **General Knowledge Exam (GKE) OR College Level Academic Skills Test requirement:**

Students MUST pass ALL parts of the GKE to successfully complete it before Practicum. Please note that if a student does not pass ALL sections of the GKE before Practicum, he/she will be blocked from registering for further courses. This block will be lifted once the student submits proof that he or she has passed ALL four sections of the GKE. To register for the test, visit the **FTCE website**.

The TEP makes several resources available to students preparing to take the GKE. Please visit the **Teacher Education Program website**. For a list of GKE preparation resources.

- **Letter of recommendation:** Written letter of recommendation from an individual who knows the applicant academically and/or professionally. Letters of recommendation from family members are not accepted.
- **Teacher Education Program Admission Committee Approval:** All applications must meet the final approval of the Teacher Education Program Admission Committee. **Note:** Applicants must activate their Broward College e-mail account, which is accessible through their MyBC home page. All correspondence regarding the program will ONLY be sent to a student's BC e-mail address.
- **Provisional Admission:** Applicants may be provisionally admitted to the TEP with the following items pending- o EDF1005 (or up to any four missing lower-division prerequisites for students in the Mathematics or Science Education degree programs)

Please note that the aforementioned items must be completed before the Practicum.

Advising

The Teacher Education Program (TEP) is committed to ensuring a student-centered advising model that will help students be successful from the moment they are admitted through graduation. Students admitted to the TEP will receive individualized advisement throughout the program.

Students should review their degree audit after every term to ensure adequate progress in the program. All areas must be satisfied to graduate. The student is responsible for checking their degree audit to ensure accuracy and working with their assigned advisor as needed to address any pending areas. This includes:

Foreign language, digital literacy/computer competency, 36 general education credits, 24 elective credits, and civic literacy.

Appointment with a TEP Advisor: To request the creation of an educational plan, students must e-mail their TEP Advisor with the number of courses they wish to enroll in during their first semester in the program. Based on this information, the TEP Advisor will create a personalized education plan that reflects the number of courses a student wishes to take each semester. Please note that

students may not exceed 18 credits per academic term. Students always have the option to meet with their TEP Advisor either face-to-face or via telephone conference. Please contact the TEP office to schedule an appointment at 954-201-2500 or online via BC Navigate. It is strongly recommended that students adhere to the educational plan developed by the TEP Advisor. This process entails strategic planning based on course pre-requisite/co-requisite requirements and course eligibility per semester, as not all courses are offered each semester.

Appointments	Type	Content	Content	Content
Admissions appointment	Prospect, face-to-face, virtual	Review admissions process, requirements, and documents due	Follow up for documents and registration, virtual	New student orientation reminder, email reminder
Education Plan	Email only	5-7 business days turn around for education plan sent via email	Accessible via MyBC and Navigate	Changes only if deviation or absent terms with no courses, including GKE block
Student Concern	Face-to-face, virtual	Course concerns	Study assistance	Program Change
Professor Concern	Referral, advisor follow-up, professor appointment	Course progress	Attendance	Class behavior or other concerns
FTCE Scores	Email and virtual	GKE scores due by completion of 15th credit	Subject Area and Professional Exam due by end of Practicum	Scheduling issues, GKE block
Graduation	Face-to face, virtual	Student reviews degree audit for accuracy	Substitution for courses, transient update (student provides official transcript)	Completion of all required program criteria

General Information: Information about specific degree programs, field experience, Florida Teacher Certification Exam information, overall graduation requirements, and all policies, procedures, and expectations are covered at the New Student Orientation. Students may also contact TEP faculty and staff for questions at any time throughout their tenure in the program and beyond graduation.

TEP Communication: TEP updates will be communicated through the BC Student E-mail system. The TEP will not send electronic correspondence to non-BC e-mail addresses (i.e., personal or work e-mail accounts). Updates, events, registration dates, and other TEP information are available on our **Broward College Education Pathway Facebook** and **Broward College Teacher Education Instagram**.

Full Admission to TEP: If a student is not fully accepted to the TEP due to the pending completion of lower division pre-requisite courses, the TEP Advisor will develop a plan for full admission with the student (including planning pre-requisite coursework and General Knowledge Exam registration). Please be aware of the **Program Objective Enrollment Compliance (POEC)** requirements.

Transfer Credits: Awarding of transfer credit toward a Bachelor of Science degree is determined at the point of college admission. Lower-division courses will be evaluated and awarded by the Registrar at Broward College. Upper-division coursework will be awarded on a case-by-case basis. Students must provide course descriptions and syllabi for each transfer course. The Academic Dean must approve transfer courses. The transient student application can be accessed via Floridashines.org. Students must complete the application and submit official transcripts upon completion of the course(s).

Education Plan: Students must develop an educational plan with the TEP advisor to plan the appropriate coursework through graduation (to include any prerequisite and/or foreign language requirements). Any deviation from an educational plan may delay a student's expected graduation term due to course scheduling restrictions and mandatory upper-division prerequisite requirements. Students should always consult with their TEP advisor before making any changes to their educational plan for a new plan to be created. If a student withdraws from a course or does not pass a course, they must also contact the TEP advisor and request a new plan via e-mail.

Registration: Students will select coursework and register for classes based on the Educational Plan developed with the TEP Advisor. A student may view available courses and register for courses by visiting the **Broward College website**. It is highly recommended that a student register for courses immediately when registration opens to ensure that he/she registers for the most convenient course. Once a course reaches maximum capacity, the course is closed, and no students can register for this course.

Course Restrictions: Students who have not passed all four sections of the GKE before Practicum shall not be allowed to register for further courses. Students will not be allowed to register for Practicum until all required pre-requisite courses have been completed. Students should refer to their respective program sheets for pre-requisite information. Students will not be allowed to register for the Student Teaching Internship until they have completed all lower-division and upper-division coursework requirements and successfully completed the Florida Teacher Certification Exams (Professional Education and appropriate Subject Area exams). Fall and Spring deadlines for submitting passing FTCE scores will be emailed to all students each semester.

TEP students are not allowed to register for Alternative Certification courses. Those courses are restricted to professionals seeking recertification. Please pay close attention to the course designator, which stipulates when a course is restricted to students admitted to TEP, and the designator, which stipulates when a course is restricted to students seeking teacher certification. Please note that when you attempt to register for a non-TEP, restricted course, you will receive a red flag error, which will not allow you to complete the request.

GPA (Grade Point Average) Requirements: Students must maintain a 2.5 minimum upper division GPA throughout the degree program to stay in Good Academic Standing with the Teacher Education Program.

Degree program courses must be passed with a “C “or higher grade to count toward a degree. Students who do not maintain this GPA will be subject to program probation.

New Student Orientation: Students must attend a mandatory new orientation for the Teacher Education Program. This Orientation is held twice a year: once during the Fall term and once during the Spring term.

Financial Aid: It is a student's responsibility to check on the status of their financial aid period. Students may log into MyBC to check the status of a financial aid application or visit a Broward College financial aid office on any campus period

Broward College Bachelor's Degree Scholarship: Students who are fully admitted to the Teacher Education Program and maintain a 2.5 GPA may be eligible to apply for a bachelor's degree Scholarship through the Office of Financial Aid. Please refer to the Scholarships section on page 35 for more information.

Field Experience: Students must complete several hours of field experience at varying levels within a Broward County K-12 classroom. The Coordinator of Field Placement and Student Teaching facilitates, monitors, and tracks each student's field experience placements throughout the program to ensure compliance with program requirements. For questions concerning field placement, please contact the Coordinator of Field Placement and Student Teaching.

Tutoring: The Academic Success Centers (ASC) offer tutoring and labs that provide academic assistance to BC students. Students may utilize ASC resources for help with writing and preparing for the GKE. Each BC Campus has an ASC, and TEP students are encouraged to utilize its services for assistance in various content areas. Please check each ASC's hours of operation, as they vary from campus to campus year-round.

240 Tutoring is also available for some education courses.

Program Benchmarking: Teacher Education Program (TEP) students are expected to meet certain criteria at various milestones throughout the program. The following table indicates when each Florida Teacher Certification Examination (FTCE) must be passed.







Florida Teacher Certification Examination	Benchmark
General Knowledge Exam (GKE) – ALL (Math, Reading, English, Essay) Subtests	*Before Practicum
Subject Area Exam (SAE)	Before Student Teaching**
Professional Educator Exam (PE)	Before Student Teaching**










*Students who do not pass the full GKE will be blocked from taking additional upper-division courses.






**Students who do not meet the SAE benchmark will be blocked from registering for Student Teaching.

**Students not meeting the PE benchmark will be blocked from registering for Student Teaching.

*Please note that students must submit an official FTCE score report to the TEP to meet the benchmarks. Students are encouraged to select Broward College as a score recipient when registering for the Exam on the **FTCE website**. Otherwise, students may submit unofficial passing score sheets via e-mail to the TEP Advisor. Students are advised to plan ahead when scheduling to take the FTCE to allow for adequate time for reporting. Be sure to allow 4-6 weeks for the subtests to be assessed. Please note that there is a 30-day waiting period between attempts.*

Benchmark	By the 21st credit	By the 30th credit	Before Practicum	Before Student Teaching	Before Graduation
Passed all parts of the General Knowledge Exam					
Maintain a 2.5 GPA or higher in upper-division coursework					

Pre-requisite coursework (to include the foreign language requirement) complete or to be completed					
Valid and current Security Clearance badge on file with TEP					
All upper division coursework successfully completed with a "C" or above					
Passed the Subject Area and Professional Education Exams					

100% of FEAP (Florida Educator Accomplished Practices) indicators met in Critical Assignments and field experience observations					
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Florida Educator Accomplished Practices

The Florida Educator Accomplished Practices (FEAPs) were created by a Task Force of the Education Standards Commission, reviewed by over 400 parents, teachers, administrators, and university professors, and validated by educators across the State of Florida.

Students in the Teacher Education Program (TEP) must meet the FEAPs through class-based assignments and field experience to successfully complete the program.

Critical Assignments

Critical Assignments address specific FEAPs that apply to course content. Students must receive a “C” or above grade in each critical assignment and meet all applicable FEAPs. If a critical assignment submission does not meet the identified FEAPs, the course instructor will provide detailed, written feedback to the student identifying the area(s) of the assignment that needs revision. The assignment must be resubmitted to the professor by the new deadline set by the instructor and cannot receive higher than 70 percent. Critical Assignments that are not submitted will default to a score of zero (0), thus resulting in a grade of “F” for the course. If a submission is deemed unacceptable due to grammatical and/or spelling errors (meaning the assignment contains ten or more errors), the instructor may reject the assignment, and the student may be required to seek outside assistance to improve their writing skills.

If upon the resubmission, the student still does not meet the FEAPs, the student may withdraw from the course (if before the final withdrawal date), or if beyond the withdrawal date, the student will receive a grade of an F for the course and will be required to retake the course in a future term.

The student must adhere to the established college procedure and officially withdraw from the class by the official withdrawal date, if applicable. Failure to withdraw from the course by the established withdrawal date will result in an “F” for the course. Students must meet with their TEP Advisor to revise their Educational Plan.

If proven cheating or plagiarizing on any Critical Assignment, the student will receive an “F” for the assignment, fail the course, and be required to retake the course in a future term (Broward College Policy and Procedure 5.02).

FEAP Matrix

The following chart details each of the Florida Educator Accomplished Practices.

1.A. Aligns instruction with state-adopted standards at the appropriate level of rigor
1.B. Sequences lessons and concepts to ensure coherence and required prior knowledge
1.C. Designs instruction for students to achieve mastery
1.D. Selects appropriate formative assessments to monitor learning
1.E. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons
1.F. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies
The Learning Environment
2.A. Organizes, allocates and manages the resources of time, space, and attention
2.B. Manages individual and class behaviors through a well-planned management system
2.C. Conveys high expectations to all students
2.D. Respects students' cultural, linguistic, and family background
2.E. Models clear, acceptable oral and written communication skills
2.F. Maintains a climate of openness, inquiry, fairness, and support
2.G. Integrates current information and communication technologies
2.H. Adapts the learning environment to accommodate the differing needs and diversity of students
2.I. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals
Instructional Delivery and Facilitation
3.A. Deliver engaging and challenging lessons
3.B. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter

3.C. Identify gaps in students' subject matter knowledge
3.D. Modify instruction to respond to preconceptions or misconceptions
3.E. Relate and integrate the subject matter with other disciplines and life experiences
3.F. Employ higher-order questioning techniques
3.G. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction and to teach for student understanding
3.H. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students
3.I. Support, encourage, and provide immediate and specific feedback to students to promote student achievement
3.J. Utilize student feedback to monitor instructional needs and to adjust instruction
Assessment
4.A. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process
4.B. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery
4.C. Uses a variety of assessment tools to monitor student progress, achievement, and learning gains
4.D. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge
4.E. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s)
4.F. Applies technology to organize and integrate assessment information
Continuous Professional Improvement
5.A. Designs purposeful professional goals to strengthen the effectiveness of instruction based on student's needs
5.B. Examines and uses data-informed research to improve instruction and student achievement
5.C. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons
5.D. Collaborates with the home, school, and larger communities to foster communication and to support student learning and continuous improvement

5.E. Engages in targeted professional growth opportunities and reflective practices
5.F. Implements knowledge and skills learned in professional development in the teaching and learning process
Professional Responsibility and Ethical Conduct
6.A Apply the Code of Ethics and Principles of Professional Conduct to professional and personal situations.
6.B Identify statutory grounds and procedures for disciplinary action, the penalties that can be imposed by the Educational Practices Commission against a certificate holder, and the appeals process available to the individual.
6.C Apply knowledge of rights, legal responsibilities, and procedures for reporting incidences of abuse, neglect, or other signs of distress.
6.D Identify and apply policies and procedures for the safe, appropriate, and ethical use of technologies.
6.E Determine and apply the appropriate use and maintenance of students' information and records.

Policies and Procedures

The policies and procedures for the Teacher Education Program (TEP) are aligned with State Administrative Rules and Broward College Policy and Procedures and are consistent throughout all upper-division coursework.

Communication Policy

To ensure information is received promptly, all TEP students must utilize their Broward College student e-mail to receive and initiate communication with TEP faculty and staff. Students must check their BC student e-mail daily. Communication from non-BC personal e-mail accounts may be filtered into a SPAM or Junk folder and, therefore, not received. If a student experiences technical difficulty with the BC e-mail, the student must contact the Broward College helpdesk for assistance. For assistance with setting up BC student e-mail on your smartphone, please refer to Appendix L.

In addition, students must update their contact information via their MyBC account and notify their TEP Advisor if anything changes.

Academic Honesty

Broward College expects its students to submit original work and display ethical behaviors in all academic activities. Breaches of academic honesty include cheating, plagiarism, misrepresentation, bribery, and the unauthorized possession of examinations, papers, or other

class materials that instructors have not formally released. A student's academic work must result from his or her own thought, research, or self-expression. Cheating includes, but is not limited to, copying homework assignments from another student; working together with another individual on a take-home test or homework when specifically prohibited to by the instructor; looking at the text notes or another person's paper during an examination; falsifying field experience assignments, forms, and logs (i.e. completing field work in a setting other than the one to which assigned). Cheating also includes the giving of work or information to another student to be copied and/or used as his or her own. This also includes giving someone answers to examination questions either when an examination is being given or after having taken an examination.

Students found violating this academic honesty policy in class, during quizzes or exams, or on assignments will automatically receive a "0" for the quiz, exam and/or assignment. The student will then be referred to the Associate Dean of the Teacher Education Program and the Dean of Student Affairs for disciplinary action. If a student is found violating the academic policy a second time in any upper-division course, the student will automatically fail the course and risk expulsion from the program (Broward College Policy and Procedure 4.19).

Artificial Intelligence (AI) Usage and Plagiarism Policy

The Teacher Education Program (TEP) supports ethical use of technology in education, including emerging tools such as generative Artificial Intelligence (AI). However, the use of AI tools—such as ChatGPT, Grammarly, Quillbot, Gemini, and similar platforms—must adhere to strict academic integrity guidelines.

Unless an instructor has provided explicit written permission for a specific assignment, students may **not** use AI tools to generate, edit, paraphrase, or summarize any part of their academic work. Unauthorized use of AI will be treated as **plagiarism or cheating** in accordance with Broward College's Academic Honesty Policy and TEP academic standards.

Prohibited Use

Examples of prohibited AI use include, but are not limited to:

- Submitting any assignment or portion thereof generated by an AI tool as your own work.
- Using AI to paraphrase or reword source material without proper citation.
- Relying on AI to complete reflections, lesson plans, written responses, or field experience documentation.

Permitted Use (Only When Explicitly Allowed)

AI tools may only be used if the instructor provides **clear, written authorization** for their use on a specific assignment. In such cases:

- Students must clearly **disclose the AI tool used**, how it was used, and the extent of its contribution.

- A formal citation or statement of acknowledgment must be included (e.g., “Portions of this assignment were generated with the assistance of ChatGPT, OpenAI, June 2025.”).
- The student remains fully responsible for the accuracy, originality, and academic value of the final submission.

Consequences

Any student found using AI tools inappropriately or deceptively—without prior instructor approval and proper attribution—will be subject to disciplinary action under the Academic Honesty Policy. This may include:

- Receiving a “0” for the assignment.
- Failing the course.
- Referral to the Dean of Student Affairs and possible dismissal from the program for repeated violations.

As future educators, students in the TEP are expected to model professional integrity and uphold the highest ethical standards in all academic work. When in doubt, students are encouraged to seek clarification from their instructor prior to using any AI tool in connection with coursework.

Assignment Due Dates

Assignments are due as designated on the course syllabus. If the student has an excused/unexcused absence for the day an assignment is due, it is the student’s responsibility to submit the assignment to the instructor via D2L (Desire 2 Learn) on or before the due date posted. E-mailing an assignment to an individual professor does not constitute submission unless specified by the professor in advance.

Assignments submitted AFTER the due date/time will result in a letter grade deduction for every 24-hour period up to 48 hours, after which the assignment grade will result in a “0.” Critical Assignments submitted after the due date/time are NOT eligible for resubmission. If a student has an unexcused absence on a day that an assignment/test/quiz is given during class time, the student will not be permitted to make up that assignment/test/quiz and will receive a zero. No late submission will be accepted if an assignment is due on the last day of class.

Critical Assignment and General Assignment Submissions

All assignments that require word processing, PowerPoint, or Excel must be submitted in Microsoft formats (.doc, .ppt, .xls, .pdf, etc.). **Documents created using Microsoft Works or other files that have “.txt,” “.wps,” or “.asci” extensions will not be accepted.** All assignments submitted to their professor in formats other than Microsoft formats will be sent back for resubmission. All assignments submitted as a resubmission in formats other than Microsoft formats will be deemed “unacceptable,” will be rejected by the instructor, and will receive a grade of “F” for the assignment. Students who do not have proper software on their computers can use the Microsoft programs on any of the “open lab” computers at any BC Academic Success Center (ASC) or in public libraries.

The TEP Lesson Plan Format must be used for all assignments requiring the submission of a lesson. Please see Appendix A to view the current version of the Lesson Plan Format.

Written Assignment Criteria

Written materials must reflect the student's knowledge of the subject and use higher thinking skills (analysis, interpretation, synthesis, and evaluation). Assignments must contain correct use of grammar, punctuation, and spelling. If a submission is deemed unacceptable due to grammatical and/or spelling errors (meaning the assignment contains ten or more errors), the instructor may reject the assignment, and the student may be required to seek outside assistance to improve their writing skills. Broward College's ASC assists students with written assignments in the Writing Labs. TEP students are encouraged to utilize this service for assistance with grammar, formatting, and proper APA guidelines on all written assignments.

All papers must reflect the student's own thoughts and words unless quotation marks are used. Plagiarism is a violation of the Broward College Academic Honesty Policy. Projects, assignments, and the final exam must be completed professionally and utilize the American Psychological Association (APA 6th edition) guidelines.

Grading

To stay in good academic standing with the TEP, students must maintain a 2.5 minimum upper division GPA throughout the degree program. Degree program courses must be passed with a grade of C or higher to count toward a degree. Students who do not maintain this GPA will be subject to program probation.

Probation

If a student does not meet one of the benchmarks listed above, the student will be placed on probation, and the following steps may be taken:

- Notifications will be sent to the student's BC e-mail and a certified letter to the student's home address.
- The student will be required to meet with the Associate Dean and appropriate professor(s) to review the Educational Plan and program status and, if necessary, create a Professional Development Plan.
- The student's registration will be limited.
- The student will be given one semester to meet the missed benchmark.

After meeting the missed benchmark, the student will no longer be on probation and must meet with the Associate Dean and appropriate professor(s) again to revisit the Educational Plan.

Grade Appeal Process

Students have a right to appeal their final grade if they believe it was not properly calculated based on the criteria set in the syllabus. A formal grade appeal can only be initiated after the student has met or communicated with the appropriate professor to resolve the issue. The student must

request that meeting no later than the second week of the next term or else they lose the right to appeal. If the Faculty member is unavailable for some reason, the student may initiate this informal process with the Associate Dean. **A formal grade appeal form must be submitted within three (3) weeks after the start of the next term. A student enrolled in Term 2 should begin the process in Term 3.**

Attendance Policy

It is essential that students attend class and show professionalism by being prepared and on time. Students will not be penalized for excused or unexcused absences within the designated “allowable absences” outlined below.

Course Format (Remote = Face-to-Face)	Allowable Absences
Blended	0 class meetings
Face-to-face courses that meet 1x/week	1 class meetings
Face-to-face courses that meet 2x/week	2 class meetings

Students absent beyond the allowable amount due to an excused absence (as detailed below) must provide documentation to the instructor within 72 hours of the absence to not be penalized. Students who are absent beyond the allowable amount due to an unexcused absence must withdraw from the course or will receive an F as the final grade. An excused absence is defined as ONLY the following situations:

- Religious holy day observances in their own faith - Students must notify the instructor in advance of an absence(s) due to religious holy day(s) in their own faith
- Serious illness that results in hospitalization or a medically home-bound state
- Death in the immediate family - “Death in the immediate family” shall be interpreted to mean mother, father, spouse, child, brother, sister, grandparents, or grandchildren.
- Attendance to statutory governmental responsibilities— “Statutory governmental responsibilities” refers to matters such as jury duty, subpoenas for court appearances, or unplanned military obligations.

The student must adhere to the established college procedure and officially withdraw from the class by the withdrawal date. Students who fail to follow this procedure and who do not officially withdraw will be given an “F” after the withdrawal date, and the student will be required to retake the course.

Tardy Policy

A student is considered tardy if he/she arrives between 1 and 15 minutes after the class starts and/or leaves between 1 and 15 minutes before the class ends. Students who arrive at class 16 minutes or later or leave class 16 minutes before the class has ended will be marked absent.

Tardies between 1 and 15 minutes will result in a deduction in points toward the student's final grade. The number of tardies will impact the HIGHEST grade a student can earn. The chart below outlines the consequences for tardies. For example, if a student is enrolled in a course that meets once per week and the student is late (leaves early) to class two times throughout the semester, the highest grade the student can earn in the course is a "B" even if they have achieved a full score on their course assignments. TEP Faculty are the final arbiters of class attendance.

Course Format Remote= Face-to-Face	B	C	D	F
Blended (class meets 8 times)	1 tardy	2 tardies	3 tardies	4 tardies
Face-to-face courses that meet 1x/week	2 tardies	3 tardies	4 tardies	5 tardies
Face-to-face that meet 2x/week	3 tardies	4 tardies	5 tardies	6 tardies

Classroom Disruption

Students are expected to participate in classroom activities and show respect and courtesy to their classmates and instructor. Classroom disruptions will not be tolerated to preserve an environment conducive to learning. Electronic devices (Cell phones, pagers, CD players, iPods, Laptops, iPads, etc.) are to be turned off during class unless specified otherwise by the professor. Classroom disruptions can include talking, sleeping, tardiness, cell phone ringing, texting, and/or students accessing a computer/personal laptop in the classroom without prior approval from the instructor. Students should notify their professors if they use an electronic book during class to avoid disruption. If a student is disruptive, the student will be asked to leave the classroom or, if necessary, be escorted out by campus safety and security (resulting in a class absence). The student will then be referred to as the Dean of Student Affairs. Students must meet with the Dean of Student Affairs and receive permission to return to class.

Netiquette

In all online courses, students are expected to follow the rules of netiquette. Netiquette is a set of guidelines for polite online behavior that all members of this class are expected to follow in virtual online spaces. The rules below will help students create an engaging, respectful, and meaningful learning environment where collaboration and diversity of opinions are celebrated. Students who violate the netiquette policy or engage in disruptive online behaviors, such as posting disrespectful

or hostile comments or posting inappropriate comments, may be referred to the Student Dean. Students who continue to engage in unacceptable online behavior after being warned may be permanently denied access to the course and/or may receive an “F” for the course.

Code of Conduct

All students in the TEP are expected to maintain professional conduct in and out of class. Failure to adhere to the expectations below will result in disciplinary action, including dismissal from the program or College and expulsion. The TEP Code of Conduct Policy is per Broward College Policy 5.02

Field Experience Expectations

The TEP field experience placements are designed to give students a progressive understanding of the teaching practice. Students are placed in various K12 settings and grade levels appropriate to their program. There are four types of field experience opportunities:

Guided Placement

The student works with the Mentor Teacher and participates in class activities. This placement does not include implementing a lesson, and students are not formally observed.

Structured Placement

The student works with the Mentor Teacher to plan, teach, and/or assess learner(s). The student may be required to create and implement a lesson plan and then be observed working with the learner(s) as outlined in the course syllabus. The observation will be completed by the Mentor Teacher, a TEP Clinical Supervisor, a TEP faculty member, and/or the TEP Coordinator of Field Placement and Student Teaching, who will work with the student in scheduling the observation date and time.

Practicum

The student completes 60 hours of a structured practicum placement for EEX4843, MAE3941, and SCE3941 in the appropriate content setting. Observations and fieldwork must include at least one full day per week for eight weeks. The student must create and implement three lesson plans and will be observed working with the learner(s) as outlined in the course syllabus. Students in the Exceptional Education K-12 program will also complete 30 hours for RED4844 in a reading setting and 10 hours for TSL4081 working with ESOL (English Speakers of Other Languages) students (a total of 100 hours during the Practicum semester). Observations will be completed by appropriate TEP staff and/or faculty members. The student is responsible for contacting the observers to schedule the observation dates and times.

Student Teaching

The student will demonstrate and apply teaching competencies during their fieldwork with a minimum of 37.5 hours per week for 12 weeks. The student must create and implement three lesson plans and will be observed working with the learner(s) as outlined in the course syllabus.

The appropriate TEP staff and/or faculty members will complete the observations. The student is responsible for contacting the observers to schedule the observation dates and times.

Placement Refusal

All internship locations have refusal privileges regarding field placement in the following circumstances:

- Refusal or withdrawal from the field experience may result from the same conditions as those affecting in-service teachers. All internship locations reserves the right to refuse or withdraw placement of a student from their field placement at any time.
- If a student is refused or withdrawn from their field placement, the student will be required to meet with the assigned professor, the Coordinator of Field Placement and Student Teaching, and the TEP Associate Dean to discuss their status in the program.

Placement Concerns

If a student has any concerns about their placement, it is the student's responsibility to speak with the Coordinator of Field Placement and Student Teaching and the Professor of the course for which he/she is enrolled. Any concerns should be addressed immediately so the field experience is not negatively impacted.

Security Clearance and Placement Procedures

Students must follow the directions below to obtain security clearance and register for the field experience placement.

1. Security Clearance

- a. A background check must be conducted on all students before placement. The purpose of the Security Clearance procedure is to comply with Chapter 1012.56 of the Florida Statutes under sections 9 (a) and (b), which explains procedures and standards that must be followed by Florida school districts when certifying school personnel.
- b. Register for security clearance at www.fieldprintflorida.com. The fee for a new badge is \$96.25. The website will direct you to schedule an appointment by creating a username and password.
- c. Enter the information requested. Keep in mind that it is college policy that all e-mail correspondence go to the Broward College student e-mail account. You must use your Broward College student e-mail address.
- d. Once a student has been fingerprinted and cleared, he/she must wait five business days and pick up their badge in person. Badges can be picked up only on Monday's, Wednesday's, and Thursday's from 1:30-4:30 pm at 7720 W. Oakland Park Blvd. Sunrise, FL 33351 at The third floor of the TSSC Building. Please note that BCPS and not BC administers all processes related to security clearance.
- e. After picking up their badge, a student must provide the Coordinator of Field Placement and Student Teaching with a copy of the badge by scanning or taking a clear picture with a smartphone and sending it via email.

- f. Students renewing their badges must go to www.fieldprintflorida.com. The fee is \$25. Students who do not renew their badges prior to the expiration date must complete the security clearance process from the beginning and pay the full fee of \$96.25.
- g. Students employed with Broward County Public Schools who have been cleared to work at a school site and have a valid personnel number may be eligible for a vendor badge. The fee for a vendor badge is \$7.50.

Requirements at the Placement Site

Dress Code

- The security clearance badge must always be visible.
- Dress professionally and appropriately for the school setting.
- Always maintain a clean and neat appearance. Please consider covering tattoos and excess piercings.

Avoid clothing that is revealing and/or provocative in nature.

- At no time will clothing such as T-shirts, flip-flops, jeans, low-cut shirts, cutoffs, etc., be tolerated at school. Students observed dressing inappropriately at a school site may be asked to leave and must make up the hours at a later date.

Attendance/Punctuality

- Arrive at the placement school 10-15 minutes early and check in at the main office. Let the office staff know that you will be coming regularly.
- Always sign in/out at the school's front office upon arrival and departure. Adhere to the schedule you and your Mentor Teacher agree upon.
- If an emergency arises, notify the Mentor Teacher immediately. All required hours must be completed by the due date.

Maintain Professional Conduct

Students are expected to respect the internal rules of the school where they are placed as they represent Broward College's TEP. The student is expected to:

- During the first visit of your guided placements, provide the Mentor Teacher with a copy of the course syllabus.
- Demonstrate professional and ethical behavior at all times.
- Be supervised by the Mentor Teacher at all times. Students should not be left alone in a K-12 classroom at any time.

Field Experience Documentation

Each time the student visits the placement classroom; they must record the date and time on the Field Experience Reaction Form (Appendix B). For verification purposes, the Mentor Teacher must sign the log after each visit. Students must upload and submit each course placement's Field

Experience Reaction Form in to their professor by the specified due date. The Field Experience Reaction Form may be found on the [TEP Field Experience Placement website](#). Students must print out the form that includes a gray background.

After the field experience hours, the Mentor Teacher must complete the evaluation section of the form. The student is required to submit the completed Field Experience Reaction Form in to their professor to the course in which the field experience hours were completed. The Field Experience Reaction Form submission is considered a Critical Assignment and subject to the Critical Assignment Policy. If a student does not submit the required documentation, he/she will receive an “F” for the course. All Field Experience Reaction forms will be evaluated, and the hours verified for each field experience placement.

Guided Placements

Methods

Methods courses are designed to prepare students for the Practicum semester. During Methods, students will complete 15 hours of fieldwork and teach one lesson designed in collaboration with the Mentor Teacher. Students will be observed teaching the lesson by the Mentor Teacher using the Methods Observation Tool (Appendix C). This serves as an informal observation.

All TEP students are required to take one of the following methods courses:

Program	Course	Field Experience Hours
Exceptional Student Education K-12	MAE4310	15
Secondary Science	SCE4330	15
Middle/Secondary Mathematics	MAE4330	15

Practicum

Practicum is designed to prepare students for the Student Teaching Internship. During Practicum, students will spend at least one full day (teacher work hours) per week for eight weeks in their classrooms. Students must create and implement three lesson plans and will be observed working with the learner(s). The appropriate TEP staff and/or faculty members will complete the observations. In addition, students are to review and complete the Practicum Student/Mentor Teacher Agreement to ensure an understanding of all Practicum policies and procedures (Appendix D).

Below are the required hours for each program:

Program	Course(s)	Required Field Experience Hours
ESE	EEX4843	60
	RED4844	30
	TSL4081	10
Math	MAE3941	60
Science	SCE3941	60

Practicum Placement

All students must begin their practicum placement in by the week outlined by their Professor(s) conclude by their courses due date. Students and Mentor Teachers will select the day of the week the student will complete their practicum fieldwork. The selected day must remain consistent throughout the practicum placement. Each student will be observed three times: Virtually, by their Mentor Teacher and by a BC Staff Member.

Practicum Site Attendance Policy

Students are required to attend their practicum placement one day per week for eight weeks for EEX4843, MAE3941, and SCE3941. The student must be at the school for the entire school day (7.5 hours) and will complete a total of 60 hours of placement (7.5 hours per day for 8 weeks) for EEX4843, MAE3941, and SCE3941.

Students in the Exceptional Education K-12 program will complete an additional 30 hours for RED4844. The professor will instruct students on how to complete the hours based on the session the course is offered.

Students in the Exceptional Education K-12 program will complete an additional 10 hours for TSL4081. The professor will instruct students on how to complete the hours based on the session the course is offered.

The student will use the Practicum Observation Log (Appendix E) to track practicum hours.

Practicum Observations

Observation	Observer	Weight
Virtual	Coordinator, Field Placement & Student Teaching	Pass/Fail
In-Person (Mentor Teacher	Mentor Teacher	Pass/Fail

In-Person (BC Staff)	Coordinator, Field Placement & Student Teaching	Pass/Fail
Remediation (resubmission if applicable)	Coordinator, Field Placement & Student Teaching	Pass/Fail

During these observations, the TEP student will be assessed using the Virtual and In-Person Observation Tools (Appendix G and H) outlines the appropriate FEAP indicators. After each observation, the TEP student will review the tool with the FEAP student to identify FEAP indicators that have been met and those that need improvement.

Practicum Remediation

If an indicator is not met during the 2nd formal observation, the Practicum Professor may initiate a Performance Improvement Plan. The plan will delineate areas for improvement with action steps.

As part of the remediation process, the Practicum will be extended by at least two weeks or as needed. Furthermore, an additional formal observation will be conducted by the Practicum Professor. If the student requires a remediation observation, this will be considered a “resubmission” of a Critical Assignment. The student is required to meet every FEAP indicator on the Practicum Observation Tool during the remediation/final observation. The highest percentage a student may earn on the remediation/formal observation is 70%, in accordance with the Critical Assignment Policy.

If the student does not meet every FEAP indicator on the Practicum Observation Tool during the remediation/final observation, the student will receive an “F” for the observation and, therefore, fail the Practicum course and not progress to Student Teaching. The student will be required to retake the Practicum course in a future term.

Practicum Observation Schedule

The following is a sample observation schedule within the 8-week Practicum Observation Timeline, which is subject to change at the discretion of the observer:

Week One

- Meet with Mentor Teacher to discuss Practicum expectations, assignments, observation dates, and classroom responsibilities

Weeks Two and Three

- First formal observation will be conducted by the Coordinator of Field Placement & Student Teaching or TEP Staff and must be scheduled with the assigned observer.

Week Four

- The Mentor Teacher will conduct informal observations.

Weeks Five through Eight

- The appropriate TEP Content Area Faculty will conduct a second formal observation.

Remediation Week (if necessary)

- The Coordinator of Field Placement & Student Teaching will conduct the final observation (if applicable).

Practicum Seminars

Students must attend seminars throughout the Practicum semester as specified in their syllabus. Additionally, Practicum students must attend the TEP Mentor and Mentee Event and the BCPS Principal Seminar, which will take place at Broward College. These seminars are considered critical assignments (pass/fail). The observer will relay information regarding the date, time, and location.

Student Teaching

Student Teaching is integral to teacher education; allowing students to apply the theories and practices they have learned in their courses to a K-12 classroom. During student teaching, students will demonstrate and apply teaching competencies by completing at least 37.5 contact hours per week for 12 weeks. The student teacher must create and implement three lesson plans, Virtually, by their Mentor Teacher and by a BC Staff Member while working with their mentor teacher and the students in the classroom they are assigned to. The Teacher Education Program (TEP) Clinical Education Staff/Faculty will complete the formal observations. The Mentor Teacher will conduct the Mentor Teacher Observation.

FTCE Deadlines for Student Teaching

To be eligible for Student Teaching, students must pass the Professional Education Exam (PE) and the Subject Area Exam (SAE) that apply to their study program.

Students who submit passing scores on or before the given deadline will be cleared and have higher availability of their preferred placement and will be offered the possibility of a paid internship. All students be paired with their Practicum Mentor Teacher, following a 30-minute one-on-one meeting with Professor Halac.

Attendance Policy

It is essential that Student Teachers attend every day of the student teaching internship and show professionalism by being on time. Any excused/unexcused absence from student teaching must be made up at the end of the 12-week student teaching period. Student Teachers must complete the Student Teaching Reflection Logs monthly and submit them in D2L by the designated date (Appendix F).

Students must notify the Mentor Teacher and the Coordinator of Field Placement and Student Teaching in advance of absence(s) due to religious holy day(s) in their own faith and shall likewise

notify the Mentor Teacher and the Coordinator of Field Placement and Student Teaching in advance of absences when practicable under the circumstances.

Unless otherwise directed, student Teachers must follow the School Board of Broward County calendar (including attendance and participation in teacher planning and early release days).

Graduation Requirements

To meet the Teacher Education Program's Graduation Requirements, students must hold a minimum 2.5 GPA in their upper-division coursework, satisfactorily complete the student teaching internship, achieve mastery on all indicators of the Florida Educator Accomplished Practices (FEAPs), and pass all sections of the Florida Teacher Certification Examinations (FTCE).

Substitute Teaching

Student Teachers who are current School Board of Broward County substitute teachers may serve as substitute teachers in the classroom of their Mentor Teacher for a maximum of ten days after the 5th week of the semester. Student Teachers are not eligible to serve as substitute teachers in any other classroom within the placement school.

Employment

Student teachers may only accept a long-term substitute position during their Student Teaching Semester only if all exams required for graduation are completed and submitted to the field experience coordinator. When a Student Teacher is offered a position by the school Administrator of their assigned placement, he/she must contact the Coordinator of Field Placement & Student Teaching before accepting the position. Based on the unique instances of each situation, a committee composed of the Associate Dean, Coordinator of Field Placement & Student Teaching, and content area Faculty will convene to determine whether the student will be released from their Student Placement to take on the new role.

Student Teaching Critical Assignments

Assignments must be uploaded into D2L by the due dates designated in the course syllabus.

Professional Development Activities, Seminar Log, and Reflections

Students are required to attend professional development activities (TEP seminars, School Board of Broward County seminars, and school-site activities/meetings) throughout the course of the Student Teaching Internship. Students are required to complete assignments as delineated in the course syllabus. Students may be required to attend additional seminars during the semester. Please refer to your course Syllabus for more information.

Students who do not attend a professional development activity will receive a grade of "Incomplete" for the Student Teaching course until the following term when the seminar(s) is attended and a reflection submitted (if applicable).

Student Teaching Observations

Each student will be observed three times: two formal and one informal.

Observation	Observer	Weight
Virtual	Coordinator, Field Placement & Student Teaching	Pass/Fail
In-Person (Mentor Teacher)	Mentor Teacher	Pass/Fail
In-Person (BC Staff)	Coordinator, Field Placement & Student Teaching	Pass/Fail
Remediation (resubmission if applicable)	Coordinator, Field Placement & Student Teaching	Pass/Fail

Pre-professionals will be observed three times during the semester, once virtually, once by their Mentor Teacher and once by a BC Staff member. During these observations, the TEP student will be assessed using the Virtual Observation Tool or the In-Person Observation Tool (Appendix G or H), which outlines the appropriate FEAP indicators. After each observation, the Pre-Professional Teaching Observation Tool will be reviewed with the TEP student to identify FEAP indicators that have been met and those in need of improvement.

After the first formal virtual observation, the Virtual Tool will be reviewed with the TEP student to identify FEAP indicators that have been met and those in need of improvement. The informal observation allows the TEP student to focus on the identified areas. Following the informal observation, the mentor will again review the Informal Teaching Observation Tool with the TEP student to discuss areas of growth and any additional FEAP indicators not met and in need of improvement.

Student Teaching Remediation

If an indicator is not met during the 2nd formal observation, the Student Teaching Professor may initiate a Performance Improvement Plan. The plan will delineate areas for improvement with action steps. Student Teaching will be extended by at least two weeks or as needed as part of the remediation process. Furthermore, the Student Teaching Professor will conduct an additional formal observation. If the student does not meet every FEAP indicator on the Student Teaching Observation Tool during the remediation/final observation, the student will receive an “F” for the observation and, therefore, fail the Student Teaching course and not progress to Student Teaching. The student will be required to retake the Student Teaching course in a future term.

The following is the required schedule for the student teaching internship. The Coordinator of Field Placement and Student Teaching and the Mentor Teacher must approve any deviation from this schedule.

Week 1

- Student Teachers are expected to introduce him/herself to the school administration, office personnel, and applicable support staff members.
- Review Student Teaching expectations, assignments, the Student Teaching Observation Tools, etc., with the Mentor Teacher.
- Begin collaborating with the Mentor Teacher in lesson planning and working with small groups.

Week 2

- Student Teachers should begin by assuming direct instruction of half of his/her Mentor Teacher's classes/periods and gradually assume all classes/periods no later than week 4.

Week 3

Pre-professionals are expected to begin to develop and implement the three required lesson plans (critical assignments). Student Teachers should always receive prior approval from their Mentor Teacher before assuming additional instructional responsibilities.

Week 4

- By the end of week 4, pre-professionals are expected to assume full instructional responsibility for the classroom.

Weeks 5-12

- **Week 5 Virtual Observation Due**
- **Weeks 6-12 Formal Observation Scheduled**
- Student Teachers will continue with full instructional responsibility in the classroom.
- Mentors will continue to conduct informal observations weekly.

Week 9

- In collaboration with his/her Mentor Teacher, Student Teachers will gradually release instructional responsibility back to the Mentor Teacher.

Week 10

- Student Teachers will have returned all instructional responsibilities to the Mentor Teacher.
- Student Teachers should request a Letter of Recommendation from their Mentor Teacher (if appropriate).

Week 13-16

- Field Experience complete
- Seminars, Remediation, and FTCE completed

Student Teaching Observation Schedule

The following is a sample observation schedule, which is subject to change at the discretion of the observer:

Weeks 1-12

- The mentor teacher will conduct informal observation(s) weekly. As reported on the weekly Reflection Log submitted to the Field Placement and Student Teaching Coordinator, the pre-professional will establish goals and learn new things.

Weeks 4 - 5

The first virtual formal observation will be submitted to a TEP Clinical Education Staff at a date determined via Live Text.

Weeks 8-9

- The second formal observation will be conducted by the Coordinator of Field Placement or Clinical Supervisor as scheduled.

Week 10

- The Field Placement and Student Teaching Coordinator will conduct remediation observation (if applicable).

Scholarships

There are several scholarships available to TEP students. Your TEP Advisor will alert you via email when it is time to apply for each scholarship. Below is a list of scholarships for which you may be eligible. Please note that each scholarship has a different due date, of which you will be informed during the academic year. Students must complete a **Free Application for Federal Student Aid (FAFSA)** to qualify for these scholarships.

-
- **CareerSource Broward Scholarship** Broward County Resident
 - Text “Scholarship” to 55222
 - For more information, visit: **CareerSource Broward**

Broward College Scholarships (to apply, visit the BC Scholarship website):

Andrea Mays Scholarship

- minimum 3.2 GPA
- full-time or part-time attendance status

Abraham K. Biggs, Jr. Scholarship

- Reserved for students pursuing a BS (Bachelor of Science) in Math Education
- Minimum 2.0 GPA
- Full-time or part-time attendance status

Veazy Holt Memorial/ Southside Kiwanis Club Scholarship

- financial need-based
- minimum 2.5 GPA
- full-time attendance status
- must be a Florida resident

Lawrence M. and Elsie S. Davie Memorial Scholarship

- merit-based
- full-time or part-time attendance status
- minimum 3.5 GPA

Dr. E. Ann McGee Scholarship

- financial need-based
- minimum 2.5 GPA
- full-time or part-time attendance status

Mr. & Mrs. Moore C. Perfect Memorial Scholarship

- must be a junior or senior majoring in Math or Science Education
- merit-based
- financial need-based
- must be a Broward County Resident

Downtown Fort Lauderdale Rotary Scholarship

- financial need-based
- minimum 2.5 GPA

-
- full-time or part-time attendance status

The Helios Education Foundation First Generation

- first-generation college student
- must be a Florida resident
- minimum 2.0 GPA
- financial need-based

Wells Fargo Teacher Education Scholarship

- minimum 3.0 GPA
- must be enrolled in Student Teaching
- must be a Florida resident
- financial need-based
- full-time or part-time attendance status

Barbara Evertz Memorial Endowed Scholarship

- Teacher Education Program (TEP)
- Minimum GPA 2.5

Dana, Charley and Margot Fund

- Bachelor of Science in Education
- Demonstrate financial need as determined by FAFSA application
- Service learning must be part of curriculum
- Minimum GPA 2.5

Mr. & Mrs. Moore C. Perfect Endowed Scholarship

- Demonstrate financial need as determined by FAFSA application
- Merit-based (scholarship based on academic achievement)
- Full or part-time
- Minimum GPA 3.0
- Preference for Junior or Senior majoring in Math Education or Science Education

Rotary Club of Downtown Ft. Lauderdale Scholarship

- Enrolled in the Teacher's Education Program in pursuit of a bachelor's degree in education
- Demonstrate financial need as determined by FAFSA application
- Full or part-time/2.5 GP

-

Tom and Debbie Nycz Scholarship

- Science education major
- minimum 2.5 GPA
- financial need-based
- Minimum GPA of 2.0

Title V COOP

- Merit based
- Minimum 3.0 GPA

Honor Society and Clubs

Phi Delta Alpha: Education & Technology Club

Phi Delta Alpha: The Education & Technology Club is sponsored by Dr. Dominique Charlotteaux, Senior Professor of Education and Psychology on South Campus. The club aims to create opportunities for students to explore and enter the teaching profession. Since its inception in 2001, the club has hosted and/or participated in numerous college events, delivered workshops on pedagogy and technology, presented at national conferences, and provided community service, including tutoring, beach clean-ups, and urban gardening. Two of the signature events organized by the club are its annual "Education & Psychology Symposium," which examines critical issues in U.S. public education, and the "Becoming a Professional Teacher" event, which disseminates information about teaching in K-12 schools, including how to gain admission in a bachelors in education program, prepare for the General Knowledge Exam (GKE), become a licensed teacher, and obtain a teaching position.

Reading L.Y.F Club

Professor Eileen Santiago sponsors the Reading L.Y.F. Club, which aims to create a lifelong interest in reading. The club hosts events that provide reading material in various genres and engages in activities on campus and in the community.

Kappa Delta Pi (KDP)

Kappa Delta Pi (KDP) is the premier international honor society for education majors, recognizing outstanding academic achievement and commitment to the teaching profession. Membership offers prestigious recognition and opportunities for leadership, networking, and professional growth. Benefits include access to scholarships, classroom grants, liability insurance, teaching resources, and more.

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TEP Faculty Directory

Dr. Dominique Charlotteaux, dcharlot@broward.edu

Mr. Agustin Halac ahalac@broward.edu

Dr. Sharry Kimmel, skimmel@broward.edu

Ms. Eileen Santiago, esantiag@broward.edu

Dr. Isis Silva, isilva@broward.edu

Ms. Helen Flores, hflores@broward.edu

Ms. Kelly Walker, kwalker1@broward.edu

College-Wide Resources

BC Helpdesk 954-201-7521

helpdesk@broward.edu

BC Campus Safety

954-201-4357

North Campus – Building 46

Central- Building 19, Room 116-O

South- Building 68C, Room 263

Federal Student Aid Loan Forgiveness for Teachers:

<https://studentaid.gov/manage-loans/forgiveness-cancellation/teacher>

Broward College Forms – Appendices A - J

[Appendix A – Lesson Plan Template](#)

[Appendix B- Mentor Teacher Reaction Form](#)

[Appendix C- Methods Observation Form](#)

[Appendix D- Practicum Student Mentor Teacher Agreement Form](#)

[Appendix E- Practicum Placement Log](#)

[Appendix F - Student Teaching Reflection Log](#)

[Appendix G – In-Person Observation Tool](#)

[Appendix H – Virtual Observation Tool](#)

[Appendix I - Broward College Academic Calendar](#)

[Appendix J - Broward County Public Schools Academic Calendar](#)

Appendix K – Step-by-Step Field Experience Guide

Appendix L - Setting Up BC Student E-mail on Your Smart Phone

- For iPhone- <https://www.youtube.com/watch?v=jJY1FaOA0Ts>
- Go to “settings”
- Select “mail, contacts, calendars”
- Select “Add Account:
- Select “Microsoft Exchange”
- Type your FULL email address (include the @mail.broward.edu) and password
- Select “Continue” For server, type “m.outlook.com”
- For domain
- For username, type your FULL email address (include the @mail.broward.edu)
- Type your password Select “next”
- Turn on your contacts and select “keep on my iPhone”
- Select “save”

For Android – Follow these instructions: <http://help.outlook.com/en-US/140/dd940179.aspx>