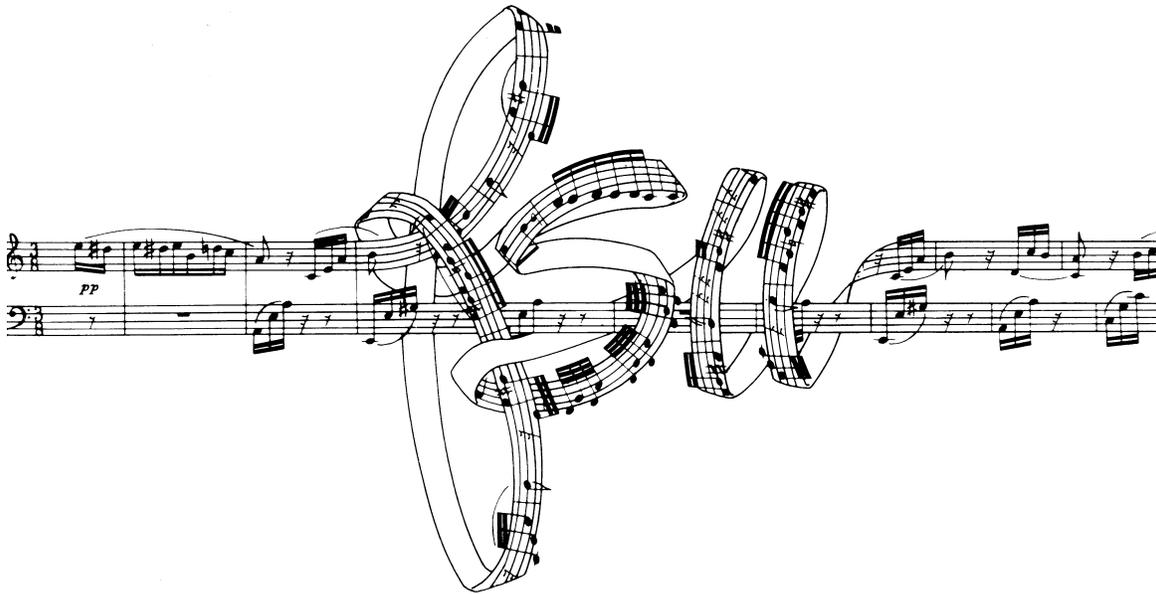


**Florida State University  
College of Music**

**Manual  
For  
Graduate Teaching  
Assistants**



**Updated: August 24, 2022**

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## **Introduction**

Welcome to the College of Music! Congratulations on receiving a graduate teaching assistantship. It is our sincere hope that this opportunity will prove to be a rewarding and fulfilling experience. The purpose of this *Handbook* is to outline certain responsibilities and expectations and to provide a reference source for you to consult when certain situations arise in your classes. This document will include information that is unique to the College of Music. The *Handbook* will also be utilized in conjunction with a graduate teaching workshop to be held during orientation week prior to the start of fall semester classes. In that workshop you will have the opportunity to learn of these responsibilities and expectations and get your questions answered.

It is hoped that your teaching experience in the College of Music will be both successful and rewarding. Do not hesitate to contact the Graduate Office if you need assistance or additional guidance and information.

## **College of Music Contact Information**

Florida State University  
College of Music  
122 North Copeland Street  
Tallahassee, FL 32306-1180

Phone: (850) 644-3424  
Fax: (850) 644-2033

Graduate Music Office:

Lauren Smith  
204-A, Housewright Music Building  
Phone: (850) 644-5848

## Course Design

To ensure uniformity and continuity, courses taught by Graduate Teaching Assistants (TAs) in the College of Music are designed by the area coordinator or faculty supervisor. These courses are all core requirements for music major students or liberal studies courses for non-majors, and there is little or no room for variability in content. This is particularly critical in areas such as history, theory, and ear training where there exist multiple sections of the same course taught by several different TA's.

## Preparing a Syllabus

Because of the course content as described above, the course syllabus will often have been designed for you by the area coordinator or the faculty supervisor. Learning to prepare a course syllabus is important to your future career, however, so the mechanics and specifics of syllabus design are outlined in the following paragraphs.

The syllabus functions as a contract between the students and the faculty member in that it outlines what is expected of the students, how their work will be evaluated, and what grade they will receive in return for a particular quality of work.

### **The syllabus must include the following components:**

- A. Course Objectives: These statements indicate what the students will gain from the course. What will they know or be able to do at the end of the course that they didn't know/couldn't do before they took the course?
- B. Instructor Information: The instructor's name, office, telephone number, and office hours must be prominent on the syllabus.
- C. Course Information: The course name, number, and number of credits should be listed on your syllabus.
- D. Course materials: All books and materials required for the course should be listed. If special materials are required other than standard textbooks, tell students where these can be acquired.
- E. Schedule of Classes: The syllabus should include an overview of each class session, the readings required, and the assignments due.
- F. Evaluation: Students must be informed of the components of the course on which they will be evaluated and the weight of each component. For example: "4 exams and 4 written assignments of equal weight"; or "Midterm (30%); Final Exam (30%); Term Paper (40%)." This is true even if the course is graded S/U. What are the criteria for a grade of "S"? For a grade of "U"? IF attendance and/or class participation is part of the

final grade, this must be clearly stated, and the penalty for absenteeism or lack of participation should be explained. For example: *“After 2 unexcused absences, each additional unexcused absence will lower your final grade by 2%.”* Grading class participation is very difficult even in a class with a few students. Monitoring class participation is very time consuming and fraught with potential error. It is highly recommended that you not include class participation as a component for evaluation unless you have a foolproof method for monitoring and evaluating such participation.

G. Grading Scale: You must include a grading scale in your syllabus. (A = 94-100; A- = 92-93; B+ = 90-91, etc.)

H. Americans With Disabilities Act Statement: This is required in all courses, especially those where absences and/or tardiness will affect grades. Your syllabus must include the following language:

Americans With Disabilities Act: Florida State University (FSU) values diversity and inclusion; we are committed to a climate of mutual respect and full participation. Our goal is to create learning environments that are usable, equitable, inclusive, and welcoming. FSU is committed to providing reasonable accommodations for all persons with disabilities in a manner that is consistent with academic standards of the course while empowering the student to meet integral requirements of the course.

Students with disabilities needing academic accommodation should:

- (1) register with and provide documentation to the Office of Accessibility Services; and
- (2) request a letter from the Office of Accessibility Services to be sent to the instructor indicating the need for accommodation and what type; and,
- (3) meet (in person, via phone, email, skype, zoom, etc...) with each instructor to whom a letter of accommodation was sent to review approved accommodations.

Please note that instructors are not allowed to provide classroom accommodations to a student until appropriate verification from the Office of Accessibility Services has been provided.

This syllabus and other class materials are available in alternative format upon request.

For the latest version of this statement and more information about services available to FSU students with disabilities, contact the:

Office of Accessibility Services  
874 Traditions Way  
108 Student Services Building  
Florida State University  
Tallahassee, FL 32306-4167  
(850) 644-9566 (voice); (850) 644-8504 (TDD)  
[oas@fsu.edu](mailto:oas@fsu.edu)  
<https://dsst.fsu.edu/oas>

Academic Honor Policy: The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to "...be honest and truthful and...[to] strive for personal and institutional integrity at Florida State University." (Florida State University Academic Honor Policy, found at <http://fda.fsu.edu/academic-resources/academic-integrity-and-grievances/academic-honor-policy>)

University Attendance Policy: Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.

### **Recommended language for syllabi:**

- A. Syllabus Change Policy: "Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice."
- B. Free Tutoring from FSU: On-campus tutoring and writing assistance is available for many courses at Florida State University. For more information, visit the Academic Center for Excellence (ACE) Tutoring Services' comprehensive list of on-campus tutoring options - see <http://ace.fsu.edu/tutoring> or contact [tutor@fsu.edu](mailto:tutor@fsu.edu). High-quality tutoring is available by appointment and on a walk-in basis. These services are offered by tutors trained to encourage the highest level of individual academic success while upholding personal academic integrity.

A syllabus containing all of the above information will eliminate many problems in the classroom. Students must know what is expected of them and how they will be graded for the work they do in your class. Be aware that students can appeal a grade awarded in a class if they can demonstrate that they were evaluated in violation of the instructor's printed grading standard. Thus, it is imperative that this be clearly specified on the syllabus.

## **Lesson Planning**

The old saying, "Plan your work, and work your plan," while it sounds overly simplistic, may contain more than just a kernel of truth. While this document cannot possibly deal with all the variables associated with lesson planning, it will attempt to outline some of the basic techniques.

Probably the greatest challenge in planning a lesson for a class of first or second-year college students is the range of abilities represented in the class. Although not as wide a range as one might encounter in high school classes, differences among students in classes such as ear training and sight singing could be significant. While one might be tempted to "teach to the middle" of the class and hope that those above and below the average will somehow "catch on" or else not

get bored (depending upon whether they are below or above average, respectively), this technique may not be the best. Even though it is not possible to deal individually with every student, it is important to try to tailor the instruction to the various ability levels represented in class, even if you have to schedule a help session out of class.

Another challenge is to be certain that you plan lessons so that all the required material is covered. This will be difficult if you have had little or no teaching experience. You will soon determine your pace in a class and may have to revise the schedule of subsequent classes as you go. For classes that have multiple sections, e.g., theory and history, the schedule of classes will be determined by the major professor or supervisor. Then, your challenge will be to ensure that you cover the same amount of material that all other sections are covering.

Just “covering” the material, however, is only half the process. You must take measures to ensure that students are actually learning the material covered in class. While these issues are covered more in depth in subsequent sections of the manual, suffice to say that frequent evaluation, even if informal, is important to ascertain what students are learning. There are any number of techniques available to you, including quizzes, questioning techniques, writing a summary paragraph, and more performance-based activities, such as taking dictation, singing or playing music at sight, etc. You will need to spend considerable time on this aspect of lesson planning.

Finally, this manual will not attempt to tell you the best or only way to keep track of your plans. Some teachers use notebooks, note cards, computer files, etc., but the choice of method is up to you. Just be certain that you keep track of your plans and how much you have covered during each class session. It is important not to throw this material away at the end of the semester! Once you have taught a course the first time, these kinds of notes and documents will make the second iteration of the class much easier to plan.

## **Applied Music Teaching Techniques**

Many of you will be assigned to teach students individually, and this is probably the type of teaching with which you will be most familiar. It is not unusual for graduate students to have been teaching privately for 6-8 years or more. While it might seem that a syllabus and lesson planning are required for all courses except applied music, this is not the case. As an applied music instructor you are just as liable to be faced with a grade appeal or other problem as you would be if you were teaching a class of 200 students.

While this handbook cannot possibly cover all the techniques of applied teaching, it will attempt to highlight some of the tips that have been passed on by other graduate teaching assistants over the years.

The following suggestions are for your use in the applied studio. These are not specific to any one applied area, but are instead applicable to all.

1. Create a syllabus for applied music that includes all of the items listed in “Preparing a Syllabus.” Students studying applied music have to know on what criteria they will be

graded just the same as students enrolled in regular classes. As with other classes in which there are multiple sections, you may be teaching in an applied area with 3-4 other assistants, and there may be a common syllabus created by the major professor/supervisor. Don't let the absence of a common syllabus stop you, however. Make up your own if one doesn't exist.

2. Keep a log of every lesson for every student. This can be accomplished most easily in a loose-leaf notebook or on a laptop computer. Keep track of student's progress each week, what material was assigned, what material was performed, record of absences and excuses, and any other notes you deem pertinent. Remember, you cannot have too much data when confronted with a student concerned about his/her grade.
3. Be certain that you are familiar with the jury and grading process for your area and for the College of Music in general. Know when your students must perform a jury and be certain that you have prepared them to do so to the best of your ability and in a timely fashion. Be aware and alert, and don't be afraid to ask questions of either your supervisor or colleague graduate assistants.
4. Don't be afraid to check on students' excuses for missed lessons or other assigned tasks. There are formal procedures for requesting medical excuses (through the Student Health Center), and you should always require students to follow those procedures. If they claim illness as an excuse for missing lessons, then they should go or have gone to the Student Health Center for treatment and a doctor's excuse. Do not be afraid to call the Center or a student's private doctor for verification of handwritten excuses (although Thagard will not issue informal documents to you or anyone else – they will be on official forms). If a student brings an excuse from an independent physician, send them to the Student Health Center anyway for certification of these documents.
5. Students are likely to work best when they are goal oriented and when goals are structured so that they can be attained. Work with your students to set goals; it is not enough for you to set goals for them. They must take an active role in this process. Once these goals have been established, students will be more inclined to work toward achieving them.
6. You may find it more difficult to establish a working relationship with your students than will the TA who stands in front of a class of 30-200 students, because you will constantly be walking a fine line between being a "friend" and being a "mentor/instructor." It is recommended that you always choose the mentor/instructor side of that line. You must be able to achieve an objective assessment of your student's work, and that will be difficult if you are treating them as your "friends."
7. Be sensitive to the issue of touching your students. There are numerous ways to work with breathing, hand position, bow grip, etc., and you should opt for the ones that require no physical contact. In these instances, demonstration is the best option. If you decide that an issue can only be addressed effectively by your touching them, then ask them for their permission to do so.

## **Grading Policies and Procedures**

Grading policies and procedures need to be clearly stated on the syllabus distributed at the first meeting of the class. See above for specific details in this regard.

The process of assigning grades for work accomplished is challenging, particularly in the area of applied music. At the basic level, a student is evaluated on the achievement of goals set for (and/or by) the student. The level of achievement of those goals corresponds directly to the grade assigned for the project or for the entire class. It is to your advantage to make the grading process as objective as possible, e.g., on a point system or some similar procedure.

Assigning grades for applied music can be more subjective than assigning grades for an academic class. It is most desirable that goals be established by/for each student as soon as possible at the beginning of each term of study and that grades be associated with specified levels of achievement.

## **Classroom Management**

Classroom management is an area of research that has elicited an enormous amount of research. Almost every section of this manual pertains to classroom management to some extent. At the very least, effective classroom management ensues when students have a respect for the instructor – a respect that must be earned. This respect is often based upon an instructor’s personality; or perhaps it is based on command of subject matter. For other GAs this respect is earned once students realize that the GA is a “genuine” person and not someone who is trying to put up a false front.

It is difficult if not impossible to demand respect in a classroom, but that does not mean that you should not demand certain types of behaviors or the establishment of a particular classroom decorum that might lead to greater respect.

You will have to make several decisions about these issues before walking into the classroom or studio on the first day. What kind of clothes will you wear? Will you allow the students to address you by your first name? These are seemingly easy questions to answer, but they are more difficult than you might think. Some GAs can get by with wearing jeans and a sweatshirt to class, while others cannot. Others can be successful and command the respect of their students even if they use first names. You must determine your comfort level with these issues. Take the lead of your supervising professor(s) but be true to yourself and operate at your own comfort level.

## **Ethical Issues in the Classroom**

It is important to establish and maintain appropriate professional boundaries as a teaching assistant. Avoid dating your students or socializing with them outside of the classroom.

## **Academic Honor Policy**

Florida State University students operate under a well-defined academic honor code. A statement reminding students of the Code should always be a part of a syllabus for a course (including applied music). An example of such a statement is included above, and the complete text of the Honor Code can be found in the University Bulletin and online at the following website:

<https://facsenate.fsu.edu/Curriculum-Resources/syllabus-language>

This code includes not only details of what constitutes violation of the code, but also includes procedures that should be followed if the code has been violated. It is your responsibility as an instructor to monitor this situation and report violations of the Code through the Graduate Music Office, directly.

Keep in mind the fact that enforcement of the Code after the fact rarely is effective. If you see that a student is cheating on an examination, you must confront the student right there and deal with the situation immediately. Recent research indicates that the mere presence of the instructor in the classroom (with frequent trips around the classroom) during an examination will lower the instances of cheating on examinations. This only makes sense – students are much more likely to violate the Code when they know the chances of being caught are minimal.

Determining infractions of the Code in term papers and other types of assignments is certainly more difficult than determining infractions during examinations. If you have even the slightest suspicion of a violation, take whatever steps are necessary to determine whether a violation has occurred. Again, please do not hesitate to consult your major professor or the Graduate Office for assistance.

## **Employment Paperwork & Required Documentation**

Signing your assistant offer contract does not automatically make you an employee of Florida State University. The appointment is contingent upon the employee providing required documentation of employability. The appointment is subject to the Constitution and laws of the State of Florida and the United States, the regulations of the University, the Collective Bargaining Agreement, and the terms on page 1. Signing this contract does not make you an employee of Florida State University. You must be appointed for work for FSU before you will receive your stipend. To do this, you must complete FSU's Onboarding Process if you have not worked for FSU in the past 12 calendar months. You **MUST** provide a valid, signed social security card. This card is required of every FSU employee and **NO EXCEPTIONS CAN BE MADE, NOR OTHER FORMS OF IDENTIFICATION USED IN ITS PLACE.** All graduate assistants must provide valid bank information to set-up the university-mandated direct deposit. International students must provide the following documents prior to beginning their employment: a social security card (or the receipt documenting that they have applied for a social security card), I-20 student copy, valid passport and visa, I-94, and IAP-66 or its

equivalent. *All questions concerning this process should be directed to the College of Music Fiscal Office: (850) 644-0415.*

## Maximum Assistantship Funding Policy

The College of Music allows for maximum assistantship funding as follows: four (4) semesters for Master's students and six (6) semesters for most Doctoral students (PhD Music Theory students receive up to 8 semesters). Students who complete a (funded) graduate degree in the College of Music, and elect to earn a second graduate degree here, may receive funding up to four (4) semesters for a second Master's degree and up to six (6) semesters for a Doctoral degree. Individuals pursuing exceptions to this policy must submit the "Petition for Waiver of Assistantship Policy on Maximum Term of Appointment," available in the Graduate Music Office. Renewals are contingent upon satisfactory degree progress and satisfactory work on the duties assigned.

## Tuition Waivers

Tuition waivers are typically awarded to graduate students on assistantship during the Fall and/or Spring terms, only, and must be obtained from the Graduate Music Office at the beginning of each semester. Please note that the tuition waiver will not provide payment for undergraduate credits, nor will it provide payment for your full cost. (Please see "Fees", below.)

- Master's Graduate Assistantship Holders: All Master's students on assistantship receive a tuition waiver for nine (9) graduate-level credit hours, each semester of assistantship.
- Doctoral Graduate Assistantship Holders: All Doctoral students on assistantship receive a tuition waiver for anywhere between nine (9) and twelve (12) graduate-level credit hours, each semester of assistantship.

**ALL GA's are required to register for a minimum of nine (9) graduate-level credits.  
No exceptions.**

Each graduate assistantship holder is required to sign a Tuition Waiver Receipt Form at the beginning of both the Fall & Spring terms. Tuition Waiver Receipt Forms are generated within the "My Bill" area under the "Account Services" tab of your student account. Tuition waiver Receipt Forms must be signed and submitted to the Graduate Music Office (HMU 204-A) at the beginning of each semester in order for the waiver to be in effect.

Tuition waivers cannot be used to pay for courses numbered below 5000.

Once your enrollment is finalized, **no changes may be made to that schedule.** If changes are made or necessary corrections left undone, tuition may not be waived.

## Fees

Please understand that you will still be responsible for local fees, per credit hour. These fees can amount to hundreds of dollars so please be prepared to pay for these fees by the tuition and fee payment deadline each semester. The tuition waiver will pay only for the tuition amount...It is your responsibility to pay the following fees, including-but-not-limited-to: Activity and service, athletic, health, text books, music equipment, transportation, FSU card fee, etc. In addition, the College of Music Equipment and Facilities Fee is charged per Fall and Spring semesters. All fees are subject to change each semester. Please contact FSU Student Business Services for the most current tuition and fee information: (850) 644-9452.

## Health Insurance and Subsidy Information

Students must provide proof of measles immunization, show proof of health insurance, or purchase health insurance from the university. Graduate assistants are awarded a subsidy for health insurance purchased through the University. Although the subsidy will not pay for the entire balance of your insurance, it definitely helps aid in the cost. You can find more information about health insurance, as-well-as the subsidy for graduate assistants at the University Health Service's website: <https://uhs.fsu.edu/>. Information about the health insurance subsidy can be found through The Graduate School's website, here: <http://gradschool.fsu.edu/funding-awards/subsidy-benefit>

## Obtaining Florida Residency

U.S. domestic students who are appointed as graduate assistants in the College of Music are eligible to apply-for the possibility of becoming Florida residents after twelve months, once certain criteria are met. **Graduate Assistants who are residents of the United States should note that out-of-state tuition waivers are paid by the College ONLY during the first year of an assistantship; after that the College will provide only an in-state waiver. Thus, applying for Florida residency is financially advantageous.** Please note that international students will receive the out-of-state waiver for the duration of the graduate assistantship. For additional information on obtaining Florida residency please visit the FSU Registrar's website: <http://admissions.fsu.edu/residency/>

## Paychecks

Paychecks are directly deposited into the bank account of your choosing bi-weekly; every other Friday. The University mandates that you sign up for direct deposit. If you have questions on how to sign up for direct deposit, please contact the College of Music Fiscal Office at: (850) 644-0415.

## Mailboxes

As a graduate assistant you are assigned a mailbox by the College of Music mailroom office staff. These boxes are located in the hallway that you enter via the double doors, on the second floor of the Housewright Music Building. (Hallway located diagonally across from the HMU mailroom.) It is very important that you check your mailbox periodically, as you will share them with at least one other graduate assistant. Important materials such as telephone messages and SPOT (Student Perception of Teaching) forms will be placed in these boxes. If you have any questions at all about your mailbox please contact the mailroom staff, directly, at (850) 644-3424.

## Keys

Piano major practice rooms	Tiawana Meeks, HMU 202D
Percussion practice rooms	John Parks, KMU 326B
Other Keys (classrooms, rehearsal halls, studios, etc.)	Tiawana Meeks, HMU 202D

After you receive the approval forms from the people listed above, you must go to the FSU Key Bank to receive your key. The Key Bank is located at the corner of Wildwood and Woodward, close to the FSU Bookstore.

**Please Note:** If you are issued a key to any location within the College of Music or on-campus, it is required that you **return** the key to FSU before graduating, leaving to take other employment/work on Dissertation, etc. Failure to do so could result in the delay of your graduation.

## SPEAK Test

International students, whose native language is not English, are required to take the SPEAK Test in order to be considered for a graduate assistantship from the College of Music. SPEAK (Speaking Proficiency English Assessment Kit) is a test for evaluating the English speaking ability of non-native speakers of English. At FSU, the SPEAK test is administered by the Center for Intensive English Studies to international students who have been appointed or will be appointed as teaching assistants in an academic department at Florida State University. If the SPEAK test is not completed, then a score of 26 on the speaking portion of the Internet-Based TOEFL must be obtained, (and verified by FSU Admissions). There are no exceptions to this policy. Information about the SPEAK Test can be found at the following website: <http://cies.fsu.edu/programs/ita/speak-exam-information>

## **Canvas Information and Training**

If you are teaching a class and you are listed as the “Instructor of Record”, then you are eligible to maintain a Canvas site. Canvas is the university’s web course building software. It is user friendly and students at FSU have come to depend on Canvas access in classes.

The FSU Canvas Support Center has a wealth of information that will teach you how to navigate the site, set-up a course, etc. For this information please visit:

<https://support.canvas.fsu.edu/home>.

For questions, you may also call: (850) 644-8004.

## **Program for Instructional Excellence (PIE) Training**

FSU offers a program called the Program for Instructional Excellence (PIE). We encourage you to visit their website and attend their conferences and events. It offers valuable resources and information that will enhance your classroom instruction methods and also your future teaching career. The following website has information on conferences, teaching resources, teaching development, etc.: <http://pie.fsu.edu/>.

## **Graduate Assistant Union**

All graduate assistants at FSU work under a contract negotiated by United Faculty of Florida-Florida State University-Graduate Assistants United (UFF-FSU-GAU) and Florida State University. UFF-FSU-GAU is the labor union certified as the executive bargaining agent for graduate assistants at FSU. For more information please visit the FSU GAU website: <http://fsugau.org/>.

## **Sexual Misconduct & Title IX and Mandatory Training**

Florida State University has a well-defined policy dealing with these matters in the classroom and on campus. To be charged with sexual misconduct or other similar misconduct is a serious issue. Thus, it is critically important for you to be aware of the University’s sexual harassment policy and especially aware of those kinds of activities and behaviors that constitute harassment.

As stated at <https://hr.fsu.edu/sections/equity-diversity-inclusion/sexual-misconduct-title-ix>:

Sexual misconduct is contrary to Florida State University’s (“FSU” or “University”) mission and vision, the State University System of Florida’s regulation BOG 6.0105, Title IX of the Education Amendments of 1972, and the Violence Against Women Act (VAWA) Amendments to the Clery Act. The University is committed to providing and maintaining programs, activities, and

an educational, work, living, and social environment founded on civility and respect, where no one is unlawfully excluded from participation in, denied the benefits of, or subjected to discrimination in any University program or activity on the basis of any protected category, including sex, pregnancy, sexual orientation, gender identity, or gender expression. The University strongly promotes the involvement of everyone, regardless of status with the University, in making FSU a safe and welcoming environment. In order for the University to address situations of sexual misconduct, individuals should promptly report an incident.

### **Policy Statement**

This Policy sets forth resources available to all members of the University community, describes prohibited conduct, and establishes procedures for responding to reports of Sexual Misconduct. This Policy operates in conjunction with additional University regulations and policies, including, but not limited to:

- FSU Regulation [6.013](#) Sex Discrimination and Sexual Misconduct
- FSU Regulation [6.014](#) Non-Discrimination
- FSU Regulation [3.004](#) Student Conduct Code
- FSU Regulation [3.0041](#) Student Organization Conduct Code
- FSU Policy [2-2a](#) Title IX Compliance Policy
- FSU Policy [4-OP-C-7-13](#) Equal Opportunity, Non-Discrimination, and Non-Retaliation
- Florida State University Schools [Code of Student Conduct](#)

The full policy can be found at <https://hr.fsu.edu/sections/equity-diversity-inclusion/sexual-misconduct-title-ix>

## **TA Evaluations**

Each graduate assistant is assigned a supervising professor by the area coordinator or Associate Dean. For purposes of consultation and evaluation, the professor will observe the assistant periodically in the performance of assigned duties. During Spring Semester each year, the supervising professor will evaluate the graduate assistant's work. The supervising professor and the graduate assistant will confer, and both the student and professor will sign the evaluation. It is ultimately placed in the student's file in the Graduate Music Office. Evaluations must be completed by the deadline designated by the Graduate Music Office before the student can be considered for assistantship renewal; late evaluations may result in non-renewal of current assistantship holders.

## Course Evaluations

FSU uses the [Student Perception of Courses and Instructors](https://odl.fsu.edu/assessment-testing/course-evaluations) (SPCI) survey instrument to evaluate courses and instructors. If they opt to complete the evaluations, students rate the course and the instructor on a number of predefined scales and provide additional feedback in free-response questions. FSU requires evaluations for faculty, adjuncts, and graduate assistants who teach 1) undergraduate courses with 10 or more students in fall and spring terms or 2) graduate courses with 5 or more students in fall and spring terms. Please visit this website for more information: <https://odl.fsu.edu/assessment-testing/course-evaluations>

## Mandatory First Class Meeting Attendance Policy

University-wide policy requires all students to attend the first day of class meeting of all classes for which they are registered. Students who do not attend the first class meeting of a course for which they are registered will be dropped from the course by the academic department that offers the course. This policy applies to all levels of courses and to all campuses and study centers. **It remains the student's responsibility to verify course drops and check that fees are adjusted.**

## Copyright / Fair Use

The educational “fair use” exemption to the copyright law is often misunderstood. It is actually a quite limited exemption for classroom use of excerpts of copyrighted materials. These excerpts must be brief and are limited to one chapter, an article from a periodical or newspaper, a short story or essay, or a chart, cartoon, diagram, picture or the like. Moreover, the material may only be used for a single class and may not be developed into a permanent classroom document. An exception would be when a copyright release is obtained from the copyright holder. So-called course packs compiled by legitimate commercial print shops usually have been through this copyright release process.

Further information concerning copyright and fair use may be found at: <https://guides.lib.fsu.edu/c.php?g=352560&p=2380932>

## University Final Examination Policy

- Final examinations in all undergraduate courses are discretionary within any given department. If a department chooses to give a final exam, the exam schedule must be followed as published.
- All students enrolled in a course having a final examination, including graduating seniors and graduate students, are required to take the exam at the time scheduled.
- Scheduling a final examination or a test in lieu of a final exam at any time other than the regularly scheduled final exam period is a violation of University policy.
- Unless an exam is given during the final examination period, no test may be given during the last week of classes.
- Courses meeting every day at the same hour and classes meeting for more than a one-time period will hold examinations according to the time and day of the first scheduled

class meeting of the week. For example, a class meeting for the first period on Tuesday and for the first and second period on Thursday will hold its examination at the time scheduled for the first period on the Tuesday, Thursday class listing.

The final exam schedule is published on the Registrar's Web site and is based on the regular class meeting time or is a block examination in which all students in certain courses take final exams at the same time, regardless of class section. Exceptions to this schedule for individual students are made by the academic dean of the unit teaching the course (in response to a written request from the instructor). Exceptions to hold the entire undergraduate course exam at a time different from the published exam schedule are considered by the Undergraduate Policy Committee of the Faculty Senate, in response to a written request received at least three weeks in advance.

## **Textbook Policies**

### Textbook Notification:

Florida State University is committed to improving education access and affordability through innovative approaches intended to reduce textbook and instructional material costs for students. [My.FSU.edu](https://my.fsu.edu) – Enter adoptions on this site or monitor adoption entry information. **Textbook Adoption Manuals** – detailed instructions on entering textbook and instructional materials into the course registration system.

- Post on their websites a list of textbooks required for each course not less than 30 days prior to the first day of class for each term; and
- Include as part of the list the titles, all authors listed, publishers, edition numbers, copyright dates, published dates, and other information necessary to identify the specific textbooks required for the course.

For more information, please visit: <https://provost.fsu.edu/textbook-and-instructional-materials-affordability>

## **Family Educational Rights and Privacy Act**

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a federal law that protects the privacy of students' educational records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. Students have specific, protected rights regarding the release of such records, and FERPA requires that institutions adhere strictly to these guidelines. Faculty members may access student records only when they have a legitimate need to know the information, such as when serving in an advisory capacity. Faculty must not release confidential information to others.

Because of the risk of identity theft and violation of student privacy law, grades must never be posted by complete social security number, and any records containing social security numbers must be protected carefully and must be shredded when discarded.

The confidentiality of e-mail is not protected; instructors must have students' permission to e-mail grade information. The password-protected course Website system is the preferred way to communicate grades to students. The Registrar's statement on FERPA rights is found at: <https://registrar.fsu.edu/records/ferpa/>