



College of Education

Clinical Field Experience Handbook

Initial Licensure Programs

- Bachelor of Arts in Dance Education
- Bachelor of Arts in Dance for Secondary Education
- Bachelor of Arts in English for Secondary Education
- Bachelor of Arts in History for Secondary Education
- Bachelor of Arts in Music Education-Choral (Piano/Voice)
- Bachelor of Arts in Music Education-Instrumental (Brass, Woodwind, Percussion, Strings/Piano)
- Bachelor of Arts in Theater Education
- Bachelor of Arts in Theater Education for Secondary Education
- Bachelor of Science in Biology for Secondary Education
- Bachelor of Science in Business for Secondary Education
- Bachelor of Science in Chemistry for Secondary Education
- Bachelor of Science in Early Childhood Education
- Bachelor of Science in Early Childhood Education and Early Childhood Special Education
- Bachelor of Science in Educational Studies (Does not lead to initial teacher licensure)
- Bachelor of Science in Elementary Education
- Bachelor of Science in Elementary Education and Special Education
- Bachelor of Science in Elementary Education with an Emphasis in Christian Education
- Bachelor of Science in Elementary Education with an Emphasis in English as a Second Language
- Bachelor of Science in Elementary Education with an Emphasis in STEM
- Bachelor of Science in Elementary Education with an Emphasis in Teaching Reading

Bachelor of Science in Math for Secondary Education
Bachelor of Science in Physical Education
Master of Education in Early Childhood Education
Master of Education in Early Childhood Education (IP/TL) Nevada ARL
Master of Education in Early Childhood Education and Early Childhood Special Education
Master of Education in Elementary Education
Master of Education in Elementary Education (IP/TL) Nevada ARL
Master of Education in Elementary Education and Special Education
Master of Education in Secondary Education
Master of Education in Secondary Education with an Emphasis in Humanities
Master of Education in Secondary Education with an Emphasis in Humanities (IP/TL) Nevada ARL
Master of Education in Secondary Education with an Emphasis in STEM
Master of Education in Secondary Humanities Education
Master of Education in Secondary STEM Education
Master of Education in Secondary STEM Education (IP/TL) Nevada ARL
Master of Education in Special Education (IP/TL) Nevada ARL
Master of Education in Special Education Mild to Moderate
Master of Education in Special Education Moderate to Severe

Advanced Programs

Master of Arts in Autism Spectrum Disorders
Master of Arts in Curriculum and Instruction
Master of Arts in Reading with Emphasis in Elementary Education
Master of Arts in Reading with Emphasis in Secondary Education
Master of Arts in TESOL
Master of Arts in Autism Spectrum Disorder
Master of Science in Instructional Design
Master of Science in Instructional Technology

Graduate Certificates/Endorsements*

Canyon L.E.A.P. to Teach, Elementary Education Graduate Certification of Completion
Canyon L.E.A.P. to Teach, Secondary Education Graduate Certification of Completion

Graduate Certificate of Completion in Teaching English to Speakers of Other Languages

Graduate Certificate of Completion in Distance Learning

Master of Education in Special Education, Mild to Moderate Certificate Endorsement

Master of Education in Special Education, Moderate to Severe Endorsement

*Includes all TE courses

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Disclaimer

Grand Canyon University's College of Education reserves the right to make changes of any nature to this handbook when they are deemed necessary or desirable. This handbook is for informational purposes and does not constitute a contract.

The Grand Canyon University Clinical Field Experience Handbook does not establish a contractual relationship; rather, the handbook sets forth academic and other requirements that a candidate must meet to be granted a degree and, in some circumstances, to continue to be enrolled at the university. While advisors and other Grand Canyon University personnel are available to guide the candidate with respect to the requirements, it is the ultimate responsibility of the candidate to fulfill the requirements.

Candidates should view the Academic Catalog for college and program specific information.

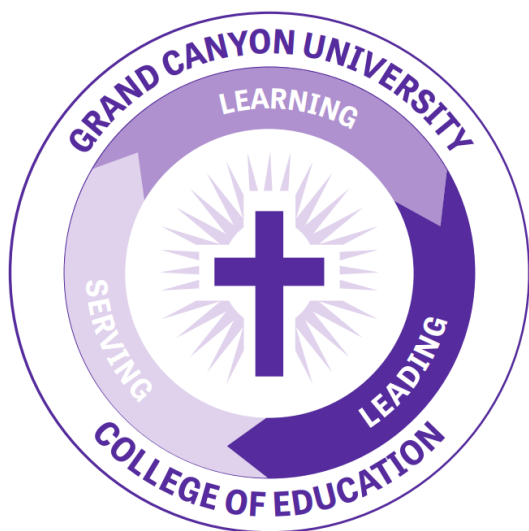
Conceptual Framework

The College of Education (“the College” or “COE”) at Grand Canyon University (“GCU”) is part of a rich heritage of service to the community. For over 60 years, the COE has proudly maintained its place as a prestigious teaching college, ensuring our academic programs meet the changing, diverse needs in education and local communities, and provide opportunities that create meaningful learning experiences for education candidates from a Christ-centered perspective. In addition, the College places great importance on the development of authentic partnerships through practicum/field experience, student teaching, and internships. This work extends from embedded partnerships in the greater Phoenix area to affiliation agreements with schools and districts across the United States. With each partnership, knowing what schools and districts value and what our candidates require to have the best learning

experiences and to flourish as practitioners in the field of education remains at the forefront of the College of Education's academic and clinical field work.

The Mission of COE is to inspire excellence in pedagogy and scholarship; advance reflective, innovative, and collaborative teaching practices to maximize student learning and achievement; promote servant leadership in educational communities and engage a diverse and global community of learners with purpose and passion.

Learning, Leading, and Serving are the foundational components of COE's Conceptual Framework. These words symbolize the College's diverse learning opportunities where faculty and staff diligently work alongside candidates to develop a culture of mutual respect, fellowship, and servant leadership within the educational community. COE's Conceptual Framework



directly reflects GCU's commitment to serving educational communities in ways that promote human flourishing.

- **Learning:** We believe that all students can learn and that educators who inspire excellence engage in best practices and maximize student learning achievements. Effective educators are highly experienced and skilled communicators who are dedicated and compassionate, ensuring all students learn to the best of their ability.
- **Leading:** We believe education is a powerful tool with which to purposefully transform and uplift communities. As our candidates find their purpose and calling within education, the College aims to support candidates to reach their God-given potential and fulfill their passion in education by helping them lead with a keen focus on addressing the world's deep needs.
- **Serving:** We believe in the spirit of servant leadership and are committed to serving all candidates to enable them to become global contributors who change their communities and the world. As faculty, staff, and candidates, we believe in serving educational communities with an innovative and adaptive spirit and a strong dedication to professional conduct and ethics, respect for the diversity of others, and excellence for all.

College of Education Pledge and Promise

As a Christian university, Grand Canyon University and the College of Education take a proactive approach to developing students' servant leadership skills and ensuring the success of our alumni in educational settings. While the College's Accredited Programs are designed to prepare and equip students for a career in the field of education, faculty, staff, and college leaders understand the unique opportunities and challenges a career in education might occasionally present. We promise to assist all COE graduates who need support in an educational setting. Since 1984, we have upheld this promise to provide additional support. To honor this promise, the College of Education asks graduates to pledge to uphold a high level of excellence in an educational setting.

We ask you to **pledge** the following as a graduate of the College of Education:

I pledge to:

- Be fully prepared every day.
- Inspire all students to achieve their greatest potential.
- Support unique learning needs.
- Model integrity and professional ethics.
- Be a lifelong learner.
- Learn, lead, and serve.

The College of Education's **promise** to all COE graduates:

The College of Education promises to help graduates from Grand Canyon University College of Education's programs who are experiencing challenges in an educational setting. Support might include content-area teaching materials, certification testing resources, course curriculum assistance, or faculty mentoring. Email the COE at coepromise@gcu.edu. Your COE family is here to assist you in becoming the best educator you can be.

Clinical Field Experiences/Practicums

The clinical field experience/practicum is an opportunity for candidates to observe and participate in diverse educational settings, and to apply the theories and concepts learned in program course work. Faced with the challenge to meet the needs of PK-12 students and the national movement towards 21st century learning built around standards, a clinical field experience/practicum affords GCU candidates the unique opportunity for introspection, personal change, professional growth, and self-assessment, all of which will empower a sense of development as a professional.

Our expectation is for candidates to observe qualified, passionate master teachers who demonstrate skill in the InTASC principles. Through these role models, our candidates will solidify principles from their coursework, by actively assisting teachers, facilitating group work, and when permitted, teaching lessons of their own.

Each course states a required number of hours for clinical field experiences/practicum. These required hours are to be considered the minimum amount of time a student should be observing, interviewing, teaching, assessing, etc. To be best prepared for the student teaching experience, it is recommended that students spend more than required hours in their practicum settings.

Candidates are to accumulate experiences in classrooms at different grade and ability levels. Through clinical field experience/practicum, candidates are exposed to professional role models who work amongst diverse cultures and will learn to recognize and meet the needs of students from different ethnicities, socioeconomic and language backgrounds, genders, and exceptionalities. The College of Education routinely reviews assessment data on candidates' ability to work with a diverse population and continually works with a candidate to improve their practice and the institution's field experiences/practicums.

FERPA and Confidentiality Information

FERPA (The Family Education Rights and Privacy Act) sets forth requirements regarding the privacy of student records and affords students certain rights with respect to their education records. Please refer to the GCU's University Policy Handbook for additional information on FERPA. Please visit the FERPA website to learn more:

<https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

Candidates should follow FERPA guidelines while engaged in field experiences. During practicum and student teaching, candidates must understand that student information should remain confidential, and candidates should refrain from disclosing student information to any outside source. In addition, candidates must receive permission by the site administration,

cooperating teacher/mentor, and students' guardians prior to recording or taking pictures within the school. Located on the [Student Success Center](#) is a Video Permission form in both English and Spanish. In addition, candidates should speak with the school administration and the cooperating teacher/mentor regarding privacy policies and procedures for their school site. There may be additional permissions required depending on district/school policy and procedures.

Digital Communication and Social Media

The Candidate's time spent in the field should be focused on the instruction and engagement with cooperating teacher/mentors and students. Candidates are expected to refrain from using cell phones, email and all social media while engaged with students throughout the school day. Cell phones should be silenced and put away during classroom time. Candidates should discuss expectations with the cooperating teacher/mentor should emergency cell phone use be required.

As a professional, candidates are held to the standards of professional teachers. Candidates should be mindful of the information shared and tagged on social media. Candidates are expected to check with the district/school site regarding technology and social media policies and expectations. Candidates should not accept or request "friend" invitations on social media with students or their family members. Candidates are expected to refer to the school site administrator and/or cooperating teacher/mentor prior to sending communication to students, parents/guardians or school site faculty/staff.

Clinical Field Experience/Practicum Outcomes

By the end of each clinical field experience/practicum, candidates will have accomplished the following:

- Successful mastery of specific course objectives as they align to professional teacher education standards
- Demonstration of learning through artifacts
- Significant professional growth in pedagogical knowledge, skills, and dispositions

Fingerprint Clearance

Candidates are required to adhere to the Candidate Fingerprint Clearance policy located in the University Policy Handbook. Please note that any costs related to obtaining the required clearance(s) are the responsibility of the candidate. Fingerprint clearances obtained from agencies other than the Department of Justice, Department of Public Safety, or Department of Education are likely not valid (i.e. Department of Human Resources, Department of Health, Department of Early Learning). Refer to the University Policy Handbook and your assigned Field Experience Counselor (FEC) for additional information on fingerprint clearance requirements.

District Requirements

During the placement process, a candidate may be required to complete additional district requirements which will be completed at the candidate's expense. These may include, but are not limited to:

- Interview with school district officials (which may include writing samples)
- Submission of academic resumé and/or transcript
- Physical exam
- TB test
- School board approval
- Additional background checks

COE Expectations and Academic Standards

The following expectations for candidates address the common issues and responsibilities of candidates who are currently in a clinical field experience/practicum and student teaching setting. The statements are designed to be reflective of the fundamental principles and values that are desired of a candidate and their professional and personal conduct in the clinical field experience/practicum and clinical setting (student teaching). The expectations clarify conduct unbecoming a candidate, which may subject the candidate to disciplinary action. By addressing these issues, we seek to respond to and clarify our expectations for all of our candidates who are representing themselves and Grand Canyon University in their role and work with students, cooperating teachers, supervisors, and school communities.

Candidates represent GCU's value-based liberal arts institution. All candidates are expected to abide by the tenets of university citizenship and to show consideration and respect for the personal freedom and property rights of members of the civic, academic, and school community. All candidates are expected to abide by the *Essential Elements and Functions Motor/Physical/Cognitive Strength for Teachers*. Please refer to these in the University Policy Handbook for more information. Candidates are expected to abide by ethical, professional, and academic standards that are conducive to a positive learning experience. Refer to the Code of Conduct and Academic Standards section in the University Policy Handbook.

Dress according to professional attire expectations, which can be interpreted as:

- Women: Slacks (dress pants), skirts (mid-calf to about two inches above the knee), blouses, shells, cardigans, blazers, dresses
- Men: Dress pants, button down shirts, polo shirts (with a collar), blazers
- Not permitted: Attire that is see-through, short, tight, or shows too much skin, flip-flops, tennis shoes, jeans that are too loose fitting, ripped, or faded. Candidates must also follow the dress code of teachers at the clinical field experience/practicum site.

Clinical Field Experience/Practicum Violations

The following violations clarify conduct unbecoming of candidates in the College of Education. Candidates are expected not to engage in such action while in a clinical setting at a school or

school district. The following is a non-exhaustive list of actions that are considered clinical practice conduct violations, for which candidates are subjected to disciplinary action up to and including expulsion from the university. Refer to the Code of Conduct and Academic Standards section of the University Policy Handbook.

- Disorderly (unruly) interaction involving any individual outside of the classroom in a manner that could be perceived as inappropriate by any member of the site placement school, its extended community, or the university.
- Falsification, forgery, alteration, or invention of information, including, but not limited to, any document used for admission or eligibility to the university related to:
 - Admission or eligibility to clinical practice
 - Information regarding the site placement school, the district, and/or personnel
 - Information regarding students
 - Information regarding curriculum content in the classroom
- Disruptive behavior in any form that creates a hostile or offensive educational environment for a student, cooperating teacher, university faculty supervisor, faculty, or staff.
- Failure to comply promptly with any reasonable directive from a cooperating teacher, university faculty supervisor, GCU course instructor, or staff.
- Failure to cooperate with an investigation.
- Possession, use, distribution, or behavior under the influence of alcohol or illegal or banned drugs or substances while on school property, or as part of any school-related activity.
- Communication orally, in writing, or by use of any technological device, including, and not limited to any phone or computer device, outside the classroom in a manner that could be perceived as inappropriate by any member of the site placement school, its extended community, or the University.
- Failure to maintain a professional approach to personal relationships with the students or the school community members.

Model Code of Ethics for Educators (MCEE)

Grand Canyon University's College of Education has adopted the Model Code of Ethics for Educators (MCEE), put forth by the National Association of State Directors of Teacher Education and Certification.

University Code of Conduct

Grand Canyon University works to create an atmosphere of value-based education. All candidates who enroll in the University are expected to accept the responsibilities of the

university citizenship and to show consideration and respect for personal freedom and property rights of members of the civic and academic community. Candidates are expected to abide by ethical, professional, and academic standards that are conducive to a positive learning experience. Please review the Code of Conduct and Academic Standards in the University Policy Handbook.

Professional Dispositions

Clinical field experiences/practicums serve as opportunities for candidates to build relationships with school districts, schools, school staff, and educators. Through their actions and interactions with these individuals, they will make an impact and create an impression of who they are personally and professionally. Therefore, adapting to the preferred policies and procedures of the host school, such as dress code, scheduling, etc., is required of candidates.

Dispositions are the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and which affect student learning and achievement, motivation, and development, as well as the educator's own professional growth. If sincerely held, dispositions should lead to actions and patterns of professional conduct. For GCU candidates, these dispositions flow from the University's mission statement:

Grand Canyon University prepares candidates to become global citizens, critical thinkers, effective communicators, and responsible leaders by providing an academically challenging, values-based curriculum from the context of our Christian heritage.

A values-based education emphasizing community, character, and citizenship in the context of a Christian worldview seeks to teach, reinforce, support, and draw learners to contemplate certain foundational values that Christianity contends lead to a good life. These normative Christian values are integral to the development, maturity, and education of ethical and morally respectable citizens who continue on the path of life-long learning and service. For candidates, this is manifested in the professional dispositions each carries into the educational community.

- **High expectations** – Educators should believe that all students can learn and should set and support realistic expectations for student success. These expectations should be communicated in positive ways.
- **Respect for the diversity of others** – Educators should be sensitive to individual learning and social needs of students and embrace the cultural diversity of the community. They should develop and maintain educational communities marked by respect for others. They should interact with their students, fellow educators, administrators, parents, and other community members with courtesy and civility, and establish relationships characterized by respect and rapport.
- **Fairness** – Educators should promote social justice and equity, maintain appropriate standards of confidentiality, and exercise fairness in all areas including assessment.
- **Professional conduct** – Educators should exercise sound judgment and ethical behavior. They should be a positive role model within their community.
- **Reflection** – Educators should recognize that reflection combined with experience leads to growth as a professional. Educators should be thoughtful about their professional practice, critically examine it, and seek continual improvement.

- **Curiosity**– Educators should promote and support curiosity and encourage active inquiry. They should be able to think innovatively and creatively, using critical thinking as a problem-solving approach.
- **Honesty** – Educators should model integrity by their words and actions. They should be forthright with others and uphold high standards of trust, character, and integrity.
- **Compassion** – Educators should demonstrate professional friendliness, warmth, and genuine caring in their relationships with others while providing intellectual, emotional, and spiritual support.
- **Advocacy** – Educators should promote positive change in schools and communities that benefit the welfare of others.
- **Dedication** – Educators should be committed to the profession of teaching and learning. They should be professionally active, lifelong learners, and seek opportunities for professional development.

It is important to treat every clinical field experience/practicum as a potential student teaching clinical practice placement or future job opportunity. Building relationships with schools in which candidates will serve their clinical field experience/practicum is important. Candidates may be removed from a clinical field experience/practicum setting at any time if the mentor teacher, site administrator, or university administrator determines that the assignment is detrimental to anyone being served by the candidate or that removal would better serve the candidate.

Student Disability Services and Special Accommodations

Candidates that require special accommodations for their clinical field experience/practicum must register with Student Disability Services at Grand Canyon University prior to their official placement. Candidates will be required to complete the steps to accommodations, which include submitting the Accommodation Request Form and providing supporting documentation of their disability. Determinations about what accommodations will be provided are based on the criteria outlined for Student Disability Services in the University Policy Handbook.

To begin the accommodation process, contact the Student Disability Office as follows:

Phone: 602-639-6342 Email: disabilityoffice@gu.edu

In order to establish certain accommodations at the clinical field experience/practicum site, the University may need to disclose information regarding the student’s disability status. Notification of the approved accommodation may be provided to the clinical field experience/practicum site, the classroom teacher, and/or to the school district in order to ensure that the accommodation is appropriately facilitated.

Commitment to Diversity

The College of Education promotes respect for and values the importance of community, diversity, and the rich cultural tapestry of a global society. In the context of clinical field experience/practicum, the College defines diversity as placements that contain variance in any of the following:

- Students whose primary language is other than English
- Grade or age level distribution of the school/class, district, or school demographic information (e.g., cultures, ethnicities, socioeconomic distribution represented)
- District or school academic performance ranking (e.g., adequate yearly progress, school report card, school label/grade)
- Stability of the community
- Qualifications of the teacher
- Gender (e.g., gender of the teacher, gender distribution of the class)
- Students with exceptionalities (e.g., students who receive services for gifted education or as specified by an IEP, ADA Section 504)

Respect for the Diversity of Others

Educators should be sensitive to individual learning and social needs of students and embrace the cultural diversity of the community. They should develop and maintain educational communities marked by respect for others. They should interact with their students, fellow educators, administrators, parents, and other community members with courtesy and civility, and establish relationships characterized by respect and rapport.

The diverse faculty and administrative staff of the College of Education work diligently to create a culture of mutual respect and fellowship within the broader educational community. Candidates will have an opportunity to apply their knowledge of diversity, including students with exceptionalities, during their clinical field experiences/practicums and student teaching. They will have an opportunity to reflect on common practices when working with schools, communities, and students from diverse ethnic/racial, language, gender, and socioeconomic groups. Within the classroom and through varied clinical field experiences/practicums, candidates are taught to be professional models, and are encouraged to recognize and meet the needs of all PK-12 students. Assessments will indicate that candidates are able to demonstrate and apply proficiencies related to diversity.

These proficiencies include:

- Embracing diversity in all individuals
- Using a diverse perspective to cast light on global awareness
- Encouraging diversity of thought and practice from others
- Celebrating the potential of diversity
- Knowing the backgrounds and cultures of students
- Promoting respect and understanding among all cultures
- Not tolerating or minimizing inappropriate behavior when observed

- Challenging students to report inappropriate behavior by providing a positive and supportive environment that allows students to feel safe in reporting inappropriate behavior.

Technology

Skilled application of technology by candidates is a competency expectation expressed by the College of Education. Every member of the College is expected to demonstrate a commitment to applied technology across all phases of their professional career. This commitment encourages the use of technology to enhance academic learning and achievement. Applied technology in education is an integral part of 21st century learning and current instructional practices as a benchmark of excellence. Candidates are expected to use technology in every phase of their academic preparation. As such, it is incumbent on faculty to provide learning experiences that are driven by a deep commitment to infuse technology across the curriculum and to utilize it as a pedagogical tool for instruction. The commitment to technology is infused in each course.

Participant Roles

This section addresses and defines the roles of all participants involved in threaded clinical field experiences/practicums.

- **Candidate:** The candidate is defined as the student who is actively enrolled in a College of Education program of study who works to fulfill all clinical field experience/practicum requirements. The role of the candidate includes observing the classroom teacher, meeting the clinical field experience/practicum competencies, and submitting assignments that demonstrate applied learning. Before the student teaching experience, candidates must complete all required coursework as well as all associated requirements listed in the University Policy Handbook.
- **Classroom Teacher/Mentor Teacher:** The classroom teacher is defined as the teacher hosting the candidate in clinical field experiences/practicums other than student teaching. The classroom teacher's responsibility focuses on the students in their classroom, rather than on the candidate. The classroom teacher's role includes modeling effective instructional practice, planning instructional lessons with students, and providing feedback on students' performance.
- **Course Instructor:** The course instructor is defined as the university faculty member assigned to teach the course. Course instructors are responsible for implementing course assignments, as required through the curriculum, which relate to the candidate's clinical field experience/practicum, particularly lesson planning and instructional design.
- **Field Experience Counselor (FEC):** The field experience counselor supports students in meeting COE specific supplementary requirements throughout their program. These requirements include, but are not limited to, fingerprint clearance, testing requirements, clinical field experiences/practicums, student teaching application, and Institutional Recommendation. In addition, the FEC verifies eligibility for clinical field experiences/practicums, advises the candidate on clinical field experience/practicum

requirements, and communicates with candidates needing clinical field experience/practicum assistance. The FEC will work in tandem with the candidate's student services counselor and other offices on campus to facilitate completion of the candidate's program of study.

- **Practicum Coordinator:** The Practicum Coordinator works with the Field Experience Counselors to support candidates' field experience placement requests by acting as a liaison between the candidate and the school districts/sites. The Practicum Coordinator also communicates with the candidates regarding practicum/field experience information and updates.
- **Teacher Placement Counselor (TPC):** The teacher placement counselor is defined as the university staff member who maintains district relationships and communicates with local school and district representatives to arrange student teaching. Additionally, the teacher placement counselor communicates with the candidate regarding the student teaching placement, student teaching course, and student teaching roles and expectations.

Advanced Programs Only

- **Autism Spectrum Disorders Specialist Student (*Master of Arts in Autism Spectrum Disorder*):** The autism spectrum disorders specialist student is defined as the student who is actively enrolled in the College of Education program of study who works to fulfill all field experience requirements. The role of the autism spectrum disorders specialist student includes meeting the field experience assignment competencies and submitting assignments that demonstrate applied learning. Before the capstone course, autism spectrum disorders specialist students must have completed all of the required coursework as well as all associated requirements listed in the University Policy Handbook.
- **Reading Specialist/Literacy Coach Candidate (*Master of Arts in Reading with an Emphasis in Elementary/Secondary Education*):** The reading specialist/literacy coach candidate is defined as the student who is actively enrolled in the College of Education program of study who works to fulfill all field experience requirements. The role of the reading specialist/literacy coach candidate includes meeting the field experience assignment competencies and submitting assignments that demonstrate applied learning. Before practicum, reading specialist/literacy coach candidates must have completed all of the required coursework as well as all associated requirements listed in the University Policy Handbook.

Site Selection and Documentation of Clinical Field Experiences/Practicums

Selecting a Clinical Field Experience/Practicum Setting

Candidates are encouraged to be proactive regarding their selection of appropriate clinical field experience/practicum sites. Each course outlines appropriate clinical field experience/practicum settings. Candidates are responsible for selecting settings that align with the grade levels/content areas associated with their program of study/intended certification. If candidates are experiencing difficulty identifying a placement and have exhausted the list, they should contact their course

instructor or the teacher placement counselor for assistance.

Candidates enrolled in the Bachelor of Science in Early Childhood Education and Early Childhood Special Education, or the Master of Education in Early Childhood Early Childhood Education will complete an application process for placement into ECS-460/ECS-565 and ECS-475/ECS-569. These candidates should refer to the Early Childhood and Early Childhood Special Education section below.

Placement

1. Candidates are responsible for following all placement procedures and district guidelines and requirements regarding COVID protocols (i.e. PPE, vaccines, social distancing, handwashing).
2. Candidates are responsible for corresponding with schools and districts directly to secure selected clinical field experience/practicum placements. If the school or district requires university correspondence, the FECs may assist in requesting placement, although placements are not guaranteed.
3. Candidates must review the Clinical Field Experience Handbook, as well as additional support materials related to completing clinical field experience/practicum requirements and dispositional expectations.
4. With assistance from the faculty and FECs, candidates must research and select appropriate settings to complete clinical field experience/practicums as required by the course curriculum.
5. If candidates are unable to secure appropriate placements, reference the Documentation section in this manual.

Upon request an official letter is provided by the FECs to the candidate confirming the candidate attends GCU, the candidate's program of study, title of the current course, and the number of hours required for the clinical field experience/practicum. This letter authenticates the candidate's eligibility to complete clinical field experience/practicum requirements within their school district.

FECs support the candidate in selecting an appropriate clinical field experience/practicum site based on the clinical field experience/practicum requirements identified in the benchmark assignment provided in the course.

Candidates should contact their FECs with any questions or concerns encountered at their site.

Clinical field experience/practicum sites must be consistent with clinical field experience/practicum requirements, the candidate's desires for skill development, and future certification or licensure criteria. If the candidate cannot complete clinical field experience/practicum hours within the designated perimeters, they will need to contact the course instructor for the necessary documentation for a clinical field experience/practicum site modification.

NOTE: The modified setting must still align with the grade levels associated with the candidate's program of study/intended certification. For instance, it would not be appropriate for an individual in an elementary program or course to complete

practicum/field experience requirements in a high school, remedial college course, or below the kindergarten grade level.)

Although not an exhaustive list, these sites may be available year-round:

- Public, private, and/or parochial or religiously-affiliated schools (both Title 1 and non-Title 1)
- Boys/Girls clubs
- After school programs
- Head Start
- Commercial learning centers, e.g., Sylvan, Huntington, Kumon
- Tutor Time, Child Time, or other licensed preschool settings
- U.S. Immigration and Naturalization Service English classes
- Community college remedial courses
- YMCA and YWCA
- Jewish Social Services, Catholic Social Services, Lutheran Social Services, or other community-based continuing education opportunities
- Summer camp programs
- Private formal tutoring classes with a certified teacher
- Virtual schools with a certified teacher
- Home school networks with a certified teacher

The following sites may provide useful information:

- Local School Directory (All states listed): <http://www.localschooldirectory.com/>
- State department of education websites
- Arizona Department of Education: <https://www.azed.gov/>
- Private School Review (All states listed): <http://www.privateschoolreview.com/>
- National Association for Year-Round Education: <http://www.nayre.org/schools.html>

Selecting a Mentor (Advanced Programs Only)

Use the below chart to locate your program and corresponding required mentor qualifications.

** If your chosen mentor does not fit within these parameters, please reach out to coe.clinicalpractice@gcu.edu for more information.*

Program	Required Mentor Qualifications
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Elementary Reading Program	<ul style="list-style-type: none"> • The mentor must have a minimum of <i>three</i> years teaching experience in the <i>elementary environment</i> • The mentor must have at least one degree higher or advanced certification higher than the GCU student • The mentor should have additional expertise in the area of <i>reading or educational administration</i>
Secondary Reading Program	<ul style="list-style-type: none"> • The mentor must have a minimum of <i>three</i> years teaching experience in the <i>secondary environment</i> • The mentor must have at least one degree higher or advanced certification higher than the GCU student • The mentor should have additional expertise in the area of <i>reading or educational administration</i>
Instructional Technology Program	<ul style="list-style-type: none"> • The mentor must have a minimum of <i>three</i> years teaching experience • The mentor must have at least one degree higher or advanced certification higher than the GCU student • The mentor should have additional expertise in the area of <i>technology or educational administration</i>
Curriculum & Instruction Program	<ul style="list-style-type: none"> • The mentor must have a minimum of <i>three</i> years teaching experience • The mentor must have at least one degree higher or advanced certification higher than the GCU student • The mentor should have additional expertise in the area of <i>instructional coaching, curriculum, or educational administration</i>
Autism Program	<ul style="list-style-type: none"> • The mentor must have a minimum of <i>three</i> years teaching experience with <i>students with autism</i>. • The mentor must have at least one degree higher or advanced certification higher than the GCU student • The mentor should have additional expertise in the area of <i>special education (autism and/or behavioral disability) or special education director, or educational administration, or speech therapist, or behavioral specialist, or ABA or BCBA certification</i>.
TESOL Program	<ul style="list-style-type: none"> • The mentor must have a minimum of <i>three</i> years teaching experience with <i>English Language Learners</i>

	<ul style="list-style-type: none"> • The mentor must have at least one degree higher or advanced certification higher than the GCU student • The mentor should have additional expertise in the area of <i>curriculum and instruction related to teaching English as a second language or instructional leadership</i>
<p>Student Affairs Program</p> <p>*View the Higher Education Student Affairs Practicum Manual for more information.</p>	<ul style="list-style-type: none"> • The mentor must have a minimum of <i>three years'</i> work experience within a <i>higher education setting</i>. • The mentor must have at least one degree higher or advanced certification higher than the GCU student • The mentor should have additional expertise in the area of <i>higher education student affairs, higher education student development or higher education administration</i>

International Site Selection of Practicum/Field Experience Placement through Department of Defense Dependent Schools (DoDDS) Only

The Department of Defense Dependents Schools (DODDS) is a worldwide school system, operated by the Department of Defense Education Activity (DoDEA) in more than a dozen foreign countries. Their mission is to provide quality education for eligible children of the DoDDS military and civilian personnel on official overseas assignments. If learners participate in a practicum/field experience with DoDDS, they will have the opportunity to participate in a multicultural setting and should consider it a privilege. Grand Canyon University holds a current Agreement with the Department of Defense Dependent Schools.

Learners interested in completing practicum/field experiences through DoDDS must abide by the following:

- Using the Program of Study or the Enrollment Agreement, review future courses requiring practicum/field experience to allow ample time for the field placement specialist to contact the principal of the preferred site for approval. There is a 3-4 week lead time required to communicate with the potential site.
- Provide the field experience counselor with contact information of preferred sites.
- Obtain a Fingerprint Clearance Card and send a copy to the field experience counselor.
- DoDDS has established a support program with accredited colleges and universities so learners can complete their practicum/field experience requirements mentored by a certified DoDDS teacher. Prospective students apply directly to their designated college or university representatives to participate in DoDDS placements.

Early Childhood and Early Childhood Special Education (Initial Licensure Programs Only)

In addition to the practicum/field experience hours throughout their regular coursework, candidates enrolled in either the Bachelor of Science in Early Childhood Education and Early Childhood Special Education or Master of Education in Early Childhood Education and Early Childhood Special Education programs have two additional larger practicum hour courses (Practicum I: ECS-460/ECS-565 and Practicum II: ECS-475/ECS-569). Candidates are required to complete an Early Childhood/Early Childhood Special Education application and will receive placement assistance from their assigned teacher placement counselor. Candidates are required to complete 60 hours for Practicum I (ECS-460/ECS-565) and 40 hours for Practicum II (ECS-475/ECS-569) for a total of 100 hours. Upon the course start, refer to course syllabus for associated assignments and further details. The Practicum I and Practicum II setting requirements are listed below:

ECS-460/ECS-565 Birth-PK Practicum I (60 hours)	ECS-475/ECS-569 Birth-PK Practicum II (40 hours)
The practicum/field experiences for this course are in a general education or inclusive Birth-Age 2 setting.	The practicum/field experiences for this course are in an inclusive K-3rd setting.

Cancellation of an Early Childhood/Early Childhood Special Education Placement

Grand Canyon University is committed to building strong relationships with its cooperating districts and fostering growth in its candidates. As such, should a candidate wish to withdraw from or cancel their ECS practicum placement, they may not be eligible to be replaced until a future semester.

Documentation

As candidates progress through their clinical field experiences/practicums, professional practices will be reviewed, formulated, and refined based on the increased development and demonstration of competencies grounded in the professional knowledge and skills of the field. This process is the essential ingredient for professional growth, as it will lead the candidates from students to professionals/practitioners. Through the relationships maintained with instructors, peers, and other professionals, personal, philosophical, ethical, and theoretical beliefs will be actualized.

Significant decisions and choices will be determined by the candidate's analytical and behavioral approaches to the clinical field experience/practicum. It is paramount that timely, accurate documentation of activities be maintained using the required forms and documents.

Clinical field experiences/practicums will be documented by the candidates using the Clinical Field Experience Verification Form. Refer to the syllabus for details on completing this form.

Completed Clinical Field Experience Verification Forms must be uploaded to the online digital classroom learning for an assignment grade. Please note that clinical field

experiences/practicums will increase in complexity throughout the program and will require more direct interaction with students.

- *Candidates must complete all required clinical field experience/practicum hours within the course timeframe. Candidates have until the end of the course to complete and submit the required hours. All required clinical field experience/practicum hours not completed within the course timeframe are subject to the assignment deduction AND must be made up prior to the end of the next course.*
- *Clinical field experience/practicum hours are mutually exclusive. Candidates must complete all required hours for each course – double-dipping will not be allowed.*
- *Candidates that receive a non-passing grade in a practicum course must redo their practicum hours and documentation of the hours on the Clinical Practice Verification form in the retake of the course.*
- *Failure to complete all clinical field experience/practicum hours required within the program of study may result in ineligibility for the Clinical Practice portion of the program.*

The data entered into this document is subject to a verification audit. Candidates who engage in fabricating, falsifying, forging, altering, or inventing information related to practicum/field experiences, internships, clinical practice, and/or any associated documentation may be subject to sanctions for violating GCU academic integrity policies, which may include expulsion from GCU.

Performance-Based Assignment

Benchmark assignments serve as reflective evaluations of the candidate's ability to meet the required expectations of the educator preparation program, as outlined by the Arizona Department of Education and Arizona Revised Statutes. Each standards-based assignment is accompanied by a rubric to provide feedback on candidate achievement of core competencies.

Informal Assessment

Throughout the clinical field experience/practicum, the candidate will be in direct contact with a classroom teacher, who will provide informal feedback and modeling. Candidates should contact the GCU course instructor to discuss progress, offer suggestions, help resolve problems, and provide vital mentoring functions.

Performance-Based Assessments (TPA/edTPA)

To effectively assess a teacher candidate's performance, GCU's College of Education assesses teacher candidates on a set of standards, including professional dispositions and InTASC. Some states may require additional Teacher Performance Assessments (TPA) such as edTPA. These performance-based assessments are student-centered and are used to measure a candidate's teaching knowledge and skills. Depending on the individual state's requirements, the assessment

may include tasks related to skills including, but not limited to, reflection of practice, designing and implementing instruction, and analysis and planning from assessments and data. If a performance-based assessment is required for certification in a candidate's state of residence, GCU expects the completion of portfolio items specified in the assessment during the candidate's completion of student teaching. Candidates are advised to consult with their Field Experience Counselor (FEC) to discuss if a specific performance assessment is required for their state.

Practicum/Field Experience Fact Sheet

Practicum/field experience requirements are dependent on the program of study, as well as, program version. Contact your student services counselor for questions regarding your individual program of study and/or program version. The Practicum/Field Experience Fact sheet is located within the Practicum/Field Experience section of the Student Success Center.

Clinical Field Experience Planning Template

Refer to the course syllabus. Prior to the first clinical field experience assignment, complete this template. This is optional but highly recommended to better organize your hours and communicate with your mentor. If your course requires more than one clinical field experience assignment (Clinical Field Experience A, Clinical Field Experience B, Clinical Field Experience C, etc.), complete a table for each assignment. Use this document to discuss and plan the Clinical Field Experiences with your mentor.

Course Title:	
Total Required Hours:	
Required Setting:	

Clinical Field Experience (A, B, C, etc.): **Date Scheduled:**

Required Hours:	
Clinical Field Experience Expectations (obtain from syllabus):	

Clinical Field Experience (A, B, C, etc.): **Dates Scheduled:**

Required Hours:	
Clinical Field Experience Expectations (obtain from syllabus):	

Clinical Field Experience (A, B, C, etc.): **Dates Scheduled:**

Required Hours:	
Clinical Field Experience Expectations (obtain from syllabus):	

Clinical Field Experience (A, B, C, etc.): **Dates Scheduled:**

Required Hours:	
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Clinical Field Experience Expectations (obtain from syllabus):	
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Additional Hours (Optional however encouraged) Dates Scheduled:

Hours:	
Completed Activities:	