



COLLEGE OF EDUCATION

Clinical Field Experience Handbook

Initial Teacher Licensure/Non-Initial Teacher 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 Graduate Programs

Master of Arts in Autism Spectrum Disorders
Master of Arts in Curriculum and Instruction
Master of Arts in Reading Education K-12
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 Education in Educational Administration
Master of Education in Educational Leadership
Master of Education in Educational Leadership with an Emphasis in Christian Education
Master of Science in Instructional Design
Master of Science in Instructional Technology

Graduate Certificates/Endorsements*

Graduate Certificate of Completion Canyon L.E.A.P. to Teach, Elementary Education
Graduate Certificate of Completion Canyon L.E.A.P. to Teach, Secondary Education
Graduate Certificate of Completion in Teaching English to Speakers of Other Languages

Graduate Certificate of Completion in Distance Learning

Graduate Certificate of Completion Master of Education in Special Education, (Mild/Moderate)

Graduate Certificate of Completion Master of Education in Special Education (Moderate/Severe)

Graduate Certificate in Learning Behavior Specialist 1 (LBS 1)

*Includes all TE courses

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CLINICAL FIELD EXPERIENCE HANDBOOK VERSION RECORD

The following is a record of the major changes made to the College of Education’s Clinical Field Experience Handbook. This is not a comprehensive itemization of all the changes made in this revision cycle, but rather an overview of the more significant updates incorporated into the current version of the handbook.

Version	Updated Date	Changes Made
2023		
V1.0	07/07/23	<ul style="list-style-type: none"> • Reorganized handbook to include Sections and Sub-Sections • Added Master of Education in Education Administration & Master of Education in Educational Leadership programs
2024		
V2.0	1/16/24	<ul style="list-style-type: none"> • Added Master of Arts in Reading Education K-12
V2.1	2/16/24	<ul style="list-style-type: none"> • Added Graduate Certificate in Learning Behavior Specialist 1 (LBS 1)
V2.2	09/03/24	<ul style="list-style-type: none"> • Added School Health and Safety Expectations section. • Added Programmatic & Certification Exam Requirements section.

INTRODUCTION

Disclaimers

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.

If seeking licensure or certification, candidates are responsible for contacting their state department of education for licensure requirements and program approval. In addition, fingerprint and background clearance is required

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 70 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 are tasked with engaging in best practices to maximize student learning. Effective educators are knowledgeable and skilled communicators who are dedicated and compassionate, guiding students to 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, GCU and COE take a proactive approach to developing students' servant leadership skills in educational settings. While the college's accredited programs are designed to equip students for a career in education, our faculty, staff, and college leaders understand the unique challenges a career in education might occasionally present.

We promise to actively 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, we ask 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.

Your COE family is here to help you become the best educator you can. Support might include content-area teaching materials, certification testing resources, course curriculum assistance or faculty mentoring. Email COEPromise@gcu.edu to find the help you need.

PRACTICUM/FIELD EXPERIENCE OVERVIEW

What is practicum/field experience?

Practicum/field experiences are field-based learning opportunities that focus on observation, application, and reflection. Practicum/field experiences require the candidate to observe and interact in diverse, real-life educational settings, and to apply the theories and concepts learned in program coursework.

How many practicum/field experience hours are required?

The number of hours will differ per program of study. Each program will require a designated amount of programmatic practicum/field experience hours that are divided among and embedded within courses throughout each program of study. Please note, while each program will have a set amount of hours to complete, candidates are encouraged to experience additional time in the field. In addition, and dependent on the program of study, intended area of licensure, and state in which you are seeking licensure, additional hours may be required.

Why must I complete practicum/field experience hours?

Practicum/field experience hours meet both programmatic and, in some cases, state educator licensure requirements. Completing practicum/field experience hours assists candidates in preparing for the field and the roles they intend to hold. Please note, candidates enrolled in initial teacher licensure programs must complete all required practicum/field experience hours prior to progressing into the final student teaching capstone experience.

By the end of each practicum/field experience course, 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.

Where can I complete practicum/field experience hours?

The required settings will differ per program of study/course. Candidates should refer to the [Practicum/Field Experience Fact Sheet](#) and course syllabus for information on the required settings.

Candidates are to accumulate experiences in classrooms at different grade and ability levels that align with their program of study. Through practicum/field experience, 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 practicum/field experiences. Please refer to this handbook and course syllabi for specific details regarding the practicum/field experience requirements.

Important Note: Candidates that are currently in paid education positions (such as paraprofessional, teacher aid, teacher of record, administrator, etc.) **may** be able to complete practicum/field experience hours in their paid role if:

- The setting aligns with the setting required in the candidate's program of study/course
- The candidate has an appropriately certified mentor available at the school site
- The candidate is able to fulfill all practicum/field expectations, including the completion of all course assignments.

Candidates requesting to utilize a paid position to complete practicum/field experience hours must obtain approval from their course instructor. In addition, candidates utilizing paid positions cannot act as their own mentor. Candidates must have an appropriate mentor or school site administrator verify the completion of hours on the Clinical Field Experience Verification Form.

What activities do I complete during practicum/field experience?

Candidates may experience a variety of practicum/field experience activities dependent upon their program and/or course. Different practicum/field experience structures exist to cater to diverse learning needs, providing both guided and independent opportunities for candidates to acquire essential skills, knowledge, and practical experiences in the field.

Candidates must refer to the course syllabus and applicable course resources to understand the specific course requirements regarding practicum/field experience. Practicum/field experience courses are structured in one of three ways. A program of study may include one or more structures.

- **Non-block, guided activities:** Practicum/field experiences are embedded throughout specific coursework in the program of study. This is often referenced in coursework as "Clinical Field Experience A, Clinical Field Experience B, Clinical Field Experience C, etc.". These courses do not follow a "block" structure.
 - Candidates will refer to the course syllabus to complete specific activities that are outlined in the assignment details.
- **Block, guided activities:** Practicum/field experiences are embedded throughout specific coursework and are scaffolded during the program into three blocks: *introduction, collaboration, and application*.
 - Candidates will refer to the course syllabus to complete specific activities that are outlined in the assignment details.
- **Block, unguided/independent activities:** Practicum/field experiences are embedded throughout specific coursework and are scaffolded during the program into three blocks: introduction, collaboration, and application.

- Candidates have flexibility in the activities they may complete and the course syllabus will direct the candidate to refer to the applicable program's *Practicum/Field Experience Visual & Activities* list located on the Student Success Center.

How Can I Prepare for Practicum/Field Experience?

Before Completion of Practicum/Field Experience Hours

Prior to completing practicum/field experience hours candidates are expected to complete the following:

- Review all practicum/field experience requirements and expectations as outlined in the [University Policy Handbook](#), and the [Clinical Field Experience Handbook](#).
- Provide current/valid Fingerprint Clearance to their assigned Field Experience Counselor.
- Review their program of study and identify required practicum/field experience hours within designated courses.
- Utilize the Practicum/Field Experience Fact Sheet located on the [Student Success Center](#) to review the required hours/settings of upcoming coursework. (Note: Hours must be completed within the course timeframe.)
- Research potential local sites by reviewing district/school websites.
- Speak to their assigned Field Experience Counselor (FEC) regarding placement preferences and questions regarding practicum/field experience.

During/After Completion of Practicum/Field Experience Hours

During and/or after completing practicum/field experience hours candidates are expected to complete the following:

- Follow all university and school site policies and procedures.
- Review the entire course syllabus and/or assignment details within the online digital course.
- Submit applicable deliverables throughout the coursework.
- Thank the mentor for hosting and inform him/her that you will be requesting their verification and sign off on the Clinical Field Experience Verification Form via email.
 - Confirm the mentor's correct school site information and school/work email address. Clinical Field Experience Verification Forms should not be sent to personal email addresses.
- Review the additional information in the Student Success Center outlining the requirements for documenting and tracking hours.
- Submit the Clinical Field Experience Verification Form(s) documenting all required hours within the required course timeframe. (Refer to the *Documenting Practicum/Field Experience Hours* section of this handbook.)
- Check to be sure all required practicum/field experience hours have been completed.
 - **Important Note:** Candidates enrolled in an initial licensure program will require all practicum/field experience hours to be completed prior to applying for the student teaching experience.

How am I assessed on practicum/field experience?

Throughout the practicum/field experience, candidates will be in direct contact with a mentor, who will provide informal feedback and modeling. Mentors will utilize the Clinical Field Experience Verification Form to verify completion of hours and provide additional feedback on candidate professional dispositions, performance in the classroom, etc.

Course assignments serve as reflective evaluations of the candidate's ability to meet the required expectations of course, program, and/or professional educator standards. Each standards-based assignment is accompanied by a rubric to provide feedback on candidate achievement of core competencies.

- **Important Note:** Candidates seeking licensure may be required to complete additional state required exams, performance-based assessments, etc. Candidates should refer to the University Policy Handbook and their assigned Field Experience Counselor for additional information.

Can I hold a paid position during practicum/field experience?

While practicum/field experiences have traditionally been unpaid, GCU candidates **may** be eligible to utilize paid positions to gain practicum/field experience time in paid positions provided they meet programmatic and course requirements and receive approval from the respective district/school site. It is important to note, that the College of Education neither initiates nor assures paid opportunities. Candidates are solely responsible for actively pursuing and securing employment in alignment with their academic pursuits. The onus lies with the candidate to adhere to program requirements and ensure compliance with any stipulations set forth by the district or school site.

Candidates who are currently in paid education positions (such as paraprofessional, teacher aid, teacher of record, substitute teacher, administrator, etc.) may be able to complete student teaching in their paid role if:

- The setting and student population aligns with the setting and student population required in the candidate's program of study/coursework.
- The candidate has an appropriately certified mentor available at the school site to support the candidate and sign off on appropriate forms/documentation.
 - *Initial teacher licensure candidates requesting to utilize their own classroom for practicum/field experience must have their school site administrator/principal sign off on the Clinical Field Experience Verification Form.
- The candidate can fulfill all required activities as outlined in the coursework.
 - Candidates must communicate with their course instructor in advance of utilizing a paid position for practicum/field experience to ensure that it aligns appropriately with the course's required setting and activities.

If seeking licensure or certification, candidates in education programs are responsible for contacting their state department of education for licensure/certification requirements. Additional programmatic and state specific fingerprinting/background clearances, testing, and documentation may be required.

Please also note, that candidates looking to hold paid positions during the student teaching phase of the program must speak with their assigned Field Experience Counselor or Teacher Placement Counselor.

POLICIES, PROCEDURES, & EXPECTATIONS

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.

Programmatic & Certification Exam Requirements

For candidates in licensure programs, meeting both programmatic and certification requirements is a critical step in your journey toward becoming a certified educator. Those enrolled in initial teacher licensure programs must pass the required basic skills, content knowledge, and professional knowledge exams to be recognized as a

program completer. To stay on track, candidates are encouraged to familiarize themselves with their program's/state's specific testing requirements early on. For detailed information on the required exams and their alignment to programmatic and certification milestones, candidates should consult university policies and their assigned Field Experience Counselor, who will offer guidance and support.

Placement Expectations for Practicum/Field Experience, Student Teaching, and Internships

The following section seeks to address responsibilities and expectations for candidates in the College of Education who are in school districts, schools and placement settings during a practicum/field experience, student teaching, or internship experience. The statements are designed to be reflective of the fundamental principles and values that are desired of a candidate and his/her professional and personal conduct in field settings. In addition to all University conduct policies, the conduct expectations clarify conduct unbecoming of an education candidate, and thus are subject to disciplinary action.

Candidates in the College of Education represent GCU's missional, Christ-centered values and are expected to abide by ethical, professional, and academic standards for professional educators. These expectations include, but are not limited to the expectation that the candidate:

- Gives appropriate attention to college programmatic and site placement work requirements.
- Attends class and engagements as required by the college and site placement.
- Acknowledges and accepts the responsibility of honorable adherence to the university's and site placement's standards, rules, policies, and procedures.
- Follows all dress code requirements set by placement site(s).
- Supports and exhibits ethical behavior with students, faculty, staff, school placement personnel, and the community.
- Recognizes and embraces the diversity and personal values of others.
- Exhibits self-direction and self-reliance as a college student and in the pursuit of individual and collaborative learning objectives and goals.
- Acknowledges and accepts personal responsibility and accountability for his or her actions, interactions, and communication in all forms with students, faculty, staff, site placement personnel, and the community.
- Upholds confidentiality and respect for personal or professional information communicated in the placement classroom.
- Represents themselves solely in all matters related to performance, evaluation, assessments, disciplinary action, etc.
- Adheres to college dispositional expectations, essential elements and functions for educations, policies, and standards of academic honesty.

Course Expectations for Practicum/Field Experience

- Candidates engaging in practicum/field experiences must also be active in a practicum/field experience course/block or in a documented college-approved plan to complete practicum/field experience hours in the field.
- Candidates must complete all practicum/field experience hours required for the course within the course timeframe. Utilizing hours completed prior to the course start date is prohibited.
- Candidates must have current/valid fingerprint clearance(s) on file with their Field Experience Counselor prior to starting any fingerprint clearance required course. Please see *Candidate Fingerprint Clearance* policy.
- Candidates must complete all required practicum/field experience hours within the program of study. Failure to complete all practicum/field experience hours required within the program of study may result in ineligibility for the student teaching portion of the program, delays in program progression, and/or delays or ineligibility for Institutional Recommendation (IR). Please see the *Requirements for Institutional Recommendation (Initial Program/Teacher Licensure Only)* policy.
- Practicum/field experience hours are mutually exclusive. Candidates must complete all required hours for each course or block – “double-dipping” or reusing practicum/field experience hours will not be allowed.
- Candidates that receive a non-passing grade in a practicum/field experience course must redo their practicum/field experience hours and documentation of the hours on the verification form in the retake of the course.
- Verification forms for practicum/field experiences are to be completed by site mentors. Candidates who falsify hours will be referred to the Office of Academic Compliance for further review.
- If referred to the Office of Academic Compliance, candidates are required to adhere to University and College determinations related to practicum/field experience including, but not limited to, redoing the completion of practicum/field experience hours and appropriate documentation, acknowledging that site placement is not guaranteed, acknowledging that any penalty received in a course or program of study will stand as issued by the course instructor or by the Code of Conduct Committee.

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 support the University’s mission statement:

GCU is a missional, Christ-centered university with an innovative and adaptive spirit that addresses the world’s deep needs by cultivating compassionate Christian community, empowering free and virtuous action and serving others in ways that promote human flourishing.

Through academic excellence, the university equips students with knowledge of the Christian worldview,

instilling in them a sense of purpose and vocational calling that enables them to be innovative thinkers, effective communicators, global contributors and transformative leaders who change their communities by placing the interest of others before their own.

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 practicum/field experience 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.

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.

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: [Family Educational Rights and Privacy Act \(FERPA\)](#)

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.

To respect the district/school site and students' privacy policies, it is advised to delete video recordings taken in the classroom after successful completion of the course, pending any additional reviews required by the University or College.

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.

School Health & Safety Expectations

It is essential for candidates to understand that an educator's primary responsibility is to maintain a safe learning environment for themselves and all students. To help prepare, here are some helpful reminders:

- Candidates are guest of the district/school site in which they are placed. Depending on the site, candidates may be required to complete additional district/school site requirements such as physical exams, TB tests, vaccinations, etc.
- Candidates are encouraged to be proactive in familiarizing themselves with the district/school site policies regarding safety protocols. This includes knowing emergency procedures for fire drills, lock downs, and evacuation plans.
- All educators are expected to be vigilant about their surroundings, report any unsafe conditions, and ensure the classroom setup follows safety guidelines, such as keeping exits clear and securing heavy objects.
- Candidates must report any incidents of workplace violence or unsafe conditions immediately to the Mentor or school site administrator. Prompt and accurate reporting helps the school address issues swiftly and prevents escalation.
- Unless otherwise specified and under contract, candidates are not considered employees of the district/school and will not receive benefits or workers compensation from placement sites or GCU.

By adhering to district/school site policies, candidates contribute to creating a secure environment where students can focus on learning.

Student Disability Services and Special Accommodations

Candidates that require special accommodations for their practicum/field experience 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

To establish certain accommodations at the practicum/field experience site, the University may need to disclose information regarding the student's disability status. Notification of the approved accommodation will be provided to the placement district/school site and the Cooperating Teacher/Mentor to facilitate the accommodations appropriately.

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 practicum/field experience, 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 practicum/field experiences 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 practicum/field experiences, 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.

Clinical Field Experience Violations

Candidates are expected to follow conduct as outlined in the *Clinical Practice Expectation Violations* section of the [University Policy Handbook](#). The following violations clarify conduct unbecoming of candidates in the College of Education. Candidates are expected not to engage in such action while in districts, schools, and/or placement settings.

If candidates violate any of the listed clinical practice violations or any other university or placement site policy, they are subject to review by the College and/or the Office of Academic Compliance. If candidates are found eligible to continue with the program of study, candidates are expected to complete all required actions deemed necessary by the University or College. Please note, if candidates are enrolled in an initial teacher licensure program, student teaching may only be repeated once.

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.

SUPPORT ROLES & RESOURCES

Participant Roles

This section addresses and defines the roles of all participants involved in practicum/field experiences. Note,

- **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 mentor, meeting the clinical field experience/practicum

competencies, and submitting assignments that demonstrate applied learning. As applicable, prior to the final student teaching or capstone experience, candidates must complete all required coursework as well as all associated requirements listed in the University Policy Handbook.

- **Mentor:** The mentor is defined as the teacher/educator hosting the candidate in practicum/field experiences other than student teaching. The classroom teacher's responsibility focuses on the students in their classroom, rather than on the candidate. The mentor's role includes modeling effective instructional practice, planning instructional lessons with students, and providing feedback on the candidate's 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 practicum/field experience, 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/practicum/internship applications, and Institutional Recommendation. In addition, the FEC verifies eligibility for practicum/field experiences, advises the candidate on practicum/field experience requirements, and communicates with candidates needing practicum/field experience 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.
- **GCU Faculty Supervisor:** The GCU faculty supervisor is the GCU approved supervisor who has oversight responsibility for the evaluation of the candidate. The GCU faculty supervisor is also certified, endorsed, and/or licensed as a teacher. ***This individual is assigned to work closely with the candidate and the mentor during specific student teaching/internship/capstone courses only.**
- **Practicum Coordinator:** The practicum coordinator works with the field experience counselors to support candidates' practicum/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 Graduate 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.
- **Principal Mentor (*Master of Education in Educational Administration/Educational Leadership*):** The Principal Mentor is the school administrator hosting the candidate. The Principal Mentor must be certified, endorsed or licensed as an administrator. The primary responsibility of the Principal Mentor is to the school and district, then to the candidate.

- **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.

Practicum/Field Experience Resources

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.

Practicum/field experience resources are located within the [Practicum/Field Experience section of the Student Success Center](#). Resources include, but are not limited to:

- [Practicum/Field Experience Fact Sheet](#) (This resource showcases the required hours and settings for all College of Education courses.)
- [Practicum/Field Experience Overview Module](#)
- [Practicum/Field Experience Placement Guidelines](#)

PLACEMENT REQUIREMENTS & CONSIDERATIONS

District/School Site Placement 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

The Office of Field Experience (OFE) will provide sites with the required candidate documentation based on site requirements.

Selecting Practicum/Field Experience Placement

Candidates are encouraged to be proactive regarding their selection of appropriate practicum/field experience sites. Each course outlines appropriate practicum/field experience settings. Candidates are responsible for selecting settings that align with the grade levels/content areas associated with their program of study/intended certification. Candidates must complete practicum/field experience in the approved settings with a certified and/or qualified teacher as referenced in the *Selecting a Practicum/Field Experience Mentor* section below.

Practicum/field experiences must be completed in a traditional in-person or approved virtual school site settings. Candidates are expected to mirror mentor teacher's instructional modality. Virtual setting options are not guaranteed. Utilizing recorded video in lieu of completing hours in the approved settings is not permitted except for a temporary accommodation requested and approved with the Office of Student Disability Services. Accommodation approval for the use of recorded video is not guaranteed and would not be acceptable for the full duration of a candidate's program. Candidates should refer to the University Policy Handbook's College of

Education *Practicum/Field Experience Expectations* policies for additional information. If candidates are experiencing difficulty identifying a placement and have exhausted the list, they should contact their course instructor or the field experience 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 Practicum I and Practicum II. These candidates should refer to the *Early Childhood and Early Childhood Special Education* section below.

Placement Considerations

- Candidates are responsible for following all placement procedures and district guidelines and requirements regarding COVID protocols (i.e., PPE, vaccines, social distancing, handwashing).
- Candidates are responsible for corresponding with schools and districts directly to secure selected practicum/field experience placements. If the school or district requires university correspondence, the FECs may assist in requesting placement, although placements are not guaranteed.
- Candidates must review the Clinical Field Experience Handbook, as well as additional support materials related to completing practicum/field experience requirements and dispositional expectations.
- With assistance from the faculty and FECs, candidates must research and select appropriate settings to complete practicum/field experience as required by the course curriculum.
- 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 practicum/field experience. This letter authenticates the candidate's eligibility to complete practicum/field experience requirements within their school district.

FECs support the candidate in selecting an appropriate practicum/field experience site based on the requirements identified in the documents and resources provided in the course.

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

Practicum/field experience sites must be consistent with practicum/field experience requirements, the candidate's desires for skill development, and future certification or licensure criteria. Candidates are expected to complete practicum/field experience in the designated settings. If the candidate cannot complete practicum/field experience hours within the designated perimeters, predominantly during the summer months, they will need to contact the course instructor for the necessary documentation for a practicum/field experience site modification.

IMPORTANT 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.)

Practicum/field experience modifications are reviewed by the course instructor on a case-by-case basis and not guaranteed. Additionally, the below list is not applicable to courses listed under the PROGRAM SPECIFIC INFORMATION & EXPECTATIONS section as these courses require specific placement by GCU.

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) – some may have an extended school year.

- 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 special education schools with a certified teacher
- Private formal tutoring classes with a certified teacher
- Virtual schools with a certified teacher
- Home school and/or micro 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 Practicum/Field Experience Mentor

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
All initial teacher licensure – Undergraduate & Graduate & Bachelor of Science in Educational Studies	<ul style="list-style-type: none"> • The mentor must hold a current/valid teaching certificate or relevant expertise and recommendation to act as a mentor from the school site administrator.
Advanced Graduate Programs	Required Mentor Qualifications
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</i>

	<i>director, or educational administration, or speech therapist, or behavioral specialist, or ABA or BCBA certification.</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>
Educational Administration	<ul style="list-style-type: none"> • The mentor must be a current school administrator. • The mentor must be certified, endorsed or licensed as an administrator.
Educational Leadership	<ul style="list-style-type: none"> • The mentor must be a current school administrator. • It is recommended that the mentor be certified, endorsed or licensed as an administrator.
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>
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>
Reading Education K-12	<ul style="list-style-type: none"> • The mentor must have a minimum of <i>three</i> years teaching experience in the <i>K-12 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>
Student Affairs Program *View the Higher Education Student Affairs Practicum Manual for more information.	<ul style="list-style-type: none"> • The mentor must have a minimum of <i>three</i> years' 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>
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> • The mentor must have at least one degree higher or advanced certification higher than the GCU student.

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| | <ul style="list-style-type: none">• 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> |
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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.

Note: Per University policy, GCU programs are not designed nor intended to lead to licensure or certification outside of the United States. Student teaching, practicum, internship, or field experience is not permitted outside of the United States unless on a military base or approved DoDDS site.

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.

DOCUMENTATION OF PRACTICUM/FIELD EXPERIENCE HOURS

Clinical Field Experience Verification Form

As candidates progress through their practicum/field experience, 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 practicum/field experience. It is paramount that timely, accurate documentation of activities be maintained using the required forms and documents.

Practicum/field experience will be documented by the candidates using the Clinical Field Experience Verification Form. Refer to the [Clinical Field Experience Verification Step-by-Step Guide](#) 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 practicum/field experience will increase in complexity throughout the program and will require more direct interaction with students.

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.

PROGRAM SPECIFIC INFORMATION & EXPECTATIONS

Overview

This section provides specialized information on programs that have additional practicum/field experience requirements due to state certification regulations. Candidates enrolled in the programs outlined below are expected to identify the program in which they are enrolled and follow the requirements in addition to all other practicum/field experience expectations outlined in this handbook.

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

- *Bachelor of Science in Early Childhood Education*
- *Master of Education in Early Childhood Education*
- *Bachelor of Science in Early Childhood Education & Early Childhood Special Education*
- *Master of Education in Early Childhood Education & Early Childhood Special Education*

Teacher Candidates enrolled in the Bachelor of Science in Early Childhood Education, Master of Education in Early Childhood Education, Bachelor of Science in Early Childhood Education & Early Childhood Special Education or Master of Education in Early Childhood Education & Early Childhood Special Education program, who are completing practicum/field experiences in Arizona, are required to submit a completed Student Information Release Form (SIRF) and proof of immunization and/or immunity from Tuberculosis (TB).

In addition to the practicum/field experience hours throughout their regular coursework, candidates enrolled in any of the programs listed below have specific courses tailored to meet state board regulations. These courses require specific settings and submission of a practicum application 8-weeks prior to the course start date and placement assistance from the assigned practicum coordinator. **Please refer to the applicable program chart below. In addition, refer to your course schedule to review which courses are applicable to your specific Program of Study.**

Bachelor of Science in Early Childhood			
Course Code	Course Title	Required Hours	Required Setting
ECE-470	Birth-Preschool Early Childhood Practicum	30	Birth – PreK

Master of Education in Early Childhood Education			
Course Code	Course Title	Required Hours	Required Setting
ECE-568	Birth-Preschool Early Childhood Practicum	30	Birth - PreK

Bachelor of Science in Early Childhood & Early Childhood Special Education			
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Course Code	Course Title	Required Hours	Required Setting
ECS-460	Birth-PreK Practicum I	60	Birth-Pre-K. Requires inclusive or general education setting.
ECS-462	Early Childhood Special Ed Practicum I. Birth – Preschool	40	Birth-Pre-K. Requires an inclusive classroom setting serving students with and without exceptionalities.
ECS-465	Early Childhood Special Ed Practicum II K- 3 rd	40	Kindergarten – 3rd. Requires an inclusive classroom setting serving students with and without exceptionalities.
ECS-475	K-3 Literacy Intervention Practicum II	40	Kindergarten – 3rd. Requires an inclusive classroom setting serving students with and without exceptionalities.

Master of Education in Early Childhood & Early Childhood Special Education

Course Code	Course Title	Required Hours	Required Setting
ECS-565	Birth-PreK Practicum I	60	Birth-Pre-K. Requires inclusive or general education setting.
ECS-562	Birth – PreK Practicum I	40	Birth-PreK. Requires an inclusive classroom setting serving students with and without exceptionalities.
ECS-568	Early Childhood Special Education Practicum II K-3 rd	40	Kindergarten – 3rd. Requires an inclusive classroom setting seven students with and without exceptionalities.
ECS-569	Literacy Intervention Practicum II K-3 rd	40	Kindergarten – 3rd. Requires an inclusive classroom setting serving students with and without exceptionalities.

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 ECE or ECS practicum placement, they may not be eligible to be replaced until a future semester.

APPENDIX

Clinical Field Experience Planning Template

Refer to the course syllabus. Prior to the first practicum/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 practicum/field experience assignment (i.e. Field Experience A, Field Experience B, Field Experience C, etc.), complete a table for each assignment. Use this document to discuss and plan the practicum/field experience with your mentor.

Course Title:	
Total Required Hours:	
Required Setting:	

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

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

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

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

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

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

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

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

Additional Hours (Optional however encouraged) Dates Scheduled:

Hours:	
Completed Activities:	

Practicum/Field Experience Frequently Asked Questions (FAQ)

Question	Answer
<p>What is practicum/field experience?</p> <p>How many practicum/field experience hours are required?</p> <p>Why must I complete practicum/field experience hours?</p> <p>Where can I complete practicum/field experience hours?</p> <p>What activities do I complete during practicum/field experience?</p> <p>How can I prepare for practicum/field experience?</p> <p>How am I assessed on practicum/field experience?</p>	<p>Refer to the <i>Practice/Field Experience Overview</i> section of the Clinical Field Experience Handbook.</p>
<p>Can practicum/field experience hours be waived for candidates if they have prior or current experience working in a classroom?</p>	<p>Hours cannot be waived as they are a requirement of the program. Candidates must complete all required hours during the course timeframe. Candidates that are currently in paid education positions (such as paraprofessional, teacher aid, teacher of record, administrator, etc.) may be able to complete practicum/field experience hours in their paid role if:</p> <ul style="list-style-type: none"> • The setting aligns with the setting required in the candidate’s program of study/course • The candidate has an appropriately certified mentor available at the school site • The candidate is able to fulfill all practicum/field expectations, including the completion of all course assignments. <p>Candidates requesting to utilize a paid position to complete practicum/field experience hours must obtain approval from their course instructor. In addition, candidates utilizing paid positions cannot act as their own mentor. Candidates must have an appropriate mentor or school site administrator verify the completion of hours on the Clinical Field Experience Verification Form.</p>
<p>What if a district/school site requires communication from GCU to confirm a practicum/field experience placement?</p>	<p>Each district/school site will have their preferences around placement. Some will allow for the candidate to communicate with the site directly to establish a confirmed placement. (This is often referred to as “self-placement”.)</p> <p>In some cases, a district/school site may request written documentation providing information on the candidate’s enrollment in an education program and need to complete</p>

	<p>hours. If the district/school site requests a letter from GCU, the candidate should reach out to their assigned Field Experience Counselor (FEC) for assistance.</p> <p>Lastly, a district/school site may have a placement process in place that requires direct contact with a GCU representative. In this case, candidates should again contact their Field Experience Counselor for guidance and assistance on how to request placement.</p> <p>Important Note: It is expected that all candidates are professional in their communication with districts/school sites and follow all district/school site’s policies, including those around placement. Placement is at the discretion of the district/school site and is not guaranteed.</p>
<p>Can the Field Experience Counselor (FEC) approve alternative/modified practicum/field experience placement sites?</p>	<p>No. It is the candidate’s responsibility to communicate any questions regarding modified/alternative settings with the course instructor.</p> <p>Important Note: Candidates that require special accommodations for their practicum/field experience must register with Student Disability Services at Grand Canyon University prior to their official placement.</p>
<p>What happens if a candidate does not complete all required hours for a course?</p>	<p>Completion of practicum/field experience hours is crucial to a candidate’s education preparation. Course hours and activities are carefully selected to compliment a candidate’s progress through the program and enhance learning. Failure to complete the hours may result in a candidate’s ill-preparedness for the field and ineligibility for progression into coursework such as student teaching, capstone courses, and/or internships.</p> <p>Additionally, course assignments related to the practicum/field experience are a significant part of the course grade. Failure to complete the hours and related assignments may be detrimental to the candidate’s final grade.</p> <p>Important Note: If a candidate fails a practicum/field experience course, the candidate will need to retake the course and redo all hours during the retake of the course.</p> <p>If a candidate fails to complete all practicum/field experience hours required for a course, but does not fail the course, the candidate will still need to make up the missing hours to meet the minimum programmatic hour requirement.</p>
<p>Can a candidate watch video in lieu of completing practicum/field experience hours in person?</p>	<p>Practicum/field experiences must be completed in a traditional in-person or approved virtual school site settings. Candidates are expected to mirror mentor teacher’s</p>

	<p>instructional modality. Virtual setting options are not guaranteed. Utilizing recorded video in lieu of completing hours in the approved settings is not permitted except for a temporary accommodation requested and approved with the Office of Student Disability Services. Accommodation approval for the use of recorded video is not guaranteed and would not be acceptable for the full duration of a candidate’s program.</p>
<p>Why do some courses refer to practicum/field experience “Blocks” and others do not?</p>	<p>There are different structures of practicum/field experience depending on the course. Different practicum/field experience structures exist to cater to diverse learning needs, providing both guided and independent opportunities for candidates to acquire essential skills, knowledge, and practical experiences in the field.</p> <p>In specific versions of programs, the College of Education has shifted to a practicum/field experience block model. This change is driven by a desire to enhance candidates’ experience by maximizing learning outcomes and streamlining placement logistics for candidates by condensing practicum/field experience hours into larger chunks over fewer courses.</p>
<p>Why do some courses have guided/prescribed practicum/field experience activities and other courses have un-guided/independent activities?</p>	<p>Candidates may experience practicum/field experience coursework that include assignments that guide them through specific, prescribed practicum/field experience activities. This allows candidates to experience particular areas that align with state and national standards and requirements. These are in place to establish a framework for education and assist candidates in receiving a comprehensive learning experience that cover the necessary content and skills required by these standards and regulations.</p> <p>Candidates may also experience practicum/field experience coursework that include assignments that allow for more flexibility with the activities they complete. These experiences allow opportunity for candidates to apply their knowledge and skills in real-world settings and tailor their learning in their respective placement sites.</p>
<p>How does a candidate know what practicum/field experience structure to follow?</p>	<p>Candidates should first and foremost always refer to the course syllabus and any related course resources. The syllabus serves as a roadmap, guiding the candidate through all requirements needed to successfully complete all coursework, including the practicum/field experiences.</p> <p>If a program version follows a block structure, there will be a <i>Practicum/Field Experience Block Visual & Activities</i> resource located on the Student Success Center. This resource provides a chart outlining the education core courses, block structure and corresponding activities.</p>

	Candidates should follow the course sequence outlined in the visual as closely as possible.
Can a candidate complete a practicum/field experience activity that is not detailed in the course assignment and/or Practicum Field Experience Block Visual & Activities list?	The answer to this question depends on numerous factors, and candidates must communicate their specific needs or request to the course instructor. It is up to the course instructor's discretion if the requested activity aligns with the course objectives and will be approved.
In regard to practicum/field experience, what do I need to turn in and when?	Candidates should refer to the course syllabus for specific details regarding assignment submissions and due dates. Depending on the course, candidates may need to turn in <u>one or more</u> of the following: <ul style="list-style-type: none"> • Clinical Field Experience assignments • Clinical Field Experience Verification Form(s) • Reflection assignments • Practicum/Field Experience Log(s) Important Note: Candidates should communicate with the course instructor if they have any questions regarding assignment submissions or due dates.
Can a candidate complete practicum/field experience overseas?	Per University policy, GCU programs are not designed nor intended to lead to licensure or certification outside of the United States. Student teaching, practicum, internship, or field experience is not permitted outside of the United States. <p>Exception: Military students who are located outside of the United States who are enrolled in programs that contain field placement must complete all placements on a base or in a Department of Defense approved location. Students are advised to contact a Field Experience Counselor to determine whether field experience can be completed. Students who cannot complete field placements on a base or in a DOD-approved location may be required to take a leave of absence until they return to a location at which placements are allowed.</p>
Clinical Field Experience (CFE) Verification Form FAQ	
What is the Clinical Field Experience (CFE) Verification Form?	The CFE Verification Form is the electronic document that candidates use to document and verify completed practicum/field experience hours.
What courses require the CFE Verification Form?	All College of Education courses that require practicum/field experience hours will require completion and submission of a CFE Verification Form(s).
Where do candidates access the CFE Verification Form?	Candidates access the CFE Verification Forms within the GCU Student Portal under "My Documents" → "Document Management".
What information is required to be included in the CFE Verification Form by the candidate?	The candidate must enter all required fields related to the completed practicum/field experience, including the email address for the mentor who supervised the candidate's

	completion of the practicum/field experience, number of hours and activities completed, and as well as district/school/site information.
Who is the final person to sign the CFE Verification Form?	<p>Non-Fingerprint Clearance Required Courses: If the web-form does not require mentor information, the student is the final signer on the CFE Verification Form.</p> <p>Fingerprint Clearance Required Courses: If the web-form requires mentor information, the mentor who supervised the candidate's completion of the practicum/field experience hours and requirements will be the final signer on the CFE Verification Form.</p>
Who should verify the practicum/field experience if the candidate completes the hours in his/her own classroom?	<p>Initial Teacher Licensure Programs: The candidate must request verification and an e-signature from his/her school administrator.</p> <p>Advanced Graduate (Non-Initial Teacher Licensure) Programs: The candidate must request verification and e-signature from his/her school administrator, or the appropriate mentor as indicated in the <i>Selecting a Practicum/Field Experience Mentor</i> section of the CFE Handbook.</p>
What if the candidate does not receive the electronic document via the GCU Student Portal?	If the candidate cannot access the document through his/her portal, he/she should check their pop-up blocker settings. If candidates continue to experience difficulty, he/she should contact GCU Technical Support.
What if the mentor discloses they did not receive the electronic document?	The candidate should refer to his/her GCU Student Portal to check the status of the document. If the document is out for signature or the email has bounced, the candidate should verify the contact information for the mentor. If a valid email address has been entered, the candidate can send a reminder to the mentor through the Document Management System within the GCU Student Portal. If an email address is invalid, the candidate should return to the form within the portal and add the correct mentor email address. If the mentor is still unable to retrieve the electronic document, contact GCU Technical Support.
What if the candidate is required to observe or interact with multiple mentors?	Candidates in courses requiring practicum/field experiences will have access to add hours completed at separate locations or with multiple mentors. Candidates can refer to the Clinical Field Experience Verification Form Step-by-Step Guide located on the Student Success Center for direction on adding additional mentors.
What are the steps to submit the CFE Verification Form to the online digital classroom?	Once the CFE Verification Form(s) has been verified and signed, the candidate will have access to a copy via the GCU Student Portal. The candidate should save a copy of each document and submit as attachment(s) in their digital class by the end of the course.

<p>What if the candidate does not submit the CFE Verification Form by the end of class or incomplete hours are submitted to the course?</p>	<p>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. As a reminder, candidates must complete all programmatic requirements, including practicum/field experiences hours as defined in their coursework. (For candidates enrolled in additional teacher licensure programs, failure to complete the required hours, will prevent the candidate from moving forward into student teaching.)</p> <p>Please make sure all missing hours have been completed in their entirety. All hours must be submitted through the online electronic system as verification forms no longer expire.</p>
<p>What if the candidate or mentor enters information incorrectly?</p>	<p>Once the form has been completed and verified/signed by the mentor, edits cannot be made. If a candidate or mentor would like to correct any mistakes, a new form will need to be completed. The candidate will need to cancel the previously submitted CFE Verification Form in the GCU Student Portal and resubmit.</p>
<p>How does the candidate complete the CFE Verification Form if they are retaking a course?</p>	<p>The CFE Verification Form will repopulate in the GCU Student Portal.</p>