



FLORIDA ATLANTIC UNIVERSITY
College of Education

Clinical Experiences Handbook

Policies and Procedures for Clinical Experiences
in the College of Education

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Courses Requiring a Clinical Placement

Department of Teacher Education (DTE)

<u>Course No.</u>	<u>Course Title</u>	<u>Requirement</u>
EDF 2005	Introduction to the Teaching Profession	15 Hours
EDF 2085	Intro. To Diversity for Educators	15 Hours
EDG 3323	Effective Teaching Practices I	90 Hours
EDG 3324	Effective Teaching Practices II	90 Hours
EEX 4050	Overview of Individuals Served in Varying Exceptionalities	15 Hours
EEX 4070	Inclusive Ed. For General Educators	15 Hours
EEX 4101	Language and Speech Disorders	20 Hours
EEX 4842	ESE Practicum 1: Students with Moderate Severe Disabilities	6-9 Hours/week
EEX 4843	ESE Practicum 2: Students with Mild Disabilities	6-9 Hours/week
EEX 5051	The Exceptional Individual	8 Hours
EEX 5841	ESE Graduate Teaching Practicum	30 Hours
EEX 6056	Theories and Characteristics of Individuals Served in VE Classrooms	15 Hours
EEX 6121	Teaching and Learning to the Exceptional Individual	8 Hours
ESE 3940	Secondary Schools: Effective Instruction	90 Hours
TSL 4081	TESOL Issues and Practices	12 Hours

The following methods courses have field experience hours as prescribed by the instructor:

FLE 4333	Methods of Teaching Foreign Language K-12	30 Hours
MAE 4350	Principles & Methods: K-9 School Math	7-10 Hours
MAE 4360	Teaching Middle & Secondary School Math	7-10 Hours
RED 4308	Reading Development 1: Birth- Grade 3	7-10 Hours
RED 4335	Reading in the Content Area	7-10 Hours
RED 4552	Reading Diagnosis and Remediation	7-10 Hours

Florida Atlantic University
College of Education
Department of Teaching and Learning
Policies and Procedures Related to Clinical Experience

Student Eligibility

- Completed district security clearance
- Completed application for field experience
- Enrollment in a College of Education course requiring field experience
- Students must have a current Z number and fau email account

Placement Sites and Clinical Educators:

- Public or FAU-approved placement site
- Placements are made only through collaboration between the Director of Clinical Experiences, and designated district representatives
- Students are not to contact districts directly to arrange their own placement
- Students employed at a school that are requesting to complete hours at their place of employment must fill out an Employee Approval Form. These assignments will only be granted for one semester. Employees must ALSO apply for placement and turn in security clearance evidence.

Placement Expectations for Field Experience Students

- Adherence to pre-arranged schedule.
- Follow appropriate professional dress code
- Adherence to Florida Code of Ethics, Standards of Professional Behavior at all times.
- Development, completion and implementation of required work products and all other course assignments, described in the course syllabus

Revocation of Placement:

- Violations of ethics, repeated non-adherence to standards of professional behavior, failure to comply with placement site handbooks, adherence to FAU Student and Behavior Regulation policies and Florida Administrative Code, as outlined in the university catalog, and/or violations of state/federal law
- May be done by Director/Coordinator of Clinical Experience, department chair, district placement officer, placement site's principal and/or clinical educator
- Revocation of placement may result in a meeting between the student, university faculty/staff, District Placement Officer, and/or site principal and clinical educator.
- Reassignment for that semester is determined by the circumstances for the revocation

Retention or Dismissal of Unsuccessful Field Experience Students:

- Students who are unsuccessful in their initial placement may elect to re-register the following semester and receive a new placement.
- Serious violations of the Florida Administrative Code and/or state/federal law may result in loss of future clinical experience opportunities

Related Documents available at the field experience website:

www.coe.fau.edu/OASS/field.htm

Florida Atlantic University
College of Education
Department of Teaching and Learning
Policies and Procedures Related to Practicum Courses
(EDG 3323, EDG 3324 and ESE 3940)

Student Eligibility

- Formally admitted to FAU's College of Education
 - Overall grade point average GPA of 2.5 or higher
 - Passed all sections of the GK
 - Successfully completed 60 hours of course work
- Eligible to be programmed (EDG 3323 and ESE 3940) or are fully programmed (EDG 3324) by a faculty advisor as evidenced by signed program sheet

Practicum Requirements

- Successfully completed and passed the district security clearance screening process
- Completed practicum placement online application www.coe.fau.edu/OASS/field.htm
- EDG 3323 is a prerequisite to EDG 3324 and may not be taken concurrently
- Practicum placement is one-day per week (7 1/2 hours per day) at an approved site for a total of 90 hours. Students may elect to go more than one day a week to complete their assessment cycle, field research, Junior Achievement, and other special activities if it is prearranged with the Clinical Educator. Any schedule changes must be approved by the Clinical Educator and communicated to the course instructor.
 - EDG 3323 and EDG 3324 practicum students are assigned to an Elementary School
 - EDG 3323 and EDG 3324 practicum placements are at a different school each semester.
 - EDG 3323 and EDG 3324 one placement must be in a primary grade (K-2) and the other an intermediate grade (3-5).
 - ESE 3940 practicum students are assigned to Middle or High School.
 - Based on community population data, schools selected for practicum placements are aligned with FAU diversity standards. Diversity is articulated to county coordinators. An effort is made to provide students opportunities in culturally diverse placements that are tracked within a database.
- The practicum experience activities include, but are not limited to: enhancing classroom appearance, planning and presenting lessons, gathering materials for units, grading papers/recording grades, supervising (lunchroom, buses, etc.), attending faculty meetings, observing classes, assisting individual students, facilitating group learning, and attending professional development activities.
- Students are required to fulfill a minimum of eight hours of interaction with ESOL students during EDG 3323, EDG 3324 or both. These hours and experiences are documented in a Reflective ESOL Activity Log.
- ESE 3940 English Majors are required to fulfill a minimum of eight hours of interaction with ESOL students. These hours and experiences are documented in a Reflective ESOL Activities Log.
- Adherence to Florida Code of Ethics, Standards of Professional Behavior is expected at all times.

- Adherence to appropriate dress as outlined in the Field Experience Handbook.
- Adherence to the policies and procedures as outlined in the Field Experience Handbook www.coe.fau.edu/OASS/field.htm.
- Successful demonstration of EAPs within context of course or practicum placement requirements
- Development, completion and implementation of required course assignments, as described in the course syllabus
- Due to the nature of the course content and the required 90-hour practicum experience, these courses are considered “service learning” courses. The assistance FAU students provide in the classroom during their practicum experience is a service to the school community. Therefore, students can receive a 90-hour service learning notation on their transcript, if they complete the form posted on the course Blackboard site and return it to the FAU Office for Civic Engagement.

Placement Sites and Clinical Educators:

- Public or FAU-approved placement site
- Placements are made only through collaboration between the Director of Clinical Experiences, and designated district representatives
- Students are not to contact districts directly to arrange their own placement
- Students employed at a school that are requesting to complete hours at their place of employment must fill out an Employee Approval Form. These assignments will only be granted for one semester. Employees must ALSO apply for placement and turn in security clearance evidence.
- Mentor must have completed Clinical Education Training to be assigned a practicum student

Revocation of Placement:

- Violations of ethics, repeated non-adherence to standards of professional behavior, failure to comply with placement site handbooks, adherence to FAU Student and Behavior Regulation policies and Florida Administrative Code, as outlined in the university catalog, and/or violations of state/federal law
- May be done by Director/Coordinator of Clinical Experience, department chair, district placement officer, placement site’s principal and/or clinical educator
- Revocation of placement may result in a meeting between the student, university faculty/staff, District Placement Officer, and/or site principal and clinical educator.
- Reassignment for that semester is determined by the circumstances for the revocation

Security Clearance Information

The purpose of the Security Clearance procedure is to comply with Chapter 1012.56 of the Florida Statutes under section 9 (a) and (b) which explains procedures and standards that must be followed by Florida school districts when certifying school personnel.

2006 Florida Statutes: Title XLVIII-K-20 Education Code – Chapter 1012

(9) BACKGROUND SCREENING REQUIRED INITIALLY AND PERIODICALLY-

(a) Each person who seeks certification under this chapter must meet level 2 screening requirements as described in s. 1012.32 unless a level 2 screening has been conducted by a district school board or the Department of Education within 12 months before the date the person initially obtains certification under this chapter, the results of which are submitted to the district school board or to the Department of Education.

(b) A person may not receive a certificate under this chapter until the level 2 screening has been completed and the results have been submitted to the Department of Education or to the district school superintendent of the school district that employs the person. Every 5 years after obtaining initial certification, each person who is required to be certified under this chapter must meet level 2 screening requirements as described in s. 1012.32, at which time the school district shall request the Department of Law Enforcement to forward the fingerprints to the Federal Bureau of Investigation for the level 2 screening. If, for any reason after obtaining initial certification, the fingerprints of a person who is required to be certified under this chapter are not retained by the Department of Law Enforcement under s. 1012.32(3)(a) and (b), the person must file a complete set of fingerprints with the district school superintendent of the employing school district. Upon submission of fingerprints for this purpose, the school district shall request the Department of Law Enforcement to forward the fingerprints to the Federal Bureau of Investigations for the level 2 screening, and the fingerprints shall be retained by the Department of Law Enforcement under s. 1012.32(3)(a) and (b). The cost of the state and federal criminal history check required by level 2 screening may be borne by the district school board or the employee. Under penalty or perjury, each person who is certified under this chapter must agree to inform his or her employer within 48 hours if convicted of any disqualifying offense while he or she is employed in a position for which such certification is required.

- Students wishing to complete field experience hours at a public school must have a valid social security number to obtain fingerprints and security clearance from the school district
- All fingerprinting **MUST** be done by the school district. Fingerprints taken by other agencies will not be accepted.
- To facilitate and expedite the process, students are asked to follow the directions given very carefully as this is the only process for gaining security clearance and clinical placement to complete the clinical experience component of their course.

Clinical Placement Information

Contacts/Agreements for Placement – All field experience placements will be arranged through the Field Experience Office in the College of Education. **Under no circumstances should an individual student or college/university professor undertake to arrange a placement for any field experience.**

Placement and Multiple Assignments – All effort will be made to comply with the student's request for special consideration for experience with particular groups and/or programs.

- ALL students who are employed by the school district that are requesting to complete field experience hours at their place of employment must complete an application and turn in security clearance IN ADDITION to an Employee Approval Form which should be turned in to the student services office in your county. These assignments will only be granted for one semester throughout the entirety of the program.
- Students needing to complete clinical experience hours for more than one placement will be placed at the same school to complete all hours, except when placement criteria warrants a separate school. (TSL 4081 placements are made only at specific schools and in addition to other placements)
- Practicum students report one full day each week. This day remains the same throughout the entire semester.
- Students are **NOT** guaranteed a placement in the same city in which they reside. They will, however, be placed within the geographical region that they choose on the application. **NO** changes will be granted to placements for reason of distance
- All placement assignments and changes are done through the individual districts.
- It is the College of Education's mission that all students will receive a diversity of placements throughout their program with FAU. Therefore, careful attention is given to each placement to assure that students experience different schools and grade levels for each semester. Except under special circumstances students will not be permitted to complete multiple semesters at the same school.

Reporting to The Clinical Placement Site

Dress Code – While each school may be different, a generic guide until the student knows the school's expectations is suggested as follows:

- Male: A shirt with collar and slacks. Some schools may require a tie.
- Female: A dress, skirt, or dress pants with a blouse. No short dresses or skirts.
- Generally, students should dress conservatively and professionally.
- No shorts, jeans, active wear, T-Shirts, or mid-riff tops.
- No sneakers, and open/backless sandals/shoes / flip flops.
- No flashy jewelry. It can detract from instruction.
- No facial jewelry. It can detract from instruction.
- Do not wear clothing that exposes tattoos. It can detract from instruction.
- If the school has a school spirit day on the day that you report, discuss appropriate attire with the cooperating teacher and follow his/her lead.

Attendance and Punctuality – Public schools run on a very tight daily schedule, so students are expected to be mindful of their time. The student is expected to:

- Arrive at the school 10-15 minutes early to check in to the main office
- Bring a district-issued evidence of security clearance to each visit
- Always sign-in/sign-out at the school's front office upon arrival and departure
- Be polite and patient with the office staff
- Maintain a regular schedule and adhere to it! Attendance is mandatory
- Notify the cooperating teacher if a personal emergency arises and will not be able to attend as scheduled. Leave a message if necessary
- Record Field Experience hours and ask the Clinical Educator(s) to initial the log at EACH VISIT. Logs are available at the field experience web site.
- If you drop the course you must notify the school and the Office for Academic and Student Services

Maintain Professional Conduct – Students are strongly advised to respect the internal rules of the school in which they are placed. The student is expected to:

- Demonstrate professional behavior at all times
- When communicating about field experience you must use your fau email
- Avoid negative comments about the college, school staff, students, and/or the cooperating teacher
- Maintain confidentiality of students' academic progress and behaviors.
- Follow the cooperating teacher's directions at all times and do not become a distraction in the classroom
- Provide the cooperating teacher with a copy of the course syllabus relevant to course assignments. This might be helpful in clarifying what is expected for the course requirements in regard to field placement. Take the time to sit down and discuss/clarify assignments/responsibilities with the cooperating teacher

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

Code of Ethics

(6B-1.001, FAC, The Code of Ethics of the Education Profession in Florida)

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

Principles of Professional Conduct

(6B-1.006, FAC, The Principles of Professional Conduct for the Education Profession in Florida)

1. The following disciplinary rule shall constitute the Principles of Professional Conduct of the Education Profession in Florida.
2. Violation of any of these principles shall subject the individual to revocation or suspension of the individual educator's certificate, or the other penalties as provided by law.
3. Obligation to the student requires that the individual:
 - a. Shall make reasonable effort to protect the student from conditions harmful to learning and/or to the student's mental and/or physical health and/or safety.
 - b. Shall not unreasonably restrain a student from independent action in pursuit of learning.
 - c. Shall not unreasonably deny a student access to diverse points of view.
 - d. Shall not intentionally suppress or distort subject matter relevant to a student's academic program.
 - e. Shall not intentionally expose a student to unnecessary embarrassment or disparagement.
 - f. Shall not intentionally violate or deny a student's legal rights.
 - g. Shall not harass or discriminate against any student on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition, sexual orientation, or social and family background and shall make reasonable effort to assure that each student is protected from harassment or discrimination.
 - h. Shall not exploit a relationship with a student for personal gain or advantage.
 - i. Shall keep in confidence personally identifiable information obtained in the course of professional service, unless disclosure serves professional purposes or is required by law.
4. Obligation to the public requires that the individual:
 - a. Shall take reasonable precautions to distinguish between personal views and those of any educational institution or organization with which the individual is affiliated.
 - b. Shall not intentionally distort or misrepresent facts concerning an educational matter in direct or indirect public expression.
 - c. Shall not use institutional privileges for personal gain or advantage.
 - d. Shall accept no gratuity, gift, or favor that might influence professional judgment.
 - e. Shall offer no gratuity, gift, or favor to obtain special advantages.
5. Obligation to the profession of education requires that the individual:

- a. Shall maintain honesty in all professional dealings.
- b. Shall not on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition, if otherwise qualified, or social and family background deny to a colleague professional benefits or advantages or participation in any professional organization.
- c. Shall not interfere with a colleague's exercise of political or civil rights and responsibilities.
- d. Shall not engage in harassment or discriminatory conduct which unreasonably interferes with an individual's performance of professional or work responsibilities or with the orderly processes of education or which creates a hostile, intimidating, abusive, offensive, or oppressive environment; and, further, shall make reasonable effort to assure that each individual is protected from such harassment or discrimination.
- e. Shall not make malicious or intentionally false statements about a colleague.
- f. Shall not use coercive means or promise special treatment to influence professional judgments of colleagues.
- g. Shall not misrepresent one's own professional qualifications.
- h. Shall not submit fraudulent information on any document in connection with professional activities.
- i. Shall not make any fraudulent statement or fail to disclose a material fact in one's own or another's application for a professional position.
- j. Shall not withhold information regarding a position from an applicant or misrepresent an assignment or conditions of employment.
- k. Shall provide upon the request of the certificated individual, a written statement of specific reason for recommendations that lead to the denial of increments, significant changes in employment, or termination of employment.
- l. Shall not assist entry into or continuance in the profession of any person know to be unqualified in accordance with these Principles of Professional Conduct for the Education Profession in Florida and other applicable Florida Statutes or State Board of Education Rules.
- m. Shall self-report within 48 hours to appropriate authorities (as determined by district) any arrests/charges involving the abuse of a child or the sale and/or possession of a controlled substance. Such notice shall not be considered an admission of guilt nor shall such notice be admissible for any purposes in any proceeding, civil or criminal, administrative or judicial, investigatory or adjudicatory. In addition, shall self-report any conviction, finding of guilt, withholding of adjudication, commitment to a pretrial diversion program, or entering of a plea of guilty or Nolo Contendere for any criminal offense other than a minor traffic violation within 48 hours after the final judgment. When handling sealed and expunged records disclosed under this rule, school districts shall comply with the confidentiality provisions of Sections 943.0585(4)(c) and 943.059(4)(c), Florida Statutes.
- n. Shall report to appropriate authorities any known allegation of a violation of the Florida School Code or State Board of Education Rules as defined in Section 1012.795(1), Florida Statutes.
- o. Shall seek no reprisal against any individual who has reported any allegation of a violation of the Florida School Code or State Board of Education Rules as defined in Section 1012.795(1), Florida Statutes.
- p. Shall comply with the conditions of an order of the Education Practices Commission.
- q. Shall, as the supervising administrator, cooperate with the Education Practices Commission in monitoring the probation of a subordinate.

Tips for a Successful Experience

- You are a guest, but certainly a valuable tool in the classroom.
- Clinical Experiences should be interactive with children.
- Take Initiative-Ask the cooperating teacher what YOU can do!
- Circulate throughout the classroom. Observations should be conducted while ACTIVELY engaging with children.
- Remediate with students experience academic difficulties.
- Offer assistance to Limited English Proficient students.
- Assist students working off grade level in curricula areas.
- Ask the cooperating teacher what can be done to assist him/her.
- Have Fun!
- Think of every field experience as a job interview. If you were going to interview for a teaching job, how would you dress? How would you act? What would you want a principal to remember you for?

Clinical Experience Contacts by Campus

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