Field & Clinical Experience Handbook
2012-2013
Purpose

The Clinical and Field Experience Handbook is an official publication of University of the Cumberlands, compiled and edited by program faculty and planning committee. The Handbook is a general information guide for the candidates to follow in the admission, enrollment and implementation process, and each candidate is responsible for its contents. Academic information may be obtained from the Office of Academic Affairs, the Registrar, departmental publications, and the University Catalog.

*Failure to read this Handbook does not excuse candidates from the requirements and regulations described herein.*

The word candidate in the Handbook and in any other official University of the Cumberlands publication is defined to be all persons enrolled in the school counselor program. Although University of the Cumberlands makes every effort to maintain current information, the University reserves the right to make necessary changes as future circumstances may require.

Candidates should maintain regular contact with the Graduate Advising Office and their advisors to ensure a timely graduation.
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Welcome

Welcome to University of the Cumberlands. This handbook of information is an overview of the Clinical and Field Experiences within each program and provides instructions to help you, the candidate, successfully complete your program. It is also designed to give you answers to questions about Field and Clinical Experiences. If you have problems and/or questions, please contact the Graduate Advising Center or one of the members of the Field and Clinical Experience Team.

Before you begin to read this manual, you should download and read through the Graduate Handbook at http://www.ucumberlands.edu/academics/graduate/downloads/GraduateEdHandbook.pdf.

Part I: Overview

Field & Clinical Experience Team

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Overview of Field Experiences and Clinical Practices

University of the Cumberlands’ Education Department is dedicated to preparing candidates with the knowledge, skills, and dispositions necessary to positively impact learning of all students and to close the achievement gaps existing in today’s schools. The following information from the Conceptual Framework explains the dedication of the Field and Clinical Experience Team (Education Department).

The University Mission states:

University of the Cumberlands has historically served students primarily, but not exclusively, from the beautiful mountain regions of Kentucky, Tennessee, West Virginia, Virginia, Georgia, North Carolina, South Carolina, Ohio and Alabama which have traditionally been described as Appalachia. The University's impact can be seen in the achievements of its graduates who have assumed roles of leadership in this region and throughout the nation.

While located in the resort like area of Appalachia, with emphasis primarily on serving the beautiful mountain area, the University now reaches into every state and around the world through its student body and alumni.

UC continues to offer promising students of all backgrounds a broad-based liberal arts program enriched with Christian values. The University strives for excellence in all of its endeavors and expects from students a similar dedication to this pursuit. Its commitment to a strong academic program is joined with a commitment to a strong work ethic. UC encourages students to think critically and creatively so that they may better prepare themselves for lives of responsible service and leadership. This focus of its undergraduate programs is extended and extrapolated into its graduate programs. These programs prepare professionals to be servant-leaders in their disciplines and commField and Clinical Experience Teamies, linking research with practice and knowledge with ethical decision-making in the pursuit of the life-more-abundant for both the individual and society.

The Field and Clinical Experience Team (Education Department) supports the University’s goal to provide learning experiences that enable graduates to become leaders in ethical deliberation and to use their reflective-critical thinking and problem-solving skills to become productive members of a democratic society. Both the undergraduate and graduate programs are based on best practices, and are designed to prepare candidates to be Reflective Constructors of Quality Learning Experiences through Critical Thinking.

Reflective- basing reflections on student assessment data
Constructors- designing lessons based on students’ existing knowledge and skills; basing instruction on contextual information; actively engaging students in the learning process; enabling students to connect learning to their own lives
Quality- consistently improving instruction based on student assessment data, feedback from peers and supervisors, and self evaluations
Critical Thinking- demonstrating the higher level cognitive processes in the planning, implementation, and evaluation processes; providing students with opportField and Clinical Experience Teamies to think at higher levels (Depth of Knowledge levels 2,3,4)
The Education Department’s Mission from the Conceptual Framework states: 

The Field and Clinical Experience Team will provide strong initial and advanced academic programs to teacher candidates and other school personnel that instill in them a commitment to a strong work ethic and prepare them for lives committed to excellence, professional integrity, and leadership that will impact student learning. By being Reflective Constructors of Quality Learning Experiences through Critical Thinking, graduates will possess the knowledge, skills, dispositions and spiritual values that will serve the needs of a diverse learning community.

The Education Department’s Vision from the Conceptual Framework states: 

The Field and Clinical Experience Team will prepare teacher candidates and other school personnel to be Reflective Constructors of Quality Learning Experiences through Critical Thinking and subsequently provide them with academic and practical experiences. Graduates will possess well-developed philosophies that will reflect conceptual, strategic, evaluative, and communicative knowledge as well as an understanding of technology that will help them meet the needs of diverse populations.

During Field and Clinical Experiences, candidates are required to demonstrate their conceptual, strategic, evaluative, and communicative knowledge. Conceptual Knowledge is foundational in nature and emphasizes the necessary planning and pedagogy that will assist candidates in becoming effective educators. Strategic Knowledge is gained when candidates learn content and integrate this content knowledge into instruction and supervision. Strategic Knowledge can be referred to as intentional actions selected to achieve specific goals. Evaluative Knowledge concentrates on the further integration of knowledge as well as reflection and assessment. Lastly, Communicative Knowledge represents a culmination of previous knowledge into actual instruction. Thus, candidates communicate what they have learned in the form of effective classroom instruction or supervision.

**Dispositions**

Dispositions are an educator’s beliefs and attitudes that influence behaviors and interactions with students, parents, colleagues, and others. An educator’s dispositions may positively or negatively impact student learning. University of the Cumberlands’ Education Department has identified 4 essential dispositions of an effective teacher. These dispositions should be evident at all times during Field and Clinical Experiences.

<table>
<thead>
<tr>
<th>Strong Work Ethic</th>
<th>Caring</th>
<th>Critical &amp; Creative Thinking</th>
<th>Excellence &amp; Professional Integrity</th>
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<tbody>
<tr>
<td>► High expectations for self</td>
<td>► Positive Attitude</td>
<td>► Flexible</td>
<td>► Personal appearance</td>
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<td>► Dependable</td>
<td>► Cooperative</td>
<td>► Provides for all learners (integration, evaluation)</td>
<td>► Appropriate spoken and written English</td>
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<tr>
<td>► Timely in completing responsibilities</td>
<td>► Respectful of others</td>
<td>► Expresses thoughts and ideas clearly (clarity)</td>
<td>► Use of current technology</td>
</tr>
<tr>
<td>► Self-starter; takes initiative</td>
<td>► Establishes rapport with diverse populations</td>
<td>► Demonstrates the ability to problem solve (discernment, evaluation)</td>
<td>► Demonstrates leadership skills</td>
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</table>
The consistent evidence of the dispositions and the Professional Code of Ethics (see Forms) is paramount to successfully completing University of the Cumberlands’ education program. Embedded in these dispositions is the candidate’s ability to treat students, colleagues, and others fairly, and through their actions, exhibit the strong belief that all students can learn. These dispositions are equal to, if not more significant, than grades on the transcript. Unsuccessful illustration of these dispositions may necessitate an action plan.

**EPSB Themes**

Literacy, diversity, technology, and closing the achievement gap are themes that the Education Professional Standards Board (EPSB) of Kentucky has determined as important for all educators to address. Throughout coursework, candidates study best practices related to each theme. Additionally, candidates create, teach, assess, and analyze student work from lessons that emphasize the themes. All candidates are required to use technology as a tool for teaching and learning. Both educator use and student use of technology must serve as the vehicle for meeting the needs of a diverse student population.

**Accreditation**

The Commission on Colleges of the Southern Association of Colleges and Schools (SACS) has accredited University of the Cumberlands to award the Bachelor of General Studies, Bachelor of Science, Bachelor of Arts, Bachelor of Music, Master of Arts in Teaching, the Master of Education, and the Educational Specialist Degrees. Additionally, the Kentucky Education Professional Standards Board for Teacher Education and Certification has approved all aforementioned degree programs, and has certified that these degree programs may lead to appropriate teacher licenses based on the National Council of Accreditation for Teacher Education (NCATE) standards.

University of the Cumberlands compiles with all applicable federal and state non-discrimination statutes, and does not engage in prohibited discrimination on the basis of race, color, nationality, ethnic origin, sex, age, or disability. The University may distinguish on the basis of religion in any position of employment in order to fulfill its purpose. The University reserves the right to deny admission to any candidate whose academic preparation, character, or personal conduct is determined to be inconsistent with the purpose and objectives of the University. No candidate who is otherwise qualified will be denied solely by reason of a disability. Any student who needs accommodation for a disability must notify the Associate Dean in the Academic Affairs Office at the beginning of classes. The Associate Dean will require appropriate documentation of the disability and can assist in arranging accommodations for candidates with respect to advising, financial aid, registration, and instruction.

Inquiries concerning the approval status of the University may be directed to the Department of Education Chair or the Kentucky Education Professional Standards Board, Division of Certification Education Professional Standards Board, 100 Airport Road, 3rd Floor, Frankfort, Kentucky 40601 or by calling 502-564-4606. In compliance with federal law, including provisions of Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973, color, national or ethnic origin, age, disability, or military service in its administration of education policies, programs, or activities; admissions basis of religion in order to fulfill its purposes.
Goals

University of the Cumberlands’ Education Department will provide excellent field and clinical experiences and continually improve the quality of teacher education and partnerships at all levels.

- The Field and Clinical Experience Team will administer, coordinate, monitor and evaluate field and clinical experiences for initial licensure programs, continuing teacher preparation programs, and programs which prepare other school personnel.

- The Field and Clinical Experience Team will serve as a liaison between University of the Cumberlands and our Partnership Districts.

- The Field and Clinical Experience Team will provide support for the continued growth of our Professional Development Schools.

- The Field and Clinical Experience Team will organize the work of the Teacher Education Advisory Committee (TEAC), the Graduate Education Committee (GEC) and the Field Experience Committee.

- The Field and Clinical Experience Team will provide support for the Education Department’s Assessment system by collecting and maintaining data related to candidate performance and other aspects of field and clinical experiences in EDUCAN.

Purpose of Field Experience

In order to fully experience the Education Department’s motto, *Reflector Constructors of Quality Learning Experiences through Critical Thinking*, candidates are required to complete field experience hours in certain courses. During these hours, candidates will observe, reflect, critique, interview, design instruction, and teach (O=Observe; P=Participate; I=Interact).

Prior to entering the schools, candidates must have on file a valid and current TB test, medical exam, and FBI criminal background check. This is best done through the school district where you plan to observe/teach. Candidates can check with the Kentucky State Police website (http://www.kentuckystatepolice.org/background_check_forms.htm) for the FBI background check. Use the background check link listed under "Employment."

Candidates should use the Permission Form when requesting to do observation in a school for the first time; University of the Cumberlands must also have this on file. This form should be returned to edmanager@ucumberlands.edu.

Once in the school, documentation of each observation is required using the *Electronic Field Experience Timesheet.*

All forms are to be sent to the Course Instructors, who will subsequently send them to the Unit Database Manager. (edmanager@ucumberlands.edu)
Purpose of Clinical Experience

Clinical experiences comprise the critical application of each program. The purpose is to allow candidates opportunities to demonstrate increased competence while integrating theory and practice within the schools. Candidates will demonstrate the ability to *conceptualize, strategize, communicate* and *evaluate* knowledge, technique, and skills learned in the coursework. Candidates are expected to complete planned sequence of supervised clinical experiences. They are expected to demonstrate enhanced competence within the school environment. Candidates should be open to supportive and constructive feedback offered by the site supervisor, site hosts, and site staff. They are expected to conduct themselves professionally in every aspect of their clinical placement, including timeliness, appropriate professional attire, and meeting required documentation deadlines. Candidates are expected to abide by professional ethical counseling practice guidelines as well as the Kentucky Code of Ethics.

**Intent of Clinical Semesters:** The Clinical Semester is the final component in a candidate’s program and is intended to provide them with the opportunity to engage in all activities of a practicing educator. Clinical experiences will take place at schools where the candidate can work with students and programs appropriate to the candidate’s degree and certification needs. Clinical Experience activities occur at approved school sites with licensed site supervisors. Where possible, placement will be made in racially diverse schools to provide candidates with a wide experience of diversity. In addition, UC program faculty will provide opportunity for discussion on professional issues related to the practice of school counseling through a weekly offered through an on-line chats forum.

**Clinical Experience Chats** are held weekly through the Elluminate system within the course of the one semester that the course runs. The chat provides candidates the opportunity to discuss, question, and examine student issues, educator techniques and strategies, comprehensive programs, and the specific role and function of each program. The Clinical semester is intended to mirror the function of KTIP for teachers and KPIP for Principals.

**Supervision:** The site supervisor will work in collaboration with the candidate to select the candidate’s activities within the parameters of the course guidelines. The site supervisor will both direct and supervise the candidate’s activities. The supervisor will provide the candidate with at least one hour of direct supervision per week.

**Candidate Requirements:** Hour requirements are varied and given on following tables.

**Evaluation:** The site supervisor and the UC faculty supervisor will complete evaluations of the clinical candidate. The candidate provides evaluation forms to the site supervisor. In order to ensure both feedback and confidentiality, the forms may be completed by the supervisor in a confidential manner and mailed to the UC faculty supervisor or the forms may be completed with the candidate and returned to the faculty supervisor via the candidate.
Placement Policies

1. Placements are made by the Field and Clinical Experience Team in conjunctions with university faculty from the respective program areas ad P-12 partner districts.

2. Clinical Experience Placements are made through a cooperative and mutual arrangement with selected schools, districts and agencies. These arrangements are initiated and completed by the Field and Clinical Experiences Team.

3. If there are special considerations requested in placement, they are to be made in writing to the Field and Clinical Experience Team at the time all paperwork is submitted. Requests for special placements by candidates will be considered by the Field and Clinical Experience Team and departments only where there is evidence of extenuating circumstances.

4. Each candidate will be provided two opportunities to successfully complete a field experience and/or clinical experience placement. If not successful, after two attempts, the candidate will be evaluated by the Field and Clinical Experience Team along with the Teacher Education Advisory Committee and/or Graduation Education Advisory Committee to determine his/her suitability for continuing in the program.

5. Student teachers will not be placed with or supervised by a spouse or family relative, in classrooms with their own children or other family members, in schools where relatives are employed, and in schools where they received their K-12 education.

6. The placement procedure begins when the candidate completes the Application for the Clinical Semester (Student Teaching/Practicum/Internship). Candidates may contact principals of schools where they prefer to student teach to see if there are available, qualified supervising teachers. On the form, the candidate fills in the name of two schools where they prefer to complete the clinical experience. That does not ensure that the placements will work, as the University must try to place candidates where they can obtain experience with a wide diversity of P-12 students.

7. Once candidates are approved for the clinical semester, the respective member of the Field and Clinical Experience team makes the official placements by calling the school principal or central office and expediting the Clinical Experience Agreement Forms. At that time, candidates will be apprised and asked to visit the school to meet the Principal and Site Supervisor.

School Requirements
State accredited
Qualified Supervising Teacher (see Student Teaching Agreement Form)
Has a diverse student population if at all possible (diverse in race, ethnicity, English Language Learners, exceptionalities, and socioeconomic levels)
Provides a teacher or administrator at the school to review the student teacher capstone project
Supervising Education Requirements
Certified in area of teaching (same area as student teacher)
Master’s degree
Three years’ experience on a Professional Certificate
At least one year at current school
KTIP trained if possible
Experience in mentoring student teachers (or other teachers) if possible
Routinely uses and can model best practices in teaching

Professional dress and field/clinical experience guidelines
Candidates shall act professionally as a representative of University of the Cumberlands Education Department and the teaching profession.

➢ Dress should reflect the culture of the school.
  o Professional dress e.g., khakis, dress slacks/capris, skirts, blouses, collared shirts, shirt with tie, etc. but may not be informal unless approved for school spirit/activities as designated by school administration
  o Inappropriate dress e.g., low cut or midriff tops, too short skirts/shorts, sagging or low riding/hipster pants, and other restrictive or suggestive clothing is not acceptable.
  o Graphic printed clothing is unacceptable.
  o Tattoos must be covered.
  o Facial/tongue/cartilage piercings must be removed.
  o Chewing gum and tobacco products are prohibited.
  o Eating/drinking during instructional time is prohibited.
  o Proper verbal and written grammar should be used at all times.
  o Inappropriate relationships/behaviors with students and/or other school personnel are prohibited.
  o University/school approved electronic devices may only be used for instructional purposes during observation/classroom time. This includes smart phones, iPods, iPads, eReaders , etc.
  o Personal use of technology for any of the following is prohibited; phone calls, texting, use of Bluetooth, use of social media (i.e Facebook etc.), online shopping/gaming, etc.

➢ Candidates should always maintain confidentiality. They are guests in the school.
Confidentiality - Family Education Rights and Privacy Act (FERPA)

Confidentiality and Professional Ethics are violated when:
any authorized faculty/staff/teacher candidates discuss a student(s) in inappropriate places or situations
faculty/staff/teacher candidates repeat rumors about student(s) or the family
faculty/staff/teacher candidates discuss personal identifiable information that is confidential in the presence of individuals who are not a part of student(s) education
faculty/staff/teacher candidates discuss personal identifiable information about student(s) that is confidential in a public place.

Four tests to support your decision to discuss private student information with other professionals
- What is discussed? (public or private information)
- Where does the discussion take place? (public or private place)
- Who may be listening?
- Why are you discussing this information?

For further information on FERPA you may access the information on this website www2.ed.gov/policy/gen/guid/fpco/pdf/2012-final-regs.pdf

General Guidelines for Field Experiences

Candidates in schools are representatives of University of the Cumberlands and the teaching profession and should act accordingly.

1. If possible, candidates should meet with the principal for an orientation and sign in and out at the office every day they go to the school. Documentation of hours is a requirement. No hours will be accepted without this documentation. Candidates’ official University ID should be worn as a name badge at all times.
2. School will be in session so candidates should enter the building and classrooms respectfully. Candidates’ responsibilities in the classroom will be specified in the course requirements and by the supervising teacher.
3. Candidates should observe strategies or class activities as required by the professor. They should record observations in POSITIVE TERMS with no value judgments or terms such as ‘good’ or ‘bad’. Observations should be objective. Candidates should state what is seen, not an interpretation of the events. Confidentiality cannot be overemphasized. It is essential! In all submissions, student names should be coded. For example, a candidate should refer to students and teachers in generic terms. (e.g. Teacher A, Male A, Female #1).
4. Classroom teachers must sign the observation form/time sheet. It is the candidates’ responsibility to secure the signature at an appropriate time during/after the observation. Required interviews should be scheduled for a non-instructional time of the day so as not to interrupt teaching responsibilities.
5. Candidates should *always thank the teacher* for the opportunity to observe, participate, and learn.
6. All forms should be submitted to the professor according to the schedule for the class in question. *Late forms are unacceptable.* The experiences and reflections of the classroom visits should be documented for the e-portfolio.

7. Candidate field experience placements will:
   - Be congruent with the outcomes of the course for which the field experience is required,
   - Be arranged by the Director of Field Placement in collaboration with the school or site administrator and faculty, and
   - Not be assigned to instructional settings that are supervised by a spouse or family relative or in classrooms with their own children or family members.

**Partnership Districts**

The following districts have special partnership agreements and relationships with University of the Cumberlands. Representatives from these schools serve on our Teacher Education Advisory Committee and have agreed to support University of the Cumberlands’ Standards, Dispositions and practice in Field and Clinical Experiences. Many of the districts have designated Professional Development schools in which partnering institutions share responsibility for (1) the clinical preparation of new teachers; (2) the continuing professional development of school and college faculty; (3) the support of exemplary practices which results in children’s learning, and (4) the support of research directed at the improvement of teaching and learning.

**Partnership Districts:**

- Adair
- Allen County
- Anderson
- Anne Arundel County
- Ashland Independent
- Barboursville Independent
- Bell County
- Bloom Vernon Local
- Boone County
- Boyd County
- Boyle County
- Bracken County
- Breckinridge County
- Bullitt County
- Buncombe County
- Burgin Independent
- Campbell
- Carlisle
- Carlisle County
- Jefferson County
- Jessamine County
- Johnson Co
- Kathryn Winn Primary
- Kenton County
- Knox County
- Laurel County
- Lawrence
- Lee County
- Leslie County
- Letcher
- Madison County
- Marshall County
- Martin Co.
- McCreary County
- Mercer Co.
- Middlesboro Independent
- Monroe County
- Monticello
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<td>Carroll County</td>
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<td>Casey County</td>
<td>Ohio Valley Educational Coop.</td>
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<td>Charlotte-Mecklenburg</td>
<td>Oldham County</td>
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<td>Christian County</td>
<td>Owen</td>
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<td>Clark County</td>
<td>Owensboro Independent</td>
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<td>Clay County</td>
<td>Owensboro Public Co</td>
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<td>Clays Mill Elementary</td>
<td>Owsley County</td>
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<td>Cloverport Independent</td>
<td>Palaski County</td>
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<td>Corbin Independent</td>
<td>Paris</td>
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<td>Covington Independent</td>
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<td>Pike County</td>
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<td>Rockcastle County</td>
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<td>Ft. Cambell Cos</td>
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<td>Fulton County</td>
<td>Russell County</td>
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<td>Hopkins County Cos</td>
<td>Williamstown Indepedent</td>
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<td>Hunter Hills Elementary</td>
<td>Wolfe</td>
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<td>Jackson County</td>
<td>Woodford Co. Cos</td>
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Applying for the Clinical Experience Semester

1. Candidates must apply for a Clinical Experience in consultation with the department chair or faculty advisor. Application deadlines can be found on the University website. A passing score on the appropriate state-licensing exam is required before the Clinical Experience in some areas. In others, it is required that the candidates have at least registered to take the exam during the Clinical Experience. It is advised to consult the Handbook for specific program criteria. Information on these exams can be obtained from the Educational Testing Service:
   Phone: (609) 771-7395
   Web-site: www.ets.org/praxis
   E-mail: praxis@ets.org

2. Candidates can obtain Application Forms from the resource section of the Education Department’s web-site or within this handbook. The faculty advisor and/or certification officer is responsible for verifying prerequisite courses and requirements.

3. Candidates submit the completed Application Form and accompanying paperwork per each program Handbook to the certification officer for each program as given in each Handbook. Candidates must submit all information together before being registered for the Clinical Experience. Candidates will not be registered for a clinical placement not will they be assigned a clinical placement until all documents have been submitted.

4. The Certification Office and the Advisor will review Application Forms to determine if placement eligibility criteria have been met. Department Advisors are responsible for verifying academic requirements.

5. The Field and Clinical Experience Team contacts school districts and agencies regarding placements and makes contractual arrangements for clinical experiences.

6. The Field and Clinical Experience Team notifies candidates of clinical experience location.

7. The Field and Clinical Experience Team will provide two opportunities for Student Teaching/Practicum/Internship. Following two placement attempts, the Field and Clinical Experience Team will review the candidate’s progress on a case by case basis and may recommend transfer out of the Education Department.

8. Any candidates who has been assigned a clinical placement and fails to attend the mandatory orientation and/or to appear at the start of the placement without prior written notification to the Field and Clinical Experience Team may be withdrawn and may not reapply for one year.
Multicultural/Diversity Experiences Summary Guidelines

Part of the accreditation process for the Education Department is determining how well teacher candidates have been supported in their abilities to provide for diverse populations through opportunities to observe, participate in, and interact with diverse P-12 students and faculty in the program. The Field Experience Timesheet (page 59) is used to provide documentation for diversity experiences during courses with required field experiences.

Every effort must be made to get experience interacting with children who are of two different races/ethnicities, who have exceptionalities (disability, gifted, special education, etc.), who speak English as a second language, and who are of differing socio-economic levels. This is to be documented on the Field Experience Timesheet (page 59). (Found at: http://www.ucumberlands.edu/academics/education/faculty/mgibson/forms/Field_Experience_Timesheet_2010.doc)

At exit, candidates will complete a one to two-page, word-processed reflection of work with diverse populations that describes (1) the populations, (2) the candidate role in working with these populations (both P-12 students and P-12 faculty), (3) an analysis of the teaching-learning process related to standards, and (4) significant lessons learned.

Part II: Programs

Field Experiences and Clinical Practice by Program: Initial Undergraduate

<table>
<thead>
<tr>
<th>Program</th>
<th>Clinical Experience embedded in coursework</th>
<th>Clinical Experience: Student Teaching Semester</th>
<th>Total Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Elementary</strong> (Interdisciplinary, Math, Science, English/Comm., Fine Arts/ Humanities, Social Studies)</td>
<td>Eight courses: EDUC 235, SPED 233, EDUC 331, ART 331, ELEM/ELMS/EDUC/ SPED 237, ELEM/ ELMS 331, ELEM/ ELMS 338, ELEM/ ELMS 430 133 hours total</td>
<td>Two 7-week, full-time student teaching placements, or weekly seminars, total 560 hours</td>
<td>693</td>
</tr>
<tr>
<td><strong>Elementary with Special Education</strong></td>
<td>EDUC 235, SPED 233, EDUC 331, ART 331 ELEM/ELMS/EDUC/ SPED 237, ELEM/ ELMS 331, ELEM/ELMS 338, ELEM/ELMS 430, SPED 435, 436 153 hours total</td>
<td>Two 7-week, full-time student teaching placements, or weekly seminars, total 560 hours</td>
<td>713</td>
</tr>
</tbody>
</table>
Program Information

The Initial Undergraduate Program at University of the Cumberlands is dedicated to preparing beginning teachers with the knowledge, skills, and dispositions necessary to impact learning of all students to close the achievement gaps existing in today’s schools/districts. The initial teacher certification programs are based on best practices and designed to prepare candidates to be Reflective Constructors of Quality Learning Experiences through Critical Thinking.

- Reflective- self-reflection of teacher effectiveness in all areas of teaching and learning.
- Constructors- design lessons based on students’ existing knowledge and skills; base instruction on contextual information; actively engage students in the learning process; enable students to connect learning to real world application.
- Quality- consistently improves instruction based on student assessment data, peers/supervisor(s) feedback, and self-evaluations.
- Critical Thinking- demonstrating high level cognitive processes in planning, implementation, and evidence of critical thinking through artifacts.

Admission Criteria for Field Placements for Initial Licensure Candidates

With input from departmental personnel, the Field and Clinical Experience Team arrange Field and Clinical Experience assignments for candidates who are recommended by the department.

The Teacher Education Program is essentially organized into four (4) sections which are designed to provide the candidate with continuous feedback.

<table>
<thead>
<tr>
<th>Program</th>
<th>Clinical Experience embedded in coursework</th>
<th>Clinical Experience: Student Teaching Semester</th>
<th>Total Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Middle  (Math, Science, English/Comm., Social Studies)</td>
<td>EDUC 235, SPED 233, EDUC 331, ELEM/ELMS/EDUC/ SPED 237, ELEM/ELMS 331, ELEM/ELMS 338, ELEM/ELMS 430 130 hours total</td>
<td>Two 7-week , full-time student teaching placements, or weekly seminars, total 560 hours</td>
<td>690</td>
</tr>
<tr>
<td>Middle with Special Education</td>
<td>EDUC 235, SPED 233, EDUC 331, ELEM/ELMS/EDUC/ SPED 237, ELEM/ELMS 331, ELEM/ELMS 338, ELEM/ELMS 430, SPED 435, 436 150 hours total</td>
<td>Two 7-week , full-time student teaching placements, or weekly seminars, total 560 hours</td>
<td>710</td>
</tr>
<tr>
<td>Secondary (Biological Science, Chemistry, English, Math, Physics, Social Studies, Speech/Media Comm.)</td>
<td>EDUC 235, SPED 233, EDUC 331, ELEM/ELMS/EDUC/ SPED 237, ELEM/ELMS 331, EDUC 432 120 hours total</td>
<td>Two 7-week , full-time student teaching placements, or weekly seminars, total 560 hours</td>
<td>680</td>
</tr>
</tbody>
</table>
Pre-admission to Teacher Education:

- Candidates must provide official documentation of one of the following.
  - ACT minimum composite score of 21.
    (Residual not accepted) NOTE: Candidates must have passed the ACT as specified above before taking any 300+ level professional education courses, as well as to be admitted to the Teacher Education Program.
  - PPST [Pre-Professional Skills Test]—Minimum scores: Reading 173, Writing 172, Math 173.
  - SAT [Scholastic Aptitude Test]—Minimum score of 990

- Candidates must successfully complete EDUC 235 (with a C or better), during which the candidates shall:
  - Spend a minimum of ten (10) hours in the public schools observing, analyzing, and reflecting on the role of a teacher.
  - Become familiar with the Kentucky School Personnel Code of Ethics and sign a statement to personally commit to these standards.

- Be enrolled in SPED 233 and/or EDUC/ELEM/ELMS/SPED 237.
- Begin preparations for an e-portfolio which will support both the Kentucky Teacher Standards and the UC Standards.
- Sign the Declaration of Understanding (See p. 43-44)
- Comply with Residency Requirements for Formal Admission to the Teacher Education Program- Individuals transferring to University of the Cumberlands or returning individuals who have not matriculated at the University any semester during the past three years must meet one of two conditions:
  - Attend University of the Cumberlands for one full semester as a full-time student.
  - Complete twelve semester hours in consecutive semesters as a part-time student immediately prior to being considered for admission to Teacher Education.
- Present evidence of having satisfactorily passed (with grade of C or better) the courses ENGL 131 and ENGL 132 and/or the successful completion of the English Department Exam.
- Complete all field hour requirements in professional course work. A failing grade will be assigned for any course in which the field experience requirements are not met.
- Purchase a Livetext account and begin entering required artifacts for Pillar I.
- Have a grade point standing of 2.5 or above (4.0 scale) OVERALL and within professional education courses and all emphases, specialty areas, certifiable majors with no D's or F's.
- Schedule a file review with the Teacher Education Certification Officer in March or October of the semester the candidate wishes to be admitted into the Teacher Education Program. During the file review, the candidate will schedule the portfolio interview with the Teacher Education Admissions Committee. The candidate will present recommendations from at least 3 professors familiar with the applicant’s qualifications.
- Submit to the Certification Officer a valid and current medical examination that includes a tuberculosis test.
- Submit Pillar I of the e-portfolio by the dates specified. Guidelines and requirements for Pillar I may be found in the E-Portfolio Handbook. Candidates must achieve a
minimum mean score of 2.25 on a 3.0 scale on the Pillar I portfolio.

- Have moral, social, and ethical dispositions commensurate with the acceptable standards in the school community as well as in the community at large. (Professional Code of Ethics for Kentucky School Personnel) All candidates must adhere to the rules and regulations of the University as stated in University of the Cumberlands’ Handbook.

Candidates failing to meet the academic, professional and/or dispositional standards established by the Institution and Department will be required to meet with the Education Department Chair or any other relevant faculty member to complete an Individual Action (Remediation) Plan. (See p. 46-47)

**PILLAR 1**

** Formal Admission to the Teacher Education Program**

This is the first “checkpoint” for all education majors. To be formally admitted into the program the candidate must

- Apply for formal admission into the Teacher Education Program as described in the preadmission process;
- Maintain at least a 2.5 G.P.A. (overall, in professional education courses and in major/minor/specialty and emphasis areas);
- Achieve a minimum mean score of 2.25 on a 3.0 scale on the e-portfolio requirements;
- Be admitted into Teacher Education Program Teacher Education with approval from the TEAC;
- Be admitted into the Teacher Education Program as a requirement for enrolling in the appropriate capstone courses which are:
  - ELEM or ELMS 430 Classroom Management and Behavior
  - EDUC 432 Fundamentals of Secondary Education

The above courses must be taken the semester prior to student teaching. These courses may not be taken during the student teaching semester.

Final admission to the Teacher Education Program is determined by the Teacher Education Admissions Committee (TEAC)

This Committee is composed of department chairs or their designee from which majors and certifications are offered, the faculty of the education department, the vice president for academic affairs, the registrar, and public school personnel. The committee is charged to safeguard and assure high-quality personnel in teaching. Acceptance and admission to Teacher Education does not take the place of, nor is it the same as, approval and admission to student teaching—it is a prerequisite for admission to the Teacher Education Program.
Pillar II- (Checkpoint II)
Admission to Student Teaching

All candidates must:

- Complete professional education course work;
- Submit the Professional Data Folder to the Director of Student Teaching;
- Participate in additional field experiences and continue to build on their knowledge, skills and dispositions;
- Maintain at least a 2.5 G.P.A. (overall, in professional education courses and in major/minor/specialty and emphasis areas);
- Achieve a minimum mean score of 2.5 on a 3.0 scale on the e-portfolio requirements;
- Complete a formal application for admission into Student Teaching;
- Have been in attendance at University of the Cumberlands for one full semester as a full-time student or have completed twelve semester hours in consecutive semesters as a part-time candidate prior to being considered for admission to Student Teaching;
- Demonstrate moral, social, and ethical dispositions commensurate with the acceptable standards in the school community as well as in the community at large and;
- Adhere to the rules and regulations of the University.

**Additional Requirements for Admission to Student Teaching:**

1. Successfully complete either Fundamentals of Secondary Education (EDUC 432), or Classroom Management and Behavior (ELEM/ELMS 430) the semester immediately prior to student teaching.
2. With the assistance of the Certification Officer, complete a formal application for Admission to Student Teaching in the above stated courses.
3. Take and submit to the Certification Officer PRAXIS Specialty area(s) scores and sub scores for all respective areas for admission to Pillar II, Student Teaching. Scores must be submitted to the Certification Officer at least one month prior to student teaching. Those candidates who fail to achieve the established scores will be required to complete and meet the conditions of an *Individual Action Plan*.
4. Provide PLT scores and sub-scores or verification of registration to take the PLT during the first month of student teaching. Scores and verification of registration must be submitted to the Certification Officer at least one month prior to the student teaching semester.
5. Complete a minimum of 96 semester hours of college work and have NO INCOMPLETE GRADES at the TIME OF CONFIRMATION for the student teaching semester.
6. In addition to the formal application for student teaching, submit to the Certification Officer a valid and current medical examination that includes a tuberculosis test;
7. Complete all previously stated residency requirements and all course required field experiences prior to student teaching.

8. Maintain a minimum grade point average of 2.5 for all college work as well as in the academic emphasis, specialty area, teaching major(s), and certification or endorsement areas. (no D's or F's are accepted)

9. Complete 80% of all required professional education courses with a minimum standing of 2.5 (no D’s or F’s) and be currently enrolled in or have satisfactorily completed EDUC 432 or ELEM/ELMS 430.

10. Complete 80% of the course work for the teaching major and have completed all methods courses (exception: ELEM/ELMS 338 Reading and Language Arts II or EDUC 331 Studies in Education: Special Topics in Literacy, or SPED 435, Special Education Methods and Materials Mild Disabilities (P-12) or SPED 436 Special Education Methods and Materials Emotional Disabilities (P-12), which MUST be taken concurrently with student teaching if not previously completed) required by the specialization and must have fulfilled all course work any certification area if the student teaching is to be completed in that specific area. A candidate may be authorized by the Chair of the Education Department or Undergraduate Program Coordinator to take one additional course with student teaching, provided such course does not interrupt or interfere with the full-day, full-time requirements of student teaching.

11. Demonstrate moral, social, and ethical dispositions commensurate with the acceptable standards in the school community as well as the community at large. All applicants must adhere to the rules and regulations of the University. A review of the Kentucky School Personnel Code of Ethics and reaffirmation of the commitment that the candidate made during Basic Concepts will be a part of admission to student teaching, an orientation seminar during the student teaching semester, and again at exit from the program.

12. Demonstrate professional behaviors that include factors such as personal hygiene, a positive self-concept, and a continuing self assessment of those qualities and dispositions deemed necessary for a professional working with youth.

13. Meet with the Education Department Chair or any other relevant faculty member to complete an Individual Action Plan when failing to meet the academic, professional and/or dispositional standards established by the Institution and Department. (See Appendix p. 46-47)

14. Complete the criminal check. The public school systems in which student teachers are placed will conduct the criminal check process. Student teachers are responsible for criminal check processing fees charged by the public school system.

15. Complete and submit a Professional Data Folder to the Director of Student Teaching the semester prior to student teaching.

### Student Teaching Requirements

Candidates will complete Supervised Student Teaching as the last semester of coursework. Student Teachers must download the Undergraduate Student Teacher/Practicum Handbook from the Education Website. This handbook contains all the information needed during the final semester.
During the student teaching/practicum semester, candidates are required to demonstrate their conceptual, strategic, evaluative, and communicative knowledge. The consistent evidence of the dispositions of caring, critical and creative thinking, strong work ethic, commitment to excellence and an adherence to the Professional Code of Ethics is paramount for successful completion of University of the Cumberlands’ teacher education program. Embedded in the dispositions is the candidate’s ability to serve students, colleagues, and stakeholders through their actions. Through service to others, our candidates shall exhibit the strong belief that all students can learn.

All candidates are required to meet and exceed all indicators of the Kentucky Teacher Standards. Ethical teacher and student use of technology must serve as the vehicle to meet the needs of diverse populations. Additionally, the candidates must demonstrate competency in using technology for the purposes of aggregating and disaggregating assessment data.

Candidates seeking certification at all levels must demonstrate their knowledge and instructional skills in the content area(s) as effective teachers of reading and writing. Candidates are required to develop their educational pedagogy through research-based teaching methods and prescriptive strategies.

Candidates should take initiative to familiarize themselves with the school culture by participating in extra-curricular activities that occur during and after school hours in order to teach and support the P-12 students effectively.

**Placement Procedure**

The placement procedure begins when the candidate completes the Application for Student Teaching. Candidates may contact principals of schools where they prefer to student teach to see if there are available, qualified supervising teachers. On the form, the candidate fills in the name of two schools where they prefer to student teach. That does not ensure that the placements will work, as the University must try to place candidates where they can get experience with a wide diversity of P-12 students. Once candidates are approved for Student Teaching, the Director of Field Placements makes the official placements by calling the school principal or central office and expediting the Student Teaching Agreement Forms. At that time, Candidates will be apprised and asked to visit the school to meet the Principal and Supervising Teacher(s).

Candidates will document Field and Clinical Experience time in the classroom using the Clinical Experience Timesheet along with the Electronic Field Experience Timesheet. During the clinical semester, candidates are required to spend 2 or more days (14 hours) interacting with children of two different races or ethnicities, children that are LEP (ELL), children of exceptionality (IEP or Gifted), and children of differing socioeconomic status. If those types of diversity do not exist in the initial placements, candidates must find other ways to get those experiences. Suggestions of those experiences are given during the coursework. Candidates must do the best they can to comply by working with students after school, during planning, during spring and fall breaks, or by taking personal days. Perhaps with Internet technology, candidates could plan collaboration with a classroom in another state or country. Some candidates complete this requirement through coaching or tutoring.
## Field Experiences and Clinical Practice by Program

### Initial Graduate

<table>
<thead>
<tr>
<th>Program</th>
<th>Field Experiences</th>
<th>Clinical Experience*</th>
<th>Total Hours</th>
</tr>
</thead>
</table>
| MAT - Elementary P – 5 | EDOL 539,635, SPOL 530,ENOL 532, HIOL 530,MAOL 532, SCOL 530  
35 Hours Total | 560 Hours, 14 Weeks – Full Time Student Teaching Practicum  
All Practicum, Student Teaching Placements  
Course Requirements EDOL 698 Student Teaching.  
Option 6 – 1062 Hours  
Alternative/Temp. Certification–Full Time Teachers, EDOL 699 Practicum | 1097 |
| MAT – Middle Grades and Mathematics, Studies | EDOL 537, 635,SPOL 530,ENOL 532, HIOL 530, MAOL 532, SCOL 530 (Depending upon area of concentration)  
25 Hours Total | 560 Hours, 14 Weeks Full Time Student Teaching/Practicum.  
Course Requirements EDOL 698 Student Teaching.  
Option 6 – 1062 Hours Alternative/Temp. Certification – Full Time teachers, EDOL 699 Practicum | 1087 |
| MAT – Secondary (8 – Science, Math, English, Social Studies) | EDOL 539, 538, 537, 635, SPOL 530, MUOL 533, ART 531, HEOL 532, HEOL 531, BUOL 531 (Depending on area of concentration)  
20 hours | 560 Hours, 14 Weeks full Time Student Teaching/Practicum. Course requirements EDOL 698, Student Teaching.  
Option 6 – 1062 Hours Alternative/Temp. Certification – Full Time Teachers, EDOL 699 Practicum | 1082 |
| MAT – Art, Integrated Education Business and Marketing (5 – 12) | EDOL 539, 538, 537, 635, SPOL 530, MUOL 533, ART 531, HEOL 532, HEOL 531, BUOL 531 (Depending on area of concentration)  
20 hours | 560 Hours, 14 Weeks full Time Student Teaching/Practicum. Course requirements EDOL 698 Student Teaching.  
Option 6 – 1062 Hours Alternative/Temp. Certification – Full Time Teachers, EDOL 699 Practicum | 1082 |
| MAT – Special Education | SPOL 530, 632, 635, SPED 533  
20 Hours | 560 Hours  
14 Weeks Full Time Student Teaching/Practicum  
Course requirements EDOL 698 Student Teaching.  
Option 6 – 1062 Hours Alternative/Temp. Certification – Full Time Teachers, EDOL 699 Practicum | 1082 |

*Practicum/Student Teaching
Program Information

The Master of Arts in Teaching degree prepares a candidate to become certified to teach in a particular content area (i.e., Elementary, Middle School English, High School Biology, Special Education P-12, etc.). During coursework, candidates will complete assignments and field experiences that help them to gain the knowledge, skills, and dispositions to teach students, work in schools, and master appropriate pedagogy.

MAT candidates who are teaching under Provisional Licensure (Option 6) are closely followed by both a University Mentor and a District-Based Mentor (DBM) for a minimum of 15 observation hours during the entire program. According to 16 KAR 9:080, the mentors will follow a mentoring plan that is created with the input of the candidate’s employing school’s administration at the beginning of the candidate’s coursework. The mentoring plan must be completed before the candidate may participate in the Kentucky Teacher Internship Program (KTIP) and should be completed prior to the course, EDOL 699 Practicum. The bulk of the mentoring is provided by the DBM, who observes the candidate’s teaching performance using the Kentucky Teacher Intern Program Intern Performance Record (KTIP IPR), and discusses results. Mentoring by the University Mentor involves observation and on-going support through phone, email, video, or face-to-face communication. The mentors maintain regular communications so that the institution and employing school may assist the candidate as needed and address identified areas of improvement. The goal of all mentors is to help the candidate become the best teacher possible, possessing the knowledge, skills, and dispositions to help all students learn and work successfully in schools. More information about the Mentoring Program, along with the necessary forms and guidelines, will be found in the Mentoring Handbook, online at the Graduate Education website.

Admission Criteria for Field Placements for Initial Licensure Candidates

With input from departmental personnel, the Field and Clinical Experience Team arrange Field and Clinical Experience assignments for candidates who are recommended by the department.

The Initial Graduate Program is essentially organized into four (3) sections which are designed to provide the candidate with continuous feedback.

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**Pillar IV**

**Admission to the Teacher Education Program**

This is the first “checkpoint” for all education majors. To be formally admitted into the program the candidate must

- Apply for admission into the Teacher Education Program;
- Hold a Bachelor’s Degree from accredited IHE
- Cumulative GPA of 2.75 or 3.0 in last 30 hours in Bachelor’s degree
- Pass an Entrance Exam [PRAXIS I (PPST)/GRE/MAT]
Final admission to the Teacher Education Program is determined by the Teacher Education Admissions Committee (GEAC).

This Committee is composed of department chairs or their designee from which majors and certifications are offered, the faculty of the education department, the vice president for academic affairs, the registrar, and public school personnel. The committee is charged to safeguard and assure high-quality personnel in teaching. Acceptance and admission to Teacher Education does not take the place of, nor is it the same as, approval and admission to student teaching—it is a prerequisite for admission to the Teacher Education Program.

**Student Teaching Requirements**

Non-certified candidates will complete either EDOL 698 Supervised Student Teaching or EDOL 699 Practicum as the last semester of coursework. Student/Practicum Teachers must download the *Graduate Student Teaching/Practicum Handbook* from the Graduate Education Website. This handbook contains all the information needed during the final semester, from finding a placement to completing the Capstone Project and other exit requirements.

During the final semester, non-certified MAT candidates will complete either Supervised Student Teaching (EDOL 698) or Practicum (EDOL 699). These courses run for an entire semester. The Practicum is for candidates who are currently employed in a school system under a Temporary Provisional license (Option 6), while Student Teaching is for candidates who are not currently employed in a school system. The application form for these courses is found in the Appendix and in the *Graduate Student Teaching/Practicum Handbook*. More information about the clinical semester is found in the *Graduate Student Teaching/Practicum Handbook*.

**Placement Procedure**

The placement procedure begins when the candidate completes the Application for Student Teaching (EDOL 698). Candidates may contact principals of schools where they prefer to student teach to see if there are available, qualified supervising teachers. On the form, the candidate fills in the name of two schools where they prefer to student teach. That does not ensure that the placements will work, as the University must try to place candidates where they can get experience with a wide diversity of P-12 students. Once candidates are approved for EDOL 698, the Director of Field Placements makes the official placements by calling the school principal or central office and expediting the Student Teaching Agreement Forms. At that time, Candidates will be apprised and asked to visit the school to meet the Principal and Supervising Teacher(s).
Practicum candidates (Teacher Protégé) will not have any trouble completing 70 days in their own classrooms, but must be sure to document that on the field experience timesheet and have a principal sign off.

Candidates will document Field and Clinical Experience time in the classroom using the Clinical Experience Timesheet along with the Electronic Field Experience Timesheet. During the clinical semester, candidates are required to spend 2 or more days (14 hours) interacting with children of two different races or ethnicities, children that are LEP (ELL), children of exceptionality (IEP or Gifted), and children of differing socioeconomic status. If those types of diversity do not exist in the initial placements, candidates must find other ways to get those experiences. Suggestions of those experiences are given during the coursework. Practicum Teacher Protégé Candidates must do the best they can to comply by working with students after school, during planning, during spring and fall breaks, or by taking personal days. Perhaps with Internet technology, candidates could plan collaboration with a classroom in another state or country. Some candidates complete this requirement through coaching or tutoring.
## Field Experiences and Clinical Practice by Program

### Advanced

<table>
<thead>
<tr>
<th>Program</th>
<th>Field Experiences</th>
<th>Clinical Experience*</th>
<th>Total Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MAED/Rank I –</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary, Middle School, Secondary</td>
<td>EDOL 537, 539, 538, 539, 635 (Depending on area of concentration) 10 hours</td>
<td>560 Hours 14 Weeks – Full Time Student Teaching/Practicum Course Requirements EDOL 698</td>
<td>570</td>
</tr>
<tr>
<td>(Sunsetting January 2013)</td>
<td></td>
<td>Student Teaching. EDOL 699 Practicum</td>
<td></td>
</tr>
<tr>
<td><strong>MAED/ Rank I –</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Education</td>
<td>EDOL 539, 538, 537 SPOL 530, 632, 635 20 hours</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>(Sunsetting January 2013)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>MAED/Rank I –</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher Leader</td>
<td>EDOL 539, 538, 537, ENOL 532, REOL 535, 631 (Depending on area of concentration) 20 hours</td>
<td>ADOL 631, ADOL 653, ADOL 655, EDOL 562, EDOL 630, ADOL 561, ADOL 633, EDOL 542, EDOL 634, Teachers EDOL 643</td>
<td>175</td>
</tr>
<tr>
<td><strong>MAED/Rank I –</strong></td>
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<td></td>
</tr>
<tr>
<td>Reading and Writing</td>
<td>EDOL 539, 538, 537, ENOL 532, REOL 535, 631 (Depending on area of concentration) 20 hours</td>
<td>20 hours total</td>
<td>20</td>
</tr>
<tr>
<td><strong>MAED/ Rank I –</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Guidance Counselor</td>
<td>SPOL 530, COOL 530, 538, 539, 630, 634 30 hours (Teachers) 125 hour practicum for teachers in COOL 637</td>
<td>SPOL 530, COOL 530, 538, 539, 630, 634 100 hours (Non-Teachers) 500 hour internship for non-teachers in COOL 638</td>
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<td>(Sunsetting December 2013)</td>
<td></td>
<td></td>
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<tr>
<td><strong>MAED/ Rank I –</strong></td>
<td></td>
<td>75-hour practicum in ADOL 664</td>
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<td>Principal (Sunsetting December 2013)</td>
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<td>Certification</td>
<td>Level 1</td>
<td>136</td>
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<td>Principal Redesign</td>
<td>ADMOL 650, ADMOL 661, ADMOL 662, ADMOL 671,</td>
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<td>ADMOL 672, ADMOL 675, ADMOL 676</td>
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<td>Level 2 ADMOL 681, ADMOL 682, ADMOL 683</td>
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<tr>
<td>MAED/Rank 1 – Director of Special Education</td>
<td>100-hour practicum in the ADOL 668</td>
<td>100</td>
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<td>MAED/Rank 1 – School Superintendent</td>
<td>100-hour practicum in the ADOL 669</td>
<td>100</td>
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<tr>
<td>MAED/Rank 1 – Supervisor of Instruction</td>
<td>100-hour practicum in the ADOL 665</td>
<td>75</td>
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<tr>
<td>MAED/Rank 1 – Director of Pupil Personnel Services</td>
<td>100-hour practicum in the ADOL 667</td>
<td>105</td>
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</tr>
</tbody>
</table>

*Practicum/Student Teaching

### Program Information

The Master of Arts in Education degree prepares candidate to become certified in various school leadership positions. During coursework, candidates will complete assignments and field experiences that help them to gain the knowledge, skills, and dispositions to fulfill the given role of each degree.

### Admission Criteria for Field Placements for Initial Licensure Candidates

With input from departmental personnel, the Field and Clinical Experience Team arrange Field and Clinical Experience assignments for candidates who are recommended by the department.

The Initial Graduate Program is essentially organized into four (3) sections which are designed to provide the candidate with continuous feedback.
Pillar IV
Admission to Graduate Education Programs

This is the first “checkpoint” for all education majors. To be formally admitted into the program the candidate must

- Apply for admission into the selected Program
- Hold a Bachelor’s Degree from accredited IHE
- Cumulative GPA of 2.75 or 3.0 in last 30 hours in Bachelor’s degree
- Pass an Entrance Exam [PRAXIS I (PPST)/GRE/MAT]
- Present three (3) letters of recommendation
- Sign the Kentucky Code of Ethics
- Successfully complete an entry Level Writing Assessment

Final admission to the Teacher Education Program is determined by the *Teacher Education Admissions Committee* (GEAC)

This Committee is composed of department chairs or their designee from which majors and certifications are offered, the faculty of the education department, the vice president for academic affairs, the registrar, and public school personnel. The committee is charged to safeguard and assure high-quality personnel in teaching. Acceptance and admission to Teacher Education does not take the place of, nor is it the same as, approval and admission to student teaching—it is a prerequisite for admission to the Teacher Education Program.

**Administrative Practicum for Principal (ADOL 664) Requirements**

In this course, candidates must document at least seventy-five (75) hours working on projects, observations, and other field experiences conducted under the supervision of a mentor of their choice. The mentor must hold the license which the practicum candidate is seeking and be serving in a leadership position requiring that certification. Often the mentor is located in the school and/or district in which the candidate lives and/or is employed. If the practicum location is limited in the opportunities it can offer due to limited programs, lack of student and/or staff diversity, or other factors, it will be necessary for the candidate to seek out additional locations where such opportunities exist in order to have the experiences necessary for full preparation. The candidate’s mentor and instructor may be able to help identify appropriate locations where these experiences can occur. The university course instructor must approve the candidate’s choice of mentor by the second week of the semester in which the practicum is being served. Candidates are strongly encouraged to communicate with the university instructor about mentor choices prior to finalizing any such relationships. The university instructor will initiate the mentor selection process with registered candidates several weeks before the start of the semester.

Usually the student spends some time with the mentor watching what they do and getting them
to explain procedures and operations of the position. For a teacher or administrator with a "day job" that often means getting up with the mentor after school and on non-school work days. It is good to have the mentor set up projects and assignments that get the candidate immersed in work of the position that is of genuine value to the mentor and school...work that can be done on one’s own time and not necessarily with the mentor, though the work would be authorized and checked by the mentor.

The goal of the practicum is to offer the candidate opportunities to learn about as many facets of the position held by the mentor as possible. Therefore, mentors exercise considerable latitude in determining the nature and extent of the direction provided to the candidates as they tailor the experiences to meet the unique circumstances of their positions and places. The course expectation is that candidates will have experiences with budget/finance, personnel, curriculum issues, community relations and transportation if possible Moreover, all candidates are to be afforded ample opportunity to experience activities involving the analysis and use of data to improve student performance. They are also to have opportunities to work in settings where meeting the unique needs of learners diverse in terms of race, ethnicity, socio-economics, disability, and language is fundamental to the position. Practicum candidates are also to learn about and use the technological hardware and software used by their mentors.

The practicum activities are supplemented by assigned readings in a text on leadership followed by written assignments and asynchronous discussions with classmates, as well as online chats with them and the instructor. The instructor makes at least one visit to talk with each practicum candidate and mentor during the semester, and is readily available for consultation with candidates and mentors throughout the term.

In addition to assessments of the quality and quantity of discussion posts and chats, candidate performance in meeting the professional standards (ISLLC and TSSA) is also assessed by the instructor in terms of the quality and quantity of practicum experiences and reflections logged, and by the performance on a final exercise requiring further activity and reflection on the practicum experiences. Candidates engage in self-assessments of their practicum performances in the light of the professional standards. Mentors also assess candidate performance in regard to these standards and related dispositions.

**Directions for the Administrative Practicum:**
**Supervisor of Instruction** (ADOL 665), **Director of Pupil Personnel** (ADOL 667), **Director of Special Education** (ADOL 668), and **Superintendent** (ADOL 669)

In these courses candidates must document at least one hundred (100) hours working on projects, observations, and other field experiences conducted under the supervision of at least two mentors of their choice. Each of these mentors must hold the license which the practicum candidate is seeking and be serving in a leadership position requiring that certification. Usually one of these mentors is located in the district in which the candidate lives and/or is employed. The second mentor must be located in another district which differs from the first one in terms of size, complexity, and demographics. While a major part of the practicum may be served with one of the mentors, at least twenty hours must be logged under the direction of the second
mentor. The university course instructor must approve each candidate’s choice of mentors by the second week of the semester in which the practicum is being served. Candidates are strongly encouraged to communicate with the university instructor about mentor choices prior to finalizing any such relationships. The university instructor will initiate the mentor selection process with registered candidates several weeks before the start of the semester.

Usually the student spends some time with the mentors watching what they do and getting them to explain procedures and operations of the position. For a teacher or administrator with a "day job" that often means getting up with the mentors after school and on non-school work days. It is good to have the mentors set up projects and assignments that get the candidate immersed in work of the position that is of genuine value to the mentors and districts...work that can be done on one’s own time and not necessarily with the mentor, though the work would be authorized and checked by the mentor.

The goal of the practicum is to offer the candidate opportunities to learn about as many facets of the position held by the mentors as possible. Therefore, the mentors exercise considerable latitude in determining the nature and extent of the direction they provide to the candidates as they tailor the experiences to meet the unique circumstances of their positions and places. All candidates, however, are to be afforded ample opportunity to experience activities involving the analysis and use of data to improve student performance. They are also to have opportunities to work in settings where meeting the unique needs of learners diverse in terms of race, ethnicity, socio-economics, disability, and language is fundamental to the position. Practicum candidates are also to learn about and use the technological hardware and software used by their mentors.

The practicum activities are supplemented by assigned readings in a text on leadership followed by written assignments and asynchronous discussions with classmates, as well as online chats with them and the instructor. The instructor makes at least one visit to talk with each practicum candidate and one or both mentors during the semester, and is readily available for consultation with candidates and mentors throughout the term.

In addition to assessments of the quality and quantity of discussion posts and chats, candidate performance in meeting the professional standards (ISLLC and TSSA) is also assessed by the instructor in terms of the quality and quantity of practicum experiences and reflections logged, and by the performance on a final exercise requiring further activity and reflection on the practicum experiences. Candidates engage in self-assessments of their practicum performances in the light of the professional standards. Mentors also assess candidate performance in regard to these standards and related dispositions.

**Part III: Forms**

The remainder of this handbook contains forms necessary to complete Field and Clinical Experiences.
Candidate Field Placement Agreement

The Director of Field Placement must approve and arrange all observation placements. Candidates should never ‘just show up’ and expect to be accommodated by school personnel. The Director makes every effort to make the best placements for all involved. Changing placements and not attending as assigned is NOT PERMITTED and could lead to a failing grade in field experience and/or the course as well as disciplinary action.

Professional dress and field/clinical experience guidelines:

Candidates shall act professionally as a representative of University of the Cumberlands Education Department and the teaching profession.

- Dress should reflect the culture of the school.
  - Professional dress e.g., khakis, dress slacks/capris, skirts, blouses, collared shirts, shirt with tie, etc. but may not be informal unless approved for school spirit/activities as designated by school administration
  - Inappropriate dress e.g., low cut or midriff tops, too short skirts/shorts, sagging or low riding/hipster pants, and other restrictive or suggestive clothing is not acceptable.
  - Graphic printed clothing is unacceptable.
  - Tattoos must be covered.
  - Facial/tongue/cartilage piercings must be removed.
  - Chewing gum and tobacco products are prohibited.
  - Eating/drinking during instructional time is prohibited.
  - Proper verbal and written grammar should be used at all times.
  - Inappropriate relationships/behaviors with students and/or other school personnel are prohibited.
  - University/school approved electronic devices may only be used for instructional purposes during observation/classroom time. This includes smart phones, iPods, iPads, eReaders, etc.
  - Personal use of technology for any of the following is prohibited; phone calls, texting, use of Bluetooth, use of social media (i.e Facebook etc.), online shopping/gaming, etc.

- Candidates should always maintain confidentiality. They are guests in the school.

Confidentiality- Family Education Rights and Privacy Act (FERPA)

Confidentiality and Professional Ethics are violated when:

- any authorized faculty/staff/teacher candidates discuss a student(s) in inappropriate places or situations
- faculty/staff/teacher candidates repeat rumors about student(s) or the family
- faculty/staff/teacher candidates discuss personal identifiable information that is confidential in the presence of individuals who are not a part of student(s) education
- faculty/staff/teacher candidates discuss personal identifiable information about student(s) that is confidential in a public place

Four tests to support your decision to discuss private student information with other professionals

- What is discussed? (public or private information)
- Where does the discussion take place? (public or private place)
- Who may be listening?
- Why are you discussing this information?

For further information on FERPA you may access the information on this website www2.ed.gov/policy/gen/guid/fpco/pdf/2012-final-regs.pdf
General Guidelines for Field Experiences
Candidates in schools are representatives of University of the Cumberlands and the teaching profession and should act accordingly.

1. If possible, candidates should meet with the principal for an orientation and sign in and out at the office every day they go to the school. Documentation of hours is a requirement. No hours will be accepted without this documentation. Candidates’ official University ID should be worn as a name badge at all times.

2. School will be in session so candidates should enter the building and classrooms respectfully. Candidates’ responsibilities in the classroom will be specified in the course requirements and by the supervising teacher.

3. Candidates should observe strategies or class activities as required by the professor. They should record observations in POSITIVE TERMS with no value judgments or terms such as ‘good’ or ‘bad’. Observations should be objective. Candidates should state what is seen, not an interpretation of the events. Confidentiality cannot be overemphasized. It is essential! In all submissions, student names should be coded. For example, a candidate should refer to students and teachers in generic terms. (e.g. Teacher A, Male A, Female #1).

4. Classroom teachers must sign the observation form/time sheet. It is the candidates’ responsibility to secure the signature at an appropriate time during/after the observation. Required interviews should be scheduled for a non-instructional time of the day so as not to interrupt teaching responsibilities.

5. Candidates should always thank the teacher for the opportunity to observe, participate, and learn.

6. All forms should be submitted to the professor according to the schedule for the class in question. Late forms are unacceptable. The experiences and reflections of the classroom visits should be documented for the e-portfolio.

7. Candidate field experience placements will:
   - Be congruent with the outcomes of the course for which the field experience is required,
   - Be arranged by the Director of Field Placement in collaboration with the school or site administrator and faculty, and
   - Not be assigned to instructional settings that are supervised by a spouse or family relative or in classrooms with their own children or family members.

I agree to the requirement stated above. I will endeavor to represent University of the Cumberlands and the teaching profession to the best of my ability.

Printed Name _____________________________________________

ID# ________________________________________________________

Signature __________________________________________________

Date ________________________________________________________
Undergraduate Permission Form for Field Placement

Dear Principal,

One of our students, _________________________________ has requested to observe in ______________________________________ class with ______________________ in your school, ______________________________________. We ask that the student observe a certified teacher in a classroom situation so he/she can start to gain an understanding the full scope of the teaching. He/she will record activities in the classroom, and write a short summary. The teacher will sign the timesheet for documentation. To signify your permission for our student to observe in your school, please complete the form and sign below.

Name___________________________________________________________________

Position_________________________________________________________________

Name of School___________________________________________________________

Phone/email______________________________________________________________

Address_________________________________________________________________

Teacher to observe________________________________________________________

Subject/Grade____________________________________________________________

Date signed______________________________________________________________

If you prefer, you may write a letter on your school’s letterhead informing me of your permission and mail it to the address below. Please include the name of the teacher and subject/grade that will be observed. For further information, you may contact me by phone (606-539-4392), Education office phone (606-539-4433), fax (606-539-4014) or email (garnet.chrisman@ucumberlands.edu).

We very much appreciate your help with our aspiring teachers.

Sincerely,

Garnet Chrisman
Associate Professor of Education and Director of Field Placement
Initial Graduate Permission Form for Field Placement

Dear Principal,

One of our students, _____________________________ has requested to complete some of their field/clinical experience hours in your school. We ask that the student observe a certified teacher in a classroom situation so he/she can start to gain an understanding the full scope of the teaching, or gain new ideas and techniques. Required activities, with your permission, will range from simple observation and reflection, to participation, to full interaction by tutoring or teaching. The teacher will sign a field experience timesheet and complete an evaluation form for documentation. To signify your permission for our student to observe in your school, please complete the form and sign below. (If more than one student is requesting permission, this one form will be fine for the entire school year.)

Administrator Name ________________________________
Position _________________________________________
Name of School ___________________________________
Phone/email _______________________________________
Address __________________________________________
Date signed _______________________________________

If you prefer, you may write a letter on your school’s letterhead informing me of your permission and mail it to the address below. If you have any questions, please contact us by any of the means below. Thank you in advance! We very much appreciate your help in creating better teachers for our children.

Sincerely,

Deb Felts, Assistant Professor of Education and Director of Field Placement, University of the Cumberlands
University of the Cumberlands
Medical Examination for
Teacher Education & Student Teaching

Personal Information
_________________________________________  ____/____/____  __________
Name Date of Birth Sex
_________________________________________
Address (____)___________ Telephone

History
Known Allergies: ____________________________
Medical History (all serious medical and psychiatric disease: diabetes, epilepsy, heart disease, etc):
_________________________________________
Surgical History (all major operations):
_________________________________________
Traumatic History (serious accidents or injuries):
_________________________________________
Family History (TB, epilepsy, diabetes, etc):
_________________________________________

Physical
1. General appearance______________________ 7. BP __________ Pulse________
2. Eyes__________________________________ 8. Lungs_____________________
5. Thyroid_______________________________ 11. Extremities________________
6. Heart_______________________________ 12. Other_____________________

Tests
**TB ___________________________ Other __________________________________

Certification of Medical Examination
This is to certify that I have examined ________________________________ and find him/her free of
communicable disease and any physical or mental disabilities that might interfere with performing his/her
duties as a student teacher, except as follows: ____________________________
________________________________________
The tuberculin test was positive/negative.
________________________________________R.N. _______________________________ M.D.
Date: __________________

**Note: If you are a student of European, Middle Eastern or Eastern origin and can produce OFFICIAL
documentation that you have received the BCG vaccine in your homeland, you are EXEMPTED from taking
the tuberculin (TB) test.

REVISED 10/07
Applications Must Be Submitted By:  
January 31st - For Fall Student Teaching  
July 31st - For Spring Student Teaching

Check (✓) course/semester/ and complete year to which you are applying:  
[ ] Student Teaching [ ] Practicum / [] Fall [] Spring / Year ____________

Applicant Name: ___________________________ Date: ____________________ 20___

Last First MI Month Day Year

Mailing Address: ___________________________ City ___________________________ State (abbr.) ___________ Zip Code ___________

Street/PO Box ____________________________ SSN: ___________ - ________ - ________ Student ID #: ___________ Email: ___________________________ @ ___________

Phone: (Please include area code) Home: (__) ______-______ ______ Cell: (__) ______-______ ______

Please select the appropriate placement in the table below by placing an X in the space provided. For Middle Grades, Secondary or P-12, list your content area.

<table>
<thead>
<tr>
<th>Elementary:</th>
<th>Middle Grades:</th>
<th></th>
<th>Secondary:</th>
<th>P-12:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>*Specialization area:</td>
<td></td>
<td>*Content Area:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>*Specialization area:</td>
<td></td>
<td>*Content Area:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

List your preference of placements for student teaching  OR_list where you are currently teaching:

1st Choice: ___________________________________________ City ___________ State (abbrev.)

(_____) ______-______ ______ Phone ___________________________ Point of Contact email address ___________________________

BOE Point of Contact – First and Last name:
(District Student Teacher Placement Personnel)

2nd Choice: ___________________________________________ City ___________ State (abbrev.)

(_____) ______-______ ______ Phone ___________________________ Point of Contact email address ___________________________

BOE Point of Contact – First and Last name:
(District Student Teacher Placement Personnel)

Please complete questions below by placing a (√) in the appropriate column:

YES NO

1. Are you currently or have you been employed in either location listed above?

2. Are immediate family members employed or do they attend school in either location?

Required Documentation – Application will not be processed without the following items on file:

<table>
<thead>
<tr>
<th>Attached</th>
<th>On File</th>
<th>Attached</th>
<th>On File</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRAXIS II PLT (Not applicable for Special Education Candidates)</td>
<td>Medical Exam</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PRAXIS II content for Special Education</td>
<td>TB Test</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FBI Criminal Background Check</td>
<td>Field Hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dispositions * Minimum of 2 required</td>
<td></td>
<td># of Required Field Hours for your Program</td>
<td></td>
</tr>
</tbody>
</table>

I hereby certify that the above information is accurate and correct. I understand that ALL candidates are required to meet Kentucky certification requirements by passing all of the appropriate PRAXIS II exams.

Candidate Signature ___________________________ Date ___________________________

The Educational Professional Standards Board (EPSB) requires that all student teachers/practicum candidates file their application a copy of a valid and current medical exam which includes a tuberculosis test.
Application for Administrative Practicum University of the Cumberlands

Name: _________________________ Student ID# _____________________ Date _________

Social Security# _______________ Home Phone: ______________ Work Phone: __________

Home Address:

__________________________________________________________________________

Street City State Zip Code

Email: ______________________________________________________________________

____________________________________________________________________________

School:

Name ______________________________________ Phone Number ____________________

Street Address City State Zip Code

Semester/Year you will participate in Practicum: ________________

Practicum: (please check the practicum course you will be participating in)

_____ Principal     _____Supervisor of Instruction      _____Director of Pupil Personnel

_____ Director of Special Education     _____Superintendent

With whom do you want to do your practicum? (Your choices will require your instructor’s
approval prior to finalizing the arrangement.)

1st Choice

__________________________________________________________________________

Name Position School/District City State

2nd Choice

__________________________________________________________________________

Name Position School/District City State

Are you currently employed in your 1st choice school/District? _____ Yes _____ No

Are you currently employed in your 2nd choice school/District? _____ Yes _____ No

Please return this form to the Graduate Education Department Fax (606) 539-4014

The Education Professional Standards Board requires that all practicum candidates file with their application, a copy of a valid and current medical exam which includes a tuberculosis test.
University of the Cumberlands Administrative Practicum Agreement

____________________________________________________ is completing the course requirements for Kentucky licensure as (check one):  
_____ School Principal (ADOL 664)  _____ Supervisor of Instruction (ADOL 665)  _____ Director of Pupil Personnel (ADOL 667)  
_____ Director of Special Education (ADOL 668)  _____ Superintendent (ADOL 669)

I have read the attached page describing the nature and extent of this candidate’s practicum experience. I am willing and able to help this person learn about and experience many of the duties and responsibilities of my professional position. I understand that it is recommended that the practicum candidate be given assignments to complete under my supervision which can and should be of value to my position and the organization I serve. However, the duties, assignments and activities completed are to be in addition to any regular work the candidate is employed to perform.

I further understand that I have a duty to this candidate, to my organization and the people it serves, to the university, and to my profession to fairly evaluate the candidate in terms of his or her worthiness based upon my experiences with him or her to be licensed by the Commonwealth of Kentucky for the position checked above. I agree to contact the university instructor named in the accompanying letter or the department chair named below should any difficulties or problems arise in regard to the candidate’s performance that are not immediately resolved.

I will complete and submit the Mentor’s Evaluation of Candidate form (included in the packet), and share my assessment with the candidate. I will sign the candidate’s log verifying its accuracy in so far as activities under my direction are concerned.

Mentor’s Signature __________________________________________ Date __________________________

The mentor is requested to provide the following personal and contact information (please type or print):

Mentor’s Name ____________________________________________

Title and/or Position _________________________________________

District and School if applicable ________________________________

Mailing Address _____________________________________________

Phone Number __________________________ email address: _______________________________

Certifications held ____________________________________________

Thank you for your willingness to help this student to begin to develop the skills, knowledge and dispositions necessary to fulfill the responsibilities of this administrative position. This form is to be returned to the student named above who will forward it to the university. For further information, please contact Department Chair, Dr. Fred Sagester at 606-539-4059 or fred.sagester@ucumberlands.edu.
University of the Cumberlands Field Experience Reporting/Timesheet

Candidate Name_________________________ ID# _______ Semester/Yr_______ UC Course _______

UC Professor _____________

TOTAL NUMBER OF HOURS FOR THIS TIMESHEET _______

Please briefly but specifically summarize what occurred during your time in the public school setting. Indicate the actual clock hours, your level of involvement, and the diverse populations with whom you interacted. Please complete ALL sections of the timesheet using the key provided. Return to your professor in order that your grade can be posted. Use ONE form for each teacher observed.

Field Experience Teacher Demographics (please fill in blanks and circle choices below)

Name (print) __________________________ e-mail __________________________ Phone: ____________

Years Teaching Experience: ___ Gender: M F Certification area(s): ____________________________

Race: African American, Asian, Caucasian, Hispanic, Native American, Pacific Islander, Unknown

Field Experience Teacher signature ______________________________ School Name _____________

Record Involvement with each listed student population for the type (i.e., for Race/Ethnicity you might write Hispanic). Describe the involvement below in the summary – you are shooting for “I” as much as possible. Have your Supervising Teacher, Mentor, or Principal sign off on this list.

<table>
<thead>
<tr>
<th>Level of Involvement</th>
<th>Diverse Populations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation</td>
<td>L- English Language Learners/Linguistic</td>
</tr>
<tr>
<td>Participation (Co-teaching, small group instruction, tutoring, etc.)</td>
<td>EX- Exceptional</td>
</tr>
<tr>
<td>I- Full instructional responsibility</td>
<td>S- Low socioeconomic</td>
</tr>
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<td></td>
<td>R- Racial/Ethnic</td>
</tr>
</tbody>
</table>

Multicultural/Diversity Experiences Summary Guidelines

<table>
<thead>
<tr>
<th>Student Population</th>
<th>Type (AA=African American, A=Asian, AI=American Indian/Alaskan Native, C=Caucasian, H=Hispanic/Latino, P=Pacific Islander, N=Non-resident alien/International, O=other)</th>
<th>O</th>
<th>P</th>
<th>I</th>
</tr>
</thead>
<tbody>
<tr>
<td>Race/Ethnicity</td>
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<td>Race/Ethnicity</td>
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<td>Exceptionality</td>
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<tr>
<td>English Language Learner</td>
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<tr>
<td>Socioeconomic Status</td>
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Field and Clinical Experience Handbook Page 44
As you describe your experiences, note the ages and number of children in the classes.

<table>
<thead>
<tr>
<th>Date</th>
<th>Level of involvement</th>
<th>Diverse populations present</th>
<th>Summary of your experience, interactions</th>
<th>Time/Hours spent</th>
<th>Supervising Teacher Initials</th>
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**Return this form to your Course Instructor.**
Electronic Field Experience Form and Instructions

Please print the above form, also available at http://www.ucumberlands.edu/academics/graduate/downloads/Field_Experience_Timesheet_2010.pdf and use it in the classroom where you observe for the purpose of taking notes. Based on those notes, candidates will fill and submit the electronic time sheet. Candidates should make sure that the educator that was observed signs the printed form (the one used to take notes). Candidates should also make sure they keep the signed form for records. It is possible that candidates will be required to substantiate observation hours by providing the signed form.

- After clicking on the link https://ucmail.ucumberlands.edu/educationforms/ students will be required to log in to obtain the actual form. The same credentials used to log into iLearn will be required.

- Please note that all the fields in this form except those under the “Classroom Demographics” are required fields. You will not be able to submit the form unless the information required in all those fields is entered.

- Select the course for which field hours were completed.

- Candidates should submit the form once for each teacher they observed. For example, if a candidate observed the same teacher for all the number of field hours required (observed teacher John Smith on Jan 15 2012, for one hour and then subsequently observed the same teacher on Jan 16, 20, 22, 28 also for an hour each), the form should be submitted just once.

- For “Visit Date” choose the last date observed. (In the example above that, will be Jan 28 2012).

- For “Level of Involvement” choose the highest level of involvement correspondent to observations. If during observations, the candidate Observed, Participated, and Implemented, when submitting the form, the candidate should choose the highest level of involvement. The levels of involvement are listed in increasing order in the electronic form.

- For “Time Spent”, candidates should choose the cumulative time spent. In the example above, the candidate should enter 300 since the time spent should be entered in minutes and observation was for 5 hours (one hour on Jan 15, 16, 20, 22, 28)

- In the “Summary” box, candidates should list, along with what the instructor requires, the dates observed since, in the form, candidates choose just the last date of observations. (Jan 16 2012, Jan 20 2012, Jan 22 2012, Jan 28 2012)

- In the “Teacher Demographics” section of the form, candidates are required to enter the information related to the educator that was observed during your observation. Unless
specifically told by the University instructor, candidates should not enter their own information in the Teacher Demographics section even though they are a teacher.

- In the “Classroom Demographics” section, candidates should select the appropriate check boxes if diversity was noted in the classroom/environment that was observed.

- Candidates should make sure to click the last check box certifying that the information provided is accurate. Only after checking that box will the “Submit” button show up. Candidates will then be able to submit the electronic timesheet.

- If the candidate observed more than one educator, s/he should submit the form once for each of the teachers observed following the above instructions. For example, a candidate observed John Doe, Greg Smith, and Anne Wilson for 3 hours each for a total of 9 hours. If the candidate observed those teachers multiple times at different dates, the candidate should also follow the above instructions and submit the form just once for the 3 when you observed John Doe.

- Remember that candidates should not submit the form for every observation. Depending on how many hours the course requires and the candidate’s personal schedule, it is probable to observe multiple times. How many times the candidate went to observe does not determine how many times the form should be submitted. Candidates should submit the form once for each educator observed, entering the latest observation date as the date observed.

- For some courses the field experience component may consist in an interview rather than observing in a classroom. If the interviewer does not want their personal information disclosed, in order to be able to submit the form you should enter “N/A” in the fields under the “Teacher Demographics” section of the form. For “Years of Experience” you should enter “0” (zero) and for “Rank” choose “Other.”
### University of the Cumberlands Field Experience Evaluation

Teacher Candidates will benefit from feedback throughout their coursework. In an effort to increase specific feedback, you are asked to please complete this form and return it to the candidate (who will submit to the Course Instructor).

It is possible that you would not have noticed some of the characteristics of the candidate during their field experience with you. If that is the case, mark NA. Please mark EACH blank below. Thank you for your time!

<table>
<thead>
<tr>
<th>Teacher Candidate Name</th>
<th>Teacher Candidate ID#</th>
</tr>
</thead>
<tbody>
<tr>
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<table>
<thead>
<tr>
<th>Please Use Rating Scale for each BLANK:</th>
<th>UC Course Name/#</th>
<th>UC Professor</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 - Satisfactory Performance of the Standards</td>
<td></td>
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<tr>
<td>2 - Making Progress Toward the Standards</td>
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<tr>
<td>1 - Not Making Progress Toward the Standards</td>
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<tr>
<td>NA – did not observe</td>
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<thead>
<tr>
<th>KNOWLEDGE AND SKILLS</th>
<th>COMMUNICATION SKILLS</th>
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<tbody>
<tr>
<td>Content Knowledge</td>
<td>Maintains Strong Eye Contact</td>
</tr>
<tr>
<td>Planning</td>
<td>Articulates Words Clearly</td>
</tr>
<tr>
<td>Class Climate</td>
<td>Uses Correct Grammar/Syntax</td>
</tr>
<tr>
<td>Management/Instruction</td>
<td>Communicates Ideas Clearly</td>
</tr>
<tr>
<td>Assessment</td>
<td>Avoids Distracting Mannerisms</td>
</tr>
<tr>
<td>Technology</td>
<td>Uses Appropriate Vocal Variety and Volume</td>
</tr>
<tr>
<td>Reflection</td>
<td>Uses Effective Questioning Skills others</td>
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<tr>
<td>Collaborates with</td>
<td>Has Effective Writing Skills</td>
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<tr>
<td>Engages in Professional Development</td>
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<tr>
<td>Takes initiative/ Leadership</td>
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</table>

<table>
<thead>
<tr>
<th>ATTITUDES AND DISPOSITIONS</th>
<th>Critical &amp; Creative Thinking</th>
<th>Excellence/Professional Integrity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strong Work Ethic</td>
<td>(average score)</td>
<td>(average score)</td>
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<tr>
<td>Has high expectations for self</td>
<td></td>
<td>Has a professional appearance</td>
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<tr>
<td>Is dependable</td>
<td></td>
<td>Uses technology effectively</td>
</tr>
<tr>
<td>Is timely in completing responsibilities</td>
<td></td>
<td>Demonstrates leadership abilities</td>
</tr>
<tr>
<td>Is a self starter; take initiative</td>
<td></td>
<td>Uses appropriate spoken &amp; written English</td>
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</tbody>
</table>

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<thead>
<tr>
<th>Field Experience Teacher Demographics (please complete and circle choices below)</th>
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<tbody>
<tr>
<td>Name (print)</td>
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<tr>
<td>Certification area(s):</td>
</tr>
<tr>
<td>Race: African American, Asian, Caucasian, Hispanic, Native American, Pacific Islander, Unknown</td>
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<tr>
<td>Field Experience Teacher signature</td>
</tr>
</tbody>
</table>

Would you consider having teacher candidates in your classroom again? Yes ____ No ____

Comments:
##ADOL 665,667,668,669 Practicum Log

| COURSE | LOCATIONS | MENTORS |
|--------|-----------|---------|---|
| Date   | Time (in no less than ¼ hour segments) | Activity/Duty/Assignment | If this activity involved the collection, analysis and/or use of data, please check here and describe that briefly in the right hand column. | If this activity involved in any way meeting the needs of diverse learners, please check here and describe that briefly in the right hand column. | If this activity involved in any way using the technological tools of the position, please check here and describe that briefly in the right hand column. | Clarifying Comments/ Connections to ISLLC/ TSSA Standards |
|        |                                                     |                      |                                       |                                         |                                           | |
|        |                                                     |                      |                                       |                                         |                                           | |
|        |                                                     |                      |                                       |                                         |                                           | |
|        |                                                     |                      |                                       |                                         |                                           | |
|        |                                                     |                      |                                       |                                         |                                           | |

Total Time on this Sheet ___________________ Date ___________ Page _____ of _____ Candidate’s Signature ___________________________

Mentors’ Signatures* ___________________________________________ ___________________________________________

* Needed on last page only.
<table>
<thead>
<tr>
<th>MENTORS</th>
<th>Date</th>
<th>Time (in no less than ¼ hour segments)</th>
<th>Activity/Duty/Assignment</th>
<th>If this activity involved the collection, analysis and/or use of data, please check here and describe briefly in the right hand column.</th>
<th>If this activity involved in any way meeting the needs of diverse learners, please check here and describe briefly in the right hand column.</th>
<th>If this activity involved in any way using the technological tools of the position, please check here and describe briefly in the right hand column.</th>
<th>Clarifying Comments/ Connections to ISLLC/ TSSA Standards</th>
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</table>

Total Time on this Sheet________ Date________ Page________ of ______ Candiate’s Signature ____________________________

Mentors’ Signatures* ________________________________

* Needed on last page only.
University of the Cumberlands
School Counselor Program
Practicum/Internship Agreement

Name: _________________________________  Candidate ID#:_______________  Date: __________
Social Security#_______________  Home/Cell Phone: ______________  Work Phone: ______________
E-mail: ______________________________________________________

Home Address: _______________________________________________________________________
                    Street     City     State     Zip Code

Phone: ____________________________________________

Semester (Fall or Spring)/Year you will participate in Practicum/Internship: ______________

Check the course to which you are applying:

   ____ Practicum (COOL 637 for candidates holding current teaching license)
   ____ Internship (COOL 638 for candidates not holding current teaching license)

Where do you plan to do your clinical studies?  
   Practicum- (list current school only)
   Internship- (must list two schools)

1st Location ______________________________________________________________
                    Name                        City                        State

Site Supervisor _____________________________________________________________

2nd Location ______________________________________________________________
                    Name                        City                        State

Site Supervisor _____________________________________________________________

I understand that I must provide with this application a copy of my teaching license (if applicable), a current medical exam which includes a tuberculosis test, and a criminal background check prior to practicum/internship. I also understand that all program requirements must be completed prior to enrollment in Practicum or Internship and that I must arrange my own placement(s) and contact the certification officer. (If you are having difficulty securing a placement, contact the Program Director, Dr. Susan Rose.)

____________________________________________
Candidate Signature
_____________
Date

The Educational Professional Standards Board (EPSB) requires that all practicum/internship candidates file with their application a copy of a valid and current medical exam which includes a tuberculosis test.
**Department of Education Use Only:**

<table>
<thead>
<tr>
<th>PRAXIS Exams Scores and Dates:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional School Counselor</td>
</tr>
<tr>
<td>Score</td>
</tr>
<tr>
<td>Date</td>
</tr>
<tr>
<td>Comments</td>
</tr>
<tr>
<td>Professional School Counselor (Retake)</td>
</tr>
<tr>
<td>Score</td>
</tr>
<tr>
<td>Date</td>
</tr>
<tr>
<td>Comments</td>
</tr>
</tbody>
</table>

Please return this form to the Graduate Education Department
Fax (606) 539-4014 or
Kim.White@ucumberlands.edu
Letter to Principal or Superintendent

7792 College Station Drive, Williamsburg, KY 40769
e-mail: susan.rose@ucumberlands.edu
Fall Semester, 2012

Dear Principal or Superintendent,

You are receiving this letter because a University of the Cumberlands Master of Arts in Education counselor candidate is requesting a practicum/internship placement with your school. It is the practice of UC to have candidates identify possible placements, then let us know. Then we ensure that the placement will be state-approved by sending a counselor agreement form that you will fill out and return to us.

Our counselor candidate will work with you for 125 hours during the practicum semester and/or 500 hours during the internship semester. They need a highly qualified counselor who has a master’s degree and at least two years experience as a school counselor. Of these hours, 85% must be at the level of education where the candidate expects to work in the future. 15% of the clinical experience must be completed at each of the other two levels of education. For example, if a practicum candidate expects to work at the high school level in the future, 105 hours of experience must be earned at the high school level, with 20 hours earned at the elementary and/or the middle school level.

It is possible that the counselor candidate will need some guidance with the TB test and criminal background check procedures.

At the end of the semester, the candidate will need you or another counselor or administrator at your school to review their portfolio and complete an evaluation. If you have more questions or need to verify this letter further, please give me a call or send me an email. We appreciate any help you can give. UC is dedicated to producing high-quality counselors who are able to positively impact P-12 student learning in a positive way.

Respectfully,

Susan R. Rose, Ph.D., NCC
Associate Professor, Education
Director of School Counseling Program
University of the Cumberlands
School Counseling Practicum/Internship Agreement

The School Counseling Program of University of the Cumberlands (UC), the ____________________________ School of ____________________________ School District and Mr./Ms. ____________________________, school counselor candidate, agree to a school counseling practicum/internship experience according to the conditions outlined by the UC School Counseling Program. The On-Site Supervisor agrees to provide one hour of individual supervision to the candidate per week, and the candidate will be permitted to audio or video tape certain sessions with clients at the site.

Upon signature of the practicum/internship candidate, the school administrator, the supervising counselor, and the UC counselor educator, the agreement is deemed to be in effect for the duration of the practicum/internship experience in the ____________ school year.

Please keep in mind that the Supervising Counselor should exhibit the following criteria:

- A school counseling degree from an accredited institution;
- A school counseling certificate for each grade within their program;
- At least two years experience as a school counselor;
- A demonstrated ability to engage in effective management techniques that promote an environment conducive to learning;
- An ability to help the counselor candidate prepare realistic plans for the practicum and internship experiences based on the candidate’s abilities and in accordance with the University’s school counseling program;
- An ability to assist the counselor candidate in the different forms of experience, i.e.: individual meetings, group session, case conferences, and information contacts;
- An ability to use of multiple assessments to inform the Counselor program and instruction; and
- An ability to create a learning community that values and builds upon students’ diverse cultures.
- The demonstration of an aptitude and ability to contribute to the mentoring and development of a preservice educator.

______________________________  ______________________________
School District              School

______________________________  ______________________________
School Address                City, State

______________________________  ______________________________
School Phone                  Supervisor E-mail
Please Circle & Complete (In regards to the Site Supervisor)

Degree Completed (circle one) BS/BA MS/MA Rank I PhD/EdD

Certified in Current Assignment Yes No

Number of Years Counseling Experience (at least 2 yrs, professional certificate) _____

Number of Years in Current District _____

Participating Educators: This agreement is valid for the _____________ semester _______ and implies your acceptance of a counselor candidate from University of the Cumberlands. This agreement form indicates your agreement to support the counselor candidate in meeting all of the established standards and requirements. Your signature below also verifies the fact that you have read and will adhere to the guidelines provided in University of the Cumberlands’ Supervising Counselor Handbook and that you are not a relative of the counselor candidate.

The Department of Education at University of the Cumberlands has adopted the motto “Reflective Constructors of Quality Learning Experiences through Critical Thinking” to communicate the key concepts of the conceptual framework for its professional education programs. The goal is to ensure that candidates become reflective constructors of quality learning experiences through critical thinking based on Christian values, respect for the truth, and concern for humanity. Emphasis is placed on providing experiences that help all students learn. Each certification program is connected to this philosophy as shown in the logo, at the Conceptual, Strategic, Evaluative or Communicative knowledge base.

Counselor Candidate Signature ____________________________ Date ____________________________

Supervising Counselor Signature ____________________________ Date ____________________________

K – 12 School Administrator ____________________________ Date ____________________________

UC Counselor Educator ____________________________ Date ____________________________
**Counseling Clinical Semester Summary Log**

Complete at end of semester using the signed weekly logs to document total clinical hours.

<table>
<thead>
<tr>
<th>DIRECT SERVICES</th>
<th>Hours</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Counseling</td>
<td></td>
<td></td>
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<tr>
<td>Small Group Counseling</td>
<td></td>
<td></td>
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<tr>
<td>Classroom Guidance</td>
<td></td>
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<tr>
<td>Consultation</td>
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</tbody>
</table>

**TOTAL DIRECT SERVICE HOURS**

<table>
<thead>
<tr>
<th>INDIRECT COUNSELING/GUIDANCE SERVICES (Define below)</th>
<th>Hours</th>
<th>Dates</th>
</tr>
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<tbody>
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**TOTAL INDIRECT SERVICE HOURS**

**TOTAL DIRECT AND INDIRECT SERVICE HOURS**

Comments:

The signatures below attest to the accuracy of the hours listed above.

Counselor Candidate ________________________________ Date ________________

Site Supervisor _________________________________ Date ________________

University Supervisor _____________________________ Date ________________
# Counseling Clinical Semester Time Log

Counselor Candidate ____________________________ Term ____________________________

Site Supervisor ____________________________ School ____________________________

## Direct Hours

<table>
<thead>
<tr>
<th>Date</th>
<th>Individual Counseling</th>
<th>Consultation</th>
<th>Group Counseling</th>
<th>Classroom Guidance</th>
</tr>
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<tbody>
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## Indirect Hours

<table>
<thead>
<tr>
<th>Date</th>
<th>Site Supervisor</th>
<th>Group Supervision</th>
<th>Other Activities*</th>
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Total Direct Hours _______ Total Indirect Hours _______

Signature of Counselor Candidate __________________________________________

Signature of Site Supervisor __________________________________________