

**CLINICAL AND FIELD-BASED
EXPERIENCES
FOR
ADVANCED PROGRAMS**

A Resource Manual for Clinical Faculty



Professional Education Unit
College of Education and Human Services

Preparing the Experienced Professional as Specialist

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CLINICAL AND FIELD-BASED EXPERIENCES FOR ADVANCED PROGRAMS

INTRODUCTION

Clinical and field-based experiences for advanced programs in the Professional Education Unit are governed by a set of Guidelines for Clinical and Field-Based Experiences. These guidelines delineate the purposes of field-based and clinical experiences within the unit, identify criteria for developing and implementing such experiences, and identify unit and program responsibilities related to clinical and field-based experiences.

Field-based and clinical experiences systematically provide opportunities for students to work in a variety of settings. The experiences are conceptualized as being on a continuum from weekly participation/observation to full-time, on-site professional responsibility. These experiences and activities are sequenced to allow for candidate development throughout the respective programs.

A range of strategies has been developed by the unit to facilitate and monitor program sequencing. These strategies include sequenced program design, systematic scheduling, student advising and monitoring, dissemination of information to students and a pre-application process (in selected programs). Relevant instructional activities have been designed for each experience.

Clinical and field-based components of advanced programs are focused on the integration and application of the respective program knowledge bases in a practical setting. Each program has identified the knowledge, skills or dispositions needed for application of the knowledge base, designed instructional strategies for teaching these skills and developed a system for assessing candidate performance in each of these areas.

All clinical and field-based experiences in advanced programs are accompanied by professional supervision and feedback. The actual structure and operation of the supervision process varies depending on the specific program; however, all supervision efforts are guided by a pre-specified set of competencies which constitute the basis for feedback on performance.

Candidates enrolled in clinical or field-based experiences are exposed to diverse and exceptional student populations. In those programs where clinical and field-based experiences are conducted in an on-the-job setting, students function in a “real world” environment which reflects diversity and exceptional student populations. Program site selection criteria also address diversity and exceptionalities.

Sites for all clinical and field-based experiences are carefully evaluated and selected by program faculty. Unit criteria to guide the decision-making process have been identified. Procedures for developing agreements with

school systems regarding field placements have been developed by program areas. Formal written agreements regarding clinical and field-based experiences are developed with school systems, schools and other agencies as appropriate.

GUIDELINES FOR CLINICAL AND FIELD-BASED EXPERIENCES IN ADVANCED PROGRAMS

The purpose of clinical and field-based experiences in advanced programs in the Professional Education Unit is to prepare candidates to work effectively in specific professional roles. Clinical and field-based experiences provide the vehicles for integrating, translating and validating professional knowledge, research and best practice into effective performance.

The development and implementation of clinical and field-based experiences are guided by the following criteria:

1. Clinical and field-based experiences shall include direct involvement with school systems and community agencies and may include simulated experiences designed to approximate the role for which the candidate is preparing.
2. Clinical and field-based experiences shall be defined in terms of competencies which specify the expected level of performance in the professional role. Feedback to the candidate shall be provided in terms of achievement of competencies.
3. Clinical and field-based experiences shall be planned, implemented and supervised in collaboration with the appropriate educational or community agencies.
4. Clinical and field-based experiences shall be planned so that each professional education candidate has an opportunity to participate, if appropriate, in a variety of instructional settings with children of a variety of age and programmatic levels and to observe and work with a variety of classroom organization plans and staffing patterns.
5. Clinical and field-based experiences shall be planned to make positive contribution to the public schools and their students and to mental health and community agencies and their clients.
6. To support a high quality of supervisory practices, the Professional Education Unit and its respective programs shall provide information/training for public school, mental health, agency and college personnel in terms of program goals of the preparation programs and the particular objectives of the clinical and field-based experiences.

Unit Level Responsibilities

The Professional Education Unit is responsible for the governance and coordination of clinical and field-based experiences. Specific responsibilities at the unit level include:

1. Identify and disseminate NCATE, WVDE and other appropriate policies and standards relating to clinical and field-based experiences and ensure that programs are in compliance;
2. Develop and implement guidelines to ensure that clinical and field-based experiences are designed to prepare candidates to work effectively in specific education, mental health and agency roles;
3. Develop a unit database necessary to monitor and support clinical and field-based experiences;
4. Conduct regular evaluations, including follow-up studies of candidates and employers, and ensure that results are available for use in modifying programs as needed;
5. Develop and distribute a resource manual for clinical faculty and field-based supervisors;
6. Ensure that clinical and field-based experiences are defined in terms of competencies which specify the expected level of performance in the professional role; and
7. Ensure that clinical and field-based experiences are supervised by qualified college, public school, mental health and agency personnel.

Program Level Responsibilities

Program level responsibilities for clinical and field-based experiences include:

1. Define the competencies which candidates must demonstrate in order to meet program requirements.
2. Develop and distribute a student handbook for all candidates enrolled in clinical and field-based experiences;
3. Identify and monitor eligibility criteria for enrollment in clinical and field-based experiences;

4. Ensure that clinical and field-based experiences provide candidates with appropriate diversity experiences;
5. Ensure that roles and responsibilities of candidates, clinical faculty and field-based supervisors are delineated in negotiated written agreements where appropriate;
6. Identify and assign clinical faculty who have the training and/or experience to supervise clinical and field-based practice in specific areas of specialization;
7. Identify and assign field-based supervisors who have a minimum of three years experience and are licensed/certified in the areas in which they are supervising; and
8. Ensure that clinical and field-based experiences operate within unit guidelines and policies.

DESIGN OF CLINICAL AND FIELD-BASED EXPERIENCES

Candidates are provided a variety of field-based and clinical experiences. These include observing classrooms, micro teaching, developing case studies, tutoring, assisting school administrators, developing curricula, using technology, and participating in school and community-wide activities. All candidates seeking state licensure have field experiences as components of their preparation programs. These practice and assessment components are supervised jointly by unit faculty and cooperating school professionals.

A program-by-program description of clinical and field-based experiences is provided in the following paragraphs:

Early Childhood Education. The goal of the Early Childhood Education Master of Arts degree is to provide a coordinated sequential program of study in Early Childhood Education. Embedded in the program are two areas which include a field experience: FCS 535-Administration of Day Care Centers and CI 630-Early Childhood Education: Practicum in ECE. In both courses, the student is supervised by a college faculty member with the assistance of an in-field professional. The emphasis in both of these settings is the application of the theoretical framework to the actual ECE setting.

Elementary and Secondary Education. The Elementary and Secondary Education Program Area is predicated on the position that its students hold initial certification upon enrollment. The program area offers endorsements in four areas which require a field-based experience: Math Through Algebra I. The Math-Algebra I certification is available to previously licensed teachers who seek

an endorsement in Math (through Algebra I). The field based experiences associated with this program are CIMI 575-Supervised Field Experience Grades 5-9 and CIME 577-Supervised Field Experience Grades 9-12. Both of these experiences are 75 contact hours in a setting supervised by a college instructor in cooperation with a cooperating school professional.

The Middle Childhood Education endorsement is available to licensed teachers. The culmination of the program is CI 672-Practicum in Education. The 75 contact hours are supervised by a college instructor with the assistance of an in-field cooperating school professional.

The English as a Second Language area of certification requires a clinical setting which is CISL 555-Practicum and Field Based Experience in ESL. The certification in ESL requires an initial license as a teacher. Thus, this clinical experience is designed as a 75 contact hour program in a setting with students of limited English proficiency.

The School Library Media endorsement prepares certified teachers to manage school library media centers, collaborate with other faculty to support the school curriculum and facilitate information literacy among students. The program requires the completion of 24 credit hours, including a practicum experience. The practicum experience (ITL 550) consists of 75 contact hours and is supervised by a college faculty member as well as a practicing in-field professional.

Leadership Studies. Candidates seeking certification as school principals must satisfactorily complete 39 hours of coursework which include a total of 32 field-based experiences in order to acquire licensure and a master's degree (MA) in leadership studies. (Graduates must also attend the Evaluation Institute and successfully complete the Praxis II examination in order to be fully certified by the state of West Virginia.) As relates to program requirements, each candidate must demonstrate an acceptable level of proficiency on each of the practice-related objectives, assessed by a faculty member according to the components of the rubric for evaluating field-based experiences. In addition, students must submit an accompanying reflective essay for each field-based experience addressing the epistemological value of the experience and the extent to which it conforms to stated objectives. Field-based experiences are redistributed throughout the curriculum so that each is conducted in conjunction with the course in which the foundational elements inhere.

Candidates seeking certification as supervisors of instruction must have completed a master's degree in leadership studies, and must satisfactorily complete an additional 12 hours of coursework and a one-semester internship. Candidates are supervised by higher education or public school practitioners and are assessed by those practitioners and program faculty on skills and objectives as defined in program expectations.

Candidates seeking certification as superintendents of schools must have completed a master's degree in leadership studies, and must satisfactorily complete an additional 18 hours of coursework and a one-semester internship. Candidates are supervised by practicing administrators and are assessed by those practitioners and program faculty on skills and objectives as defined in program expectations.

Master of Arts in Teaching (MAT). The Master of Arts in Teaching (MAT) degree program is a means for college graduates with degrees in liberal arts, fine arts, business and professional fields to attain teacher licensure. There are three field based experiences required in the MAT program. The first is EDF 537-MAT Level I Clinical Experience taken as a co-requisite to EDF 616, Advanced Studies in Human Development. The Level I Clinical is a 20 hour public school experience in middle/secondary schools designed to provide an initial opportunity for MAT candidates to observe, tutor, and interact with faculty, staff and students in a classroom environment. The second experience is EDF 637-MAT Level II Clinical Experience taken as a co-requisite to CI 515, Integrated Methods. The Level II Clinical Experience is a 60 hour public school experience in which the MAT student observes, tutors, works with individuals and small groups, and teaches a unit of instruction in the classroom. The third clinical experience for the MAT student is EDF 677-MAT Level III Clinical Experience, a 15 week student full-time student teaching activity in which the candidate is expected to assume full responsibility for instruction. In all three clinical experiences a college supervisor oversees the clinical activity with the assistance of an appropriate cooperating school professional.

Reading Education. The Reading Program is designed to provide supervised experiences related to teaching struggling readers, supporting classroom literacy instruction, and leadership in developing, implementing, and evaluating a school's literacy curriculum. Two practicum courses provide these experiences, CIRG 623 and CIRG 643. Prior to participating in the practicum courses, candidates are required to take CIRG 637, which focuses upon literacy assessment, and CIRG 654, which focuses upon designing and implementing facilitating instruction. Although CIRG 637 and CIRG 654 are not practicum courses, they require concentrated, field-based experiences with children at various levels of literacy competence. CIRG 643 focuses upon tutoring the struggling reader, and CIRG 623 provides opportunities to participate in literacy coaching of classroom teachers and supporting and evaluating the literacy curriculum within the school.

School Counseling. Students seeking a license to practice as a school counselor in the state of West Virginia must satisfactorily complete eighteen credit hours of required specialization courses, which include a 600 hour field-based clinical experience (Counseling 698). The field-based clinical experience, along with a sequence of specific courses at the early, middle and secondary

level, is directed at enabling students to understand the operation of a school counseling and guidance program in terms of personnel functions, laws and regulations, instructional delivery and integration. The focus of the field-based clinical experience is to provide students with an opportunity to observe the professional role of the counselor and to practice the skills associated with the counselor's role in the school. The field-based clinical experience is supervised jointly by unit faculty and cooperating school personnel.

School Psychology. The MUGC School Psychology Program requires a series of three sequenced practica. The practica provide students with an opportunity to practice their emerging skills in a school setting under the supervision of the practicum instructor.

Practica I and II may be completed in one day a week (or two half days) at the student's adopted school with the School Psychologist Mentor serving as a site supervisor. The Practicum Instructor will provide primary supervision of all practicum requirements. The students will be expected to attend 4 Practicum Seminars held on Saturdays across the semester. Alternatively, students may elect to complete the practica requirements at the GSEPD's summer lab school. If students make this choice, they will be expected to attend the summer lab school daily for 6 weeks and the Summer Site School Psychology Supervisor(s) will provide site supervision. Again, the Practicum Instructor will provide primary supervision of all practicum requirements. Students completing Practicum I (SPSY 738) and Practicum II (SPSY 739) will register for two hours of practicum credit.

Practicum III requires students to attend the GSEPD's summer lab school daily for six weeks. Students will provide a full range of school psychological services in a multidisciplinary training setting supervised by the Summer Site School Psychology Supervisor(s). This capstone experience will prepare students for the school psychology internship. Students in Practicum III (SPSY 740) will register for three hours of practicum credit.

The School Psychology Internship is the final culminating experience in the school psychology student's training. The internship is a 1200+ hour supervised experience in a school setting in which the student provides the full spectrum of school psychological services. This experience provides the intern with the opportunity to integrate the knowledge and skills learned in the program and apply them to a real world setting, with the support and guidance of both an experienced field supervisor and a university supervisor.

The Internship in School Psychology is a field-based experience that takes place in a public school setting under the direct site-based supervision of a qualified school psychologist who serves as the Field Supervisor. Further supervision is provided by the University Supervisor who also serves as the course instructor. Additional support is provided by the student's peers who are

also completing internship training at the same time and who are enrolled in the course.

Special Education. Field experiences in Special Education are built on the assumption each candidate will have a unique set of experiences and competencies upon entry into a program and, as adult learners, should assume personal responsibility for meeting the program exit criteria. For example, candidates may enter with an elementary education background with certification in mental impairment, or an elementary education degree without special education certification; some may enter who have had no educational background and others may enter with a major in secondary education with no background in elementary content areas and methodology. However, candidates must have successfully completed all prerequisite courses, either prior to or concurrently with, enrollment in a Special Education field experience.

Candidates holding a valid teaching certificate with prior experience in a supervised practicum in elementary, secondary or special education and at least two years of teaching experience in some area of special education specialization, and who are currently employed in an approved classroom setting may be eligible for a clinical (on-the-job) practicum. Permit teachers or potential teachers seeking their first certification in special education may be eligible for a full-time practicum with a master teacher. Those who have had a prior experience of supervised practicum in some area of education may also be eligible to participate in the GSEPD's summer practicum.

The practicum, a three semester-hour experience in each of the exceptionality areas, may include keeping a log containing an analysis of experiences gained, relating theory to practice, and other activities as outlined in the practicum guidelines. Additionally, candidates may be required to prepare exploration papers discussing significant questions relating to the students with whom they are working during the practicum.

APPLICATION OF PROGRAM KNOWLEDGE BASES

Clinical and field-based experiences provide opportunities for candidates to develop the skills that allow them to diagnose and solve problems that involve the application of program knowledge bases. These knowledge bases and skills are reflected in the specific objectives for each clinical or field-based experience as well as the performance assessment instruments used to assess student performance in each experience.

A description of how each program facilitates the application of the knowledge base through clinical and field-based experiences is provided in the following paragraphs:

Early Childhood Education. Students seeking endorsement in Early Childhood Education must complete a supervised field-based experience. This is a capstone experience for the program and is guided by a pre-specified set of competencies reflected in the course syllabi (CI 630) and performance assessment instruments.

Elementary and Secondary Education. Students seeking endorsement in Early Childhood Education, Middle Childhood Education, Math through Algebra I, School Library Media, and ESL must complete a supervised field-based experience. These practicum experiences are culminating experiences in the program and are guided by a pre-specified set of competencies reflected in the course syllabi and performance assessment instruments.

Leadership Studies. Candidates in the Leadership Studies Program are required to demonstrate performance in applying principles and theories from the knowledge bases in actual situations on the job. This is evidenced in the various phases of the field-based experiences required of students who are working toward a degree and certification in school administration and supervision, and in course syllabi.

Master of Arts in Teaching (MAT). The clinical experiences in the MAT program are developmental in that the degree of application of the knowledge bases increases with each sequenced experience. The first clinical exposes the MAT candidate to the daily operation of a public school classroom allowing them to begin making the connections between the theory being taught in the program to the practice in classrooms. The second clinical requires the candidate to begin applying their knowledge bases by assuming some responsibility for teaching in the classroom. The third clinical requires the candidate to fully apply the program knowledge base by assuming full responsibility for the classroom under the careful supervision of the university supervisor and the cooperating public school supervisor.

Reading Education. The Reading Program has a six credit-hour practicum (CIRG 643 & CIRG 623) that provides experiences that would be expected of a Reading Specialist/Literacy Coach when judged by professional (International Reading Association), state, and university standards. The supervised practicum requires extensive tutoring, communication of literacy practices, and problem-solving for continuing services for students and improved instructional practices.

School Counseling. Candidates in the School Counseling Program are required to demonstrate performance in applying principles and theories from the knowledge bases of child, adolescent, adult and academic counseling strategies in actual situations in the internship experience. Candidates apply the problem-solving process within a collaborative consultation model that embraces both

direct and indirect service delivery. A strong emphasis is placed on appropriate ethical, legal and consultative practices.

School Psychology. The School Psychology program trains and prepares school psychologists to apply their knowledge of psychology and education in order to prevent or remove the barriers to optimal growth and development at the community, school, classroom, and individual child level. Candidates apply the problem-solving process within a collaborative consultation model that embraces both direct and indirect service delivery. Emphasis is placed on ensuring profession competence based on a solid foundation of ethical, legal, and responsible practice that respects human diversity and individual differences.

As such, the School Psychology program trains and prepares candidates to ensure a broad range of quality services in primary, secondary, and tertiary prevention to serve universal targeted, and selected populations. Candidates apply knowledge and skills in conducting and interpreting research applied to practice. They apply knowledge and understanding of the multiple systems influencing growth and development. They utilize program evaluation skills to improve service to individuals, families, schools, and communities, while also integrating technology applications to facilitate all of the above goals.

The internship serves as the final culminating experience in training, providing an opportunity for the student to apply knowledge and skills to the actual practice of school psychology. For this reason, a broad variety of activities is necessary for the student to gain practice and proficiency in the many professional skills of the school psychologist. While not exhaustive, the types of activities necessary for the intern to gain such practice and demonstrate such proficiency include providing psychoeducational assessment, counseling, behavior management, consultation, systems-level services, primary prevention, and crisis intervention. All interns must have the opportunity for meaningful field experiences in at least 3 of the 5 levels of service including Preschool Education (Birth to PreK), Early Childhood (K to 4th), Middle Childhood (4th to 9th), Adolescence (9th to 12th), and Adult (Above 12th).

Special Education. The integration of theory and practice are strongly emphasized across the program sequence. Students are presented with theoretical readings and information through lectures followed by direct practice in the classroom setting through follow-up assignments. The practica (LD< BD< MR< Multi-Categorical<VI<D/HH<Preschool/Special Needs<Autism<and Gifted) are provided as a culminating activity with practical experiences.

CISP 626 Diagnostic/Clinical Practices provides an illustration of the integration and application of the program knowledge base in a field experience. As illustrated by the syllabus, this course is designed to assure the graduate candidate's knowledge of assessment protocol, the types and characteristics of assessment instruments and the translation of assessment data into curricular

applications. Application of assessment data is evidenced in the Individualized Educational Program (IEP) for exceptional students. The practicum experience has been designed to apply the theoretical issues explored and the technical skills obtained in the course. This culminating experience provides the opportunity to convert assessment data into instructional practices. Faculty observe the candidate's proficiency in developing the skills not only to assess student performance in regard to instruction, but also to evaluate the effectiveness of instruction itself.

SUPERVISION OF CLINICAL AND FIELD-BASED EXPERIENCES

Clinical and field-based experiences are jointly supervised by a team comprised of a unit faculty member and a Cooperating School Professional. Each program functions within the unit guidelines; however, the variation in program requirements and the scope and goals of the candidate population require flexibility in the nature and degree of professional supervision and feedback accompanying clinical and field-based experiences. A description of each program's approach to providing this supervision and feedback is presented in the following paragraphs.

Early Childhood Education. Early Childhood candidates have field based clinical experience at two points in their program. In FCS 535 the student must work with a faculty member and an on-site cooperating professional. The capstone experience for the program is CI 630 which requires a field placement in an appropriate early childhood setting. During the practicum experience, the candidate must demonstrate teaching competencies to the satisfaction of the cooperating teacher and college supervisor. The cooperating teacher and college supervisor complete the final evaluation forms.

Elementary and Secondary Education. The practicum in elementary and secondary program is a culminating experience conducted in an appropriate educational setting. A college supervisor (faculty member) and an onsite practicing school professional (cooperating teacher) share in the supervision of the student. During the practicum experience, the student must demonstrate teaching competencies to the satisfaction of the cooperating teacher and college supervisor. If the student fails to satisfy competency requirements by the end of the semester, s/he will be required to enroll in a second semester course for three additional credit hours and additional observations are scheduled until supervisory personnel conclude that all requirements have been met.

Leadership Studies. The West Virginia Board of Education Policy 5100 established procedures calling for an increased focus on the "practice" of education or the ability of the administrator or supervisor to perform in a school setting. This policy requires increased collaboration among higher education institutions, the State Department of Education and local school administrators in

the preparation, certification and continuing education of school administrators and supervisors.

The Leadership Studies Program sees its responsibilities to pre-service administration candidates as three-fold: providing access to the knowledge necessary to ground practice, providing opportunities for students to develop the necessary skills for practice through field-based experiences, and fostering a disposition for reflective practice. Each of these interrelated components is grounded in the standards of the Interstate School Leaders Licensure Consortium.

Field-based mentors, all of who must be certified, practicing administrators, are identified in the introductory course in the program. All subsequent clinical experiences are supervised by the mentor and assessed by program faculty according to the rubric designed for evaluation of field-based experiences and reflections. Candidates' accompanying reflective essays for each field-based experience, addressing the epistemological value of the experience and the extent to which it conforms to stated objectives, are also discussed with field mentors prior to submission.

Master of Arts in Teaching (MAT). Each of three clinical experiences is carefully monitored by the program coordinator, a university supervisor, and a public school cooperating teacher. Candidates meet with the university supervisor prior to the start of each clinical experience. Once the candidate is assigned a placement, they meet with their cooperating teacher to agree upon and complete a contract. The candidate maintains a time log and a journal of the experiences and the cooperating teacher supervises, observes, and evaluates the candidate using a rubric based on the INTASC standards and a set of identified dispositions. The university supervisor monitors the first experience through the course structure of EDF 537, adds at least one classroom observation and evaluation during the second clinical, and numerous classroom observations and evaluations during the student teaching experience.

Reading Education. Field-based and clinical experiences are accompanied by professional supervision and feedback that include attention to instructional lesson plans, characteristics of learners and instructional settings, structured observation of the experiences, and detail debriefing relative to program goals and the tutor's competence. Three venues are available to Reading Education candidates. The first is a summer program that is supported by the unit and includes all programs working in cooperation with each other under the supervision of the Director of Clinical and Field-based Experiences. Reading candidates work under the guidance of a professional reading specialist who both provides both instructional support and supervision to the candidates while serving as a staff member to the Director.

The second venue is available to candidates who are taking their program in out-reach areas. The candidates are organized in cohorts in a region that includes a school system willing to support a summer literacy practicum. The semester prior to the practicum, the Reading Education Program director works with the school district in planning, scheduling, securing adequate facilities, identifying students, and contacting parents that wish to make use of the services for their children. Trained reading specialists, selected and supported by the reading education program director, supervise and instruct the candidates. The cooperating school system provides personnel that provide logistical support such as directing children to locations, follow up with parents needing further information, checking attendance, and replacing dropouts and no shows.

The third venue is provided in the fall and spring terms at the Schoenbaum Family Enrichment Center and is supported by the HOPE Community Development Center. This venue currently serves teachers that are teaching in Year-Around schools and do not have access to the other literacy practicum venues. The reading education program director supervises and instructs this group, while logistical support is provided by the Hope Program.

School Counseling. Field-based and clinical experiences are provided through several courses. School Counseling students are required to complete a practicum (Counseling 608) and a K-12 internship (Counseling 698), along with a career development (Counseling 606) and developmental guidance course (Counseling 672), a course on interventions for school related issues (Counseling 670) and a course of theoretical counseling strategies for children, adolescents and parents (Counseling 673). These courses are structured so that students are planning, developing and delivering counseling services in the school and community. Counseling 672 requires students to prepare a comprehensive developmental guidance unit and to deliver portions of that unit where timely and applicable.

Counseling 608 (Practicum) provides opportunities for candidates to work in a clinic setting, the MUGC Community Clinical Services Center, under supervision, with clients prior to enrolling in their field-based clinical internship. Direct supervision and feedback is provided by the unit faculty member. The clinic's mission is to educate and train candidates in an interdisciplinary environment, while providing services for families, children, adolescents, and adults. Providing affordable psychological assessment, counseling, and educational services to the community, candidates enrolled in the counseling and psychology programs practice clinical skills in a community setting.

Counseling 698 is a field-based clinical experience which takes place in a setting consistent with the student's area of emphasis. Audio, video (where appropriate) and personal supervision and feedback are used to help the student attain competency in the application of theory in both group and individual counseling. The student is required to complete 600 counseling contact hours

(direct and indirect), keep a record of individual and group clients seen as well as classroom lessons delivered and participate in weekly seminars. Students are supervised weekly either in live meetings or on a website devoted to the course. Students submit a log of all field-based clinical experiences on a regular basis. These forms are reviewed and signed by the site supervisor.

School Psychology. The school psychologist mentor is a practicing school psychologist who has volunteered to serve as a mentor for a school psychology graduate student in their geographic area. This individual serves as a professional guide and colleague to help the student become socialized to the role of the school psychologist during their years in the program. In order to facilitate this relationship, several courses give the student structured opportunities to interact with their mentor through interviews, shadowing, attending state school psychology association meetings, and other activities. Students are required to have a volunteer mentor at admission. The student is encouraged to speak with practicing school psychologists in his or her area and select someone to serve in this capacity. The program faculty is also available to help with this process. Students must submit a copy of the Mentor Letter (contract) before beginning work with their mentor.

The internship is designed as a full-time experience (minimum of 1200 clock hours) in school psychology under the supervision of a certified school psychologist. Students are expected to assume the roles and responsibilities of a functioning school psychologist within a school setting.

Special Education. Field-based and clinical experiences occur throughout the candidate's program and culminate in a formal practicum and performance assessment for each certification being sought. Candidates are given opportunities for a variety of experiences related to their area. These experiences may include visitations (observations and interviews), limited participation, readings, additional courses, etc. Students consult with their college advisor/internship instructor and/or field supervisor throughout the certification program regarding progress on their learning contract project and formal practicum. Analysis/evaluation of progress is ongoing from entry to exit from the program.

During the practicum experience, the candidate must demonstrate teaching competencies to the satisfaction of the cooperating school professional and college supervisor. If the student fails to satisfy competency requirements by the end of the semester, s/he will be required to enroll for a second semester course of three additional credit hours and additional observations are scheduled until supervisory personnel conclude that all requirements have been met. The cooperating school professional, and college supervisor complete the final evaluation forms and participate in the exit interview. The exit interview is a detailed debriefing relative to program goals.

EXPERIENCES WITH CULTURALLY DIVERSE AND EXCEPTIONAL POPULATIONS

Programs within the unit make a conscious effort to prepare students for the social, political and economic realities of a complex and culturally diverse world. This commitment is formalized in the statement of role expectations for candidates in professional education programs, the statement of expectations the unit has for each candidate, goals identified for each program and in the objectives for specific courses. The unit emphasizes an understanding and application of instruction for individual learning needs, including those of culturally diverse and exceptional populations through the development and selection of field-based and clinical experience opportunities for its students.

Early Childhood Education. A review of the Early Childhood Education program components and course syllabi documents that objectives and activities are included which focus on the development of analytical, evaluative and decision-making skills and abilities, and the social, political and economic context within which these decisions are made. Direct connections are made with current models of instruction in a pluralistic society. In those programs requiring a clinical or field-based experience, candidates are placed in a variety of culturally diverse settings and interact with exceptional populations.

Elementary and Secondary Education. A review of Elementary and Secondary Education program components and course syllabi documents that objectives and decision-making skills and abilities, and the social, political and economic context within which these decisions are made. The application of these skills to specific instructional settings and to broader issues such as sexism and racism is addressed. In those programs requiring a clinical or field-based experience, students are placed in a variety of culturally diverse settings and interact with exceptional populations.

Leadership Studies. The required field-based experiences for all candidates in the Leadership Studies Program provides direct experiences for the pre-service administrator/supervisor to deal with on a day-to-day basis with the dynamics of cultural diversity, exceptionalities and interpersonal relationships of the staff and student body. The Leadership Studies Program also incorporates a focus on administering programs for the exceptional student in two courses in the program (LS 512 and LS 675). In addition students address these issues in simulations and role playing activities throughout the program. A major emphasis in the school and the community relations course (LS 630) is on the effect of culture on educational values and practices.

Master of Arts in Teaching (MAT). The MAT clinical component strives to expose the candidates to culturally diverse and exceptional populations. Care is taken to place the candidate in a different school for each placement. To help ensure exposure to new populations, candidates are not allowed to complete

clinical experiences in schools they attended or have relatives attending or working. Care is also taken to ensure that the candidate has substantial clinical experience at each of the developmental levels for the certification they are seeking. Lesson plans developed and used for the Level II and Level III clinicals require the candidate to identify modifications/adaptations needed for exceptional populations.

Reading Education. The reading practica require candidates to teach children at various developmental literacy stages. This reflects classroom conditions where teachers serve students of wide ranging literacy competence. Economic and cultural differences are more common than racial differences, however the many trade-books used in the practica include collections of African-American history and family experiences as well as Appalachian cultural and historical experiences. Although we serve fewer students at Schoenbaum Family Enrichment Center, 50% are African-American. The 2003 summer out-reach program served six ESL students. The students were from Africa, Korea, and South America.

School Counseling. Pre-service school counselors are required to complete course content and objectives that are reflective of individual, group and family strategies that impact diverse groups. The clinical and field based experiences provide the opportunity for students to use these skills and strategies with diverse populations in the public school setting.

School Psychology. The school psychology program requires students to take coursework in multicultural child development, cross cultural counseling, and multicultural and ESL assessment. This learning is put into practice in the 3 required practica and year long internship, each of which have objectives related to diversity.

Special Education. The Special Education Program provides candidates with experiences fostering a commitment to develop and create a safe, positive and supportive learning environment for individuals with exceptional needs in which the highest educational standards, quality of life issues and diversity are valued. Exposure to culturally diverse and exceptional populations begins with the survey course. The subsequent sequence of courses provides the candidate the theoretical and practical skills necessary to examine the dynamics of diverse cultures, develop appropriate individual educational programs, and implement instructional plans in a climate in which diversity and individual differences are respected.

Training candidates to develop a comprehensive Individualized Education Program (IEP) for exceptional children is a major goal of the Special Education Program. The ability to develop and implement appropriate IEPs, in order to effectively meet the needs of individuals with exceptionalities, is emphasized throughout the program. These competencies must be demonstrated and

assessed in clinical and field-based experiences by both cooperating school professionals and college supervisors.

SEQUENCING OF CLINICAL AND FIELD-BASED EXPERIENCES

The unit has developed and implemented a number of strategies to ensure that field-based and clinical experiences are addressed in a logical and sequenced manner. These strategies include the manner in which programs have been planned and designed, systematic and sequenced scheduling of courses, increased dissemination of information to students regarding required course sequencing, increased emphasis on student advising, improved student monitoring systems and a formal pre-application procedure. Each of these strategies is discussed in detail in the following paragraphs.

Program Planning and Design. Faculty have conceptualized and designed the clinical and field-based experiences as sequenced elements of a total program. Clinical and field-based experiences have also been defined in terms of a continuum from minimal participation/observation to the assumption of full-time professional responsibility.

Course Scheduling. Unit programs have developed course scheduling cycles which incorporate the systematic offering of courses throughout the service region. As a result, courses become available to students in a particular geographic area in the properly sequenced manner.

Student Advising and Monitoring. There has been an increased emphasis across the unit on the role of the faculty advisor in ensuring that clinical and field-based experiences are completed in the appropriate sequence. Adherence to the proper sequence of courses is also monitored through the Certification Coordinator's Office. Each candidate is assigned an advisor who develops the Plan of Study with the candidate at the time of admission.

Student Information Dissemination. Information regarding the proper sequencing of courses is made available to students through the GSEPD website, Graduate College Catalog and information distributed by each program.

Pre-Application Procedure in Selected Programs. This process requires that candidates submit a formal application for a clinical or field-based experience at least one semester prior to enrolling. This procedure provides the unit the opportunity to screen applicants for eligibility, including having the necessary prerequisite courses, and to plan and budget the needed resources to support these activities.

COLLABORATION AND SITE SELECTION

With few exceptions, candidates enrolled in unit programs are fully employed professionals with several years of experience and with previous student teaching/practicum/internship experience. Consequently, traditional student teaching experiences are not appropriate, although faculty recognize the importance of involving the administrative, supervisory and teaching personnel of the local school systems in the field placement and clinical experiences of students. Moreover, advanced programs exhibit a good deal of variety as each has defined roles and functions and developed procedures for involving the Unit-Based Supervisor, Cooperating School Professional and the candidate in clinical and field-based experiences.

A description of site selection procedures utilized in specific program is presented below:

Early Childhood Education. The practicum is designed to reflect the knowledge base of an in-service practicing professional. Careful scrutiny of the appropriateness of the setting, availability of cooperating supervisors, and the diversity of the student (pre-K-K) population is made at the time of the application for the site. The supervising college faculty member in conjunction with the candidate and site supervisor make informed decisions concerning the appropriateness of the setting prior to the assignment. The final decision on the assignment is made by the college faculty supervisor.

Elementary and Secondary Education. The practica are designed to reflect the knowledge base of an in-service practicing professional. Careful scrutiny of the appropriateness of the setting, availability of cooperating supervisors, and the diversity of the student (P-12) population is made at the time of the application for the site. The supervising college faculty member in conjunction with the candidate and site supervisor make informed decisions concerning the appropriateness of the setting prior to the assignment. The final decision on the assignment is made by the college faculty supervisor.

Leadership Studies. The development of required field-based experiences for pre-service administration candidates demonstrates a recognition of candidates' professional obligations and the difficulty that full-time employment imposes on the conducting of clinical experiences. The field-based requirements, thus, are infused throughout the student's program of study, coinciding with the studying of course content which provides the foundation for their execution. Field-based mentors are identified and their participation verified during the introductory course, and these mentors work collaboratively with pre-service candidates and program faculty throughout the candidates' matriculation.

Master of Arts in Teaching (MAT). The program is unique in that it does have a traditional student teaching experience (Level III) in addition to the early

field-based experiences (Level I and Level II). The clinical experiences are closely monitored and supervised by university supervisors, cooperating teachers from the public schools and the program coordinator. While candidates are allowed to request placement sites (schools), they must adhere to the guidelines for placements in making the request. Then to the extent possible we try to honor their request. Striving to provide candidates experiences with culturally diverse and exceptional populations, the guidelines for placement include: the school must be a fully accredited, public school; the cooperating teacher must have at least three years of experience in the subject area; the school and developmental level (where appropriate) should be different for each placement; and the candidate cannot request a school where they have relatives attending or working. These guidelines ultimately require a large network of school systems and numerous cooperating teachers and schools.

School Psychology. The adoptive school is a public school, generally one served by the school psychologist mentor, that has agreed to serve as a “home” for the student during their years in the program as they become socialized to the role of the school psychologist. This school will serve as a site for completing practice observations, practice assessments, and other class assignments. Students may elect to complete Practicums I and II within their adoptive school. Students must submit a copy of the Adopting School Letter (contract) signed by the school principal before they begin work in the school.

Reading Education. The program follows the clinical program guidelines of the International Reading Association in which the clinical experience is closely monitored and supervised by full-time college faculty with terminal degrees or professionally proven part-time faculty with reading specialist credentials. Practicum locations/participants are selected by the faculty and public education partners to serve culturally diverse and exceptional populations. The practica instructors, who direct and supervise the candidates, are fully supported by the program. In addition the clinical Professional Development experiences are provided prior to the summer start-up. The reading education program director visits each setting during the summer and provides workshops to the candidates as requested by the practica instructors.

The Reading Education program collaboratively develops and conducts a summer reading practicum for struggling readers within a school system. As a direct result, schools systems receive high quality, intensive literacy instruction for the pupils the system perceives as being in need. Instruction occurs during the time regular classroom instruction is unavailable and without the high cost for instructional personnel. Providing logistical support, the school system is responsible for the recruiting of struggling readers and coordination between the facilities, parents and program staff prior to and during the summer practicum.

School Counseling. The internship is designed to reflect the knowledge base of an in-service practicing school counselor as reflected in the National

Standards for School Counseling provided by the American School Counselor Association as well as CACREP standards for school counseling. Sites are scrutinized for appropriateness of the setting, willingness of and credentials of the cooperating supervisor and diversity of the student (pre-K-K) population. Supervising college faculty members work closely with candidates and cooperating teachers to ensure appropriate placements at all educational levels once application is made. The final decision on the assignments is made by the college faculty supervisor(s).

Students seeking certification in school counseling are required to complete 600 hours at sites inclusive of elementary, a middle school/junior high school and secondary student populations. Students select approved sites based on criteria set forth by the unit faculty. Sites are approved by faculty members based upon a set of predetermined site and supervisor expectations and credentials.

Special Education Program. The program provides a clinical experience closely supervised by unit faculty and school personnel in school settings. This practicum is also offered in a clinic setting during summer terms for the convenience of some students or for students not meeting minimum qualifications for on-the-job practicum.

The nature of advanced programs and the characteristics of the candidate population are critical factors in the selection of sites for clinical and field-based experiences. Candidates enrolled in unit programs are generally fully employed professionals with considerable experience in their fields. These candidates have previously been selected by their school system for employment at a particular site.

Candidates in the Special Education Program have three options for field experiences, depending upon the specialization and their eligibility for placement. These options include a full-time practicum (placement in an approved classroom with a master teacher), summer practicum and clinical practicum (on-the-job supervision in their currently assigned classrooms). Eligibility criteria for the practicum option requested must be met before approval is given. The eligibility criteria and the site selected are carefully reviewed by the Director of Clinical & Field-Based Experiences and the college supervisor to ensure experiences will be consistent with the goals of the program.

Specified criteria are applied to determine whether the candidate meets requirements for the field site placement. The site and level of supervision is thus influenced by the scope and quality of past experiences. The requirements of professional organizations are also considerations in site selections. A number of general criteria are used by programs to guide the decision-making process for selection of field-based sites:

1. Willingness of the principal (or other appropriate administrator) to be involved and support the placement;
2. Willingness of the Cooperating School Professional(s) (or other appropriate personnel) to participate and provide students with appropriate instructional assignments;
3. Reputation of the school/site;
4. Availability of qualified faculty and other administrators in the appropriate certification field;
5. Accessibility of the school/site;
6. Requirements of applicable professional organizations; and
7. Appropriateness (including diversity) of these sites for achieving the expectations of the field experience.

WRITTEN AGREEMENTS

The nature of written agreements for clinical and field-based programs varies depending upon individual program requirements. For example, the Special Education, School Psychology and Leadership Studies Programs have handbooks and other written agreements. Elementary/Secondary Education, Counseling and Reading Education have student handouts and syllabi that function as written agreements. Formal written agreements are negotiated with specific schools and agencies as appropriate and required. A unit template for these agreements is available (Attachment 1).

CANDIDATE ELIGIBILITY CRITERIA

The process for determining eligibility for enrolling in clinical or field-based experiences includes review at the program level and at the unit level in some instances. At the unit, candidates in selected programs are required to submit an Application for Clinical or Field-Based Experience at least one semester prior to enrolling. These applications are reviewed by the Director of Clinical & Field-Based Experiences and the appropriate program to determine if the candidate meets the prescribed criteria. The criteria for unit-level screening require the student to be fully admitted to a program, in good academic standing and to have completed all required prerequisite courses. Applications from candidates not meeting the prescribed criteria are returned with an explanation as to why the application was not accepted.

FACULTY QUALIFICATIONS

Faculty with responsibility for supervising clinical and field-based experiences are assigned on the basis of their training and professional experience. The institutional and unit missions, unique delivery system, close working relationships with schools system/agencies, and nature of the candidate population provide these faculty with ongoing opportunities to integrate theory and practice in field-based settings. This continuous interaction with, and involvement in, professional practice settings represents an important component of the ongoing preparation and development of the unit faculty and candidates.

Field-based experiences are jointly supervised by Unit-Based Faculty and Cooperating School Professionals who are licensed in their areas of specialization. Cooperating School Professionals and other field-based personnel are selected because of their demonstrated competence, knowledge, experience and willingness to function in this role.

Cooperating School Professionals and other field-based supervisors must meet the following criteria:

1. Certification/licensure in the area to be supervised or doctorate in the appropriate specialization;
2. A minimum of three years of experience in the area to be supervised;
3. Master's degree; and
4. Recommendation by the program area faculty.

ATTACHMENT 1

MEMORANDUM OF AGREEMENT BETWEEN COEHS Professional Education Unit (School System or Agency to be Named)

This memorandum of agreement between COEHS Professional Education Unit and (School System or Agency to be Named) defines the general basis on which clinical and field-based experiences for candidates enrolled in such courses will be provided. Hereinafter, the (School System or Agency to be named) will be referred to as “The System/Agency” and “The College” will refer to the COEHS Professional Education Unit.

The following are general agreements by the parties involved:

A. Responsibilities of the College

1. To designate a faculty member who will serve as the college supervisor and liaison between the Agency/System and the College and be responsible for guiding candidates in their experiences;
2. To provide projected schedules of candidate’s time commitment to the Agency/System prior to beginning field experiences;
3. To provide information to Agency/System regarding policies and desired learning experiences as these related to the experience;
4. To hold candidates responsible for keeping the appropriate personnel in the Agency/System informed of plans and time commitments related to the experience; and
5. To function within established policies and procedures of the Agency/System.

B. Responsibilities of the Agency/System

1. To provide clinical and field experience sites for candidates;
2. To designate a contact person between the Agency/System and the school;
3. To identify a staff member who will be the Agency/System member of the team responsible for the supervision of the candidate’s experience in the Agency/System;

4. To orient the faculty from the School and keep faculty informed of changes in programs, policies and procedures in the Agency/System;
5. To orient the candidates to the services of the Agency/System and the policies and procedures governing the functions of the Agency/System;
6. To keep faculty informed of the candidate's progress in meeting the goals of the identified learning experience; and
7. To provide periodic feedback to candidates regarding the performance in the identified learning experiences.

C. Joint Responsibilities

1. College and Agency/System representatives will discuss desired learning experiences for candidates and experiences the Agency/System can provide;
2. The College faculty and the Agency/System contact person will negotiate the number of candidates to receive experiences in the Agency/System each semester/year;
3. Selection of the available experiences appropriate to the attainment of the learning objectives for candidates will be made cooperatively with the Agency/System contact;
4. After completion of each semester, the College faculty and the designated representative of the Agency/System will meet to evaluate the semester's experience and project plans for the following semester; and
5. This agreement and the implementation thereof shall be in accord with all of the non-discriminatory principles and regulations of the federal government as administered by the Office of Equal Opportunity.

Unless sooner terminated as hereinafter provided, this agreement is effective for the fiscal year ending _____. This agreement may be modified at any time upon the mutual written agreement of both parties, but no such modification shall be effective to extend the agreement beyond the end of the fiscal year in which such modification is made. In addition, this agreement

may be terminated by either party upon thirty (30) days written notice sent by registered mail to the other party.

Agency/System

MARSHALL UNIVERSITY
COLLEGE OF EDUCATION AND
HUMAN SERVICES

Agency/System Representative
(Signature)

Program Director/Coordinator

(Date)

(Date)

Dean

(Date)