



**H.K. & Eva James
College of Education
2025-2026**

Initial Licensure Handbook

All initial licensure candidates in the College of Education are expected to review and abide by the most current version of the College of Education Initial Licensure Handbook.

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PREPARING EDUCATORS WHO WELCOME ALL LEARNERS, EXPECT HIGH OUTCOMES, AND INSPIRE GREATNESS IN ALL STUDENTS

The College of Education intends to ensure, to the greatest extent possible, an educator preparation program that produces effective entry-year teachers for the 21st century.

Effective teachers must understand the processes and strategies students use to construct knowledge and use this understanding and a variety of research-based instructional strategies to create learning activities appropriate for students' ages, abilities, and learning styles. They understand the impact of students' backgrounds and experiences on their learning and connect instruction to students' needs, interests, and prior knowledge. Our professional courses, pedagogical courses and clinical fieldwork provide opportunities to meet the challenge of high expectations, where teacher candidates learn to reflect upon best practices.

Effective teachers have a deep knowledge of the content they teach and demonstrate an understanding of content-specific practices, processes, and vocabulary. This content knowledge is essential for teachers to have the power to affect student learning and achievement positively and allows them to sequence content for effective learning. This in turn establishes the framework to maximize student learning through structured differentiated opportunities for student remediation, reinforcement, or acceleration. Effective teachers make content meaningful, relevant, and applicable to students by making connections between the content they teach and other content areas, real life experiences, and career opportunities.

Effective teachers create a learning environment that promotes high levels of achievement for all students and in which all students feel a responsibility for their own learning. Teachers orchestrate the learning environment to maximize each students' opportunities to learn and to create a content-rich and reflective learning environment for students.

Effective teachers recognize the value families provide as an integral component of teaching and learning, acknowledge what families have to offer and provide opportunities for them to contribute to the learning community. They demonstrate respect for confidentiality with students and their families and create relationships built on trust. They collaborate with their colleagues within the school learning community and in the larger community to share responsibility for the development and learning of all students.

Effective teachers are leaders within the school community and engage in a variety of leadership roles. They ensure student achievement and well-being by participating in decision-making, initiating innovations for school change, and fostering ongoing collaboration with colleagues. Our professional courses, pedagogical courses, and clinical fieldwork provide opportunities for teacher candidates to develop skills needed to build learning communities, collaborate, and communicate.

It is our intention to collaborate with our school and district colleagues to ensure these characteristics and qualities of effective teachers are evident in our graduates.

Foreword

The purpose of this handbook is to provide guidance for our teacher candidates, cooperating teachers, university supervisors, and all College of Education faculty and staff involved in this critical phase of our educator preparation program. This handbook is designed to clarify policies, procedures, and responsibilities for everyone involved in the College of Education's initial teacher licensure programs.

All teacher candidates, cooperating teachers, university supervisors, and College of Education faculty and staff involved in initial licensure programs administered by the College of Education are advised to read this handbook thoroughly and to become familiar with our policies, procedures, and responsibilities. This knowledge and understanding will enable us to work collaboratively to ensure rewarding clinical fieldwork, successful student teaching experiences, and a clear pathway toward licensure for every teacher candidate.

Purpose of Handbook

The purpose of the College of Education Handbook is to provide all stakeholders (teacher candidates, instructors, cooperating teachers, university supervisors, etc.) with knowledge of the policies, regulations, practices, and expectations of Franklin University and the College of Education initial licensure programs. While this handbook is not intended to be a comprehensive statement of University policy, it provides many answers to questions of immediate concern to stakeholders who work directly with the College of Education. A more comprehensive view of Franklin University's policies and procedures can be found in the current academic bulletin.

State-Specific Requirements

The College of Education offers initial licensure programs in multiple states. While many program elements are consistent across states, specific requirements vary by state licensing authority. State-specific requirements include, but are not limited to:

- Required assessments and minimum passing scores
- Background check and fingerprinting procedures
- Field experience hour requirements
- Student teaching duration and placement requirements
- Pre-service teaching permits or credentials
- Professional codes of conduct
- Program entry and exit requirements
- Licensure/certification application processes

Candidates should consult the appendix for their intended licensure state for detailed information about these requirements. Each state appendix contains current policies, procedures, and requirements as mandated by that state's licensing authority. The College of Education updates these appendices regularly to reflect changes in state requirements.

Candidates are responsible for understanding and meeting all requirements specific to their intended licensure state. While the College of Education provides guidance and support throughout this process, candidates should regularly review their state's appendix and consult with their advisor to ensure compliance with all state-specific requirements. Note that state requirements may change during a candidate's enrollment in the program. The College of Education will communicate such changes to affected candidates and provide guidance on meeting updated requirements.

Procedure for Revising the Education Handbook

Revision of the College of Education Handbook is a continuous process. Each academic year, a current edition of the handbook will be available to all program stakeholders. Changes to the College of Education Handbook may be proposed by the College of Education or any individual stakeholder. If a change involves the adoption of a new policy or revision of existing policies, it shall be recommended by a member of the College of Education for approval. Upon approval by the College of Education, the suggested change shall be added to the College of Education Handbook and implemented from that point forward. Any questions concerning information given in the College of Education Handbook should be directed to the Department Chair of the College of Education.

Acknowledgements

Parts of this handbook are guided by or adapted from numerous academic institutions and organizations. Collaboration has been an essential dynamic in the production of the College of Education Handbook. Continuing in this spirit of cooperation, the College of Education welcomes recommendations from stakeholders on improving the Handbook.

Please send all suggestions by email to collegeofeducation@franklin.edu



College of Education Mission

The College of Education is a community leader in the preparation of educators who welcome all learners, expect high outcomes, and inspire greatness from all students. The achievement of this mission rests on the four pillars of accountability, professionalism, community, and communication.

The College of Education will achieve its mission by doing the following:

- Use evidence-based practices to improve program quality and student achievement of outcomes
- Conduct research and scholarship engaged in improving teaching and learning
- Prepare teachers for a diverse society of learners
- Create increased access by leveraging technology-enhanced education methods

College of Education Overview

The College of Education provides programs of study for prospective teachers through undergraduate course work. Licensure programs are designed to prepare completers for entry-level positions on a variety of career paths as well as to serve as excellent preparation for further graduate study. The purpose of the College of Education is to prepare teacher candidates to become professional educators. Teacher candidates will be evaluated to ensure they have the knowledge, skills, and dispositions that will enable them to welcome all learners, expect high outcomes, and inspire greatness in all students. A lifelong desire to continue learning, thinking, and understanding will be instilled in completers. All students admitted to Franklin University may apply for admission to the College of Education. To be considered for admission to the programs, to be retained in the programs, and to receive the University's recommendations for licensure, all College of Education policies, procedures, and deadlines must be followed and met.

State Licensure Requirements

Franklin University's College of Education programs are designed to meet the educational prerequisites for teacher licensure using the pathways indicated in each state appendix. However, the decision whether to grant a license by reciprocity or by direct licensure is subject to a final determination by the individual state or territorial licensing agency. Additionally, requirements are subject to modification by states and territories. If you have questions about licensure, you can contact the College of Education at collegeofeducation@franklin.edu.

It is your responsibility to ensure that your address information is accurate and up to date in the Franklin Self-Service system. The state in which you are located is the state in which you will be seeking your intended licensure. To comply with federal and state regulations related to distance education and professional licensure programs, not all licensure programs are open for enrollment or completion of required experiential learning experiences (e.g., clinical, field, practicum) in every state or U.S. territory. The University uses the address you have on file to determine your location for enrollment and placement eligibility. Relocating or failing to update your location may impact your ability to continue in the program or complete required experiences. Please see the University's [Policy on Determining Student Location](#) for details.



Programs Leading to Licensure

Baccalaureate Licensure Programs

Baccalaureate initial licensure programs offer students who have completed a high school degree or GED the opportunity to complete the pedagogical and content coursework needed for initial teacher certification/licensure. The number of courses varies by program; all require a minimum of 120 credit hours, with additional credits potentially required based on state-specific content requirements.

Post-Baccalaureate Licensure Programs

The Post Baccalaureate licensure pathway serves students who have completed a bachelor's degree from an accredited institution of higher education, an institution recognized as a candidate for accreditation, or an institution recognized by the Council of Higher Education Accreditation. This pathway provides the pedagogical and content coursework needed for initial teacher certification/licensure. While termed "programs" internally, these offerings do not award an additional degree or formal certificate. Students receive a personalized program of study based on transcript evaluation and state-specific licensure requirements.

Primary (Elementary) Education Licensure Program

The Primary Education program prepares candidates to teach in early childhood and elementary settings. This program includes content preparation in English/Language Arts, Science, Mathematics, and Social Studies, along with pedagogical and professional knowledge, skills, and dispositions. Grade level ranges vary by state; students must consult their state-specific appendix for details.

Middle Grades Licensure Program

The Middle Grades program prepares candidates to teach young adolescents. Candidates complete content preparation in two of the following areas: English/Language Arts, Science, Mathematics, or Social Studies, along with pedagogical and professional preparation. Grade level ranges vary by state; students must consult their state-specific appendix for details.

Adolescent to Young Adult Grades (Secondary) Education Licensure Programs

The Adolescent to Young Adult Grades Education programs prepare candidates to teach specific content areas at the secondary level. Candidates complete intensive preparation in one content area (English Language Arts, Mathematics, or Social Studies), along with pedagogical and professional preparation. Grade level ranges vary by state; students must consult their state-specific appendix for details.

Special Education Licensure Programs

The special education programs prepare candidates to teach students with mild to moderate or moderate to intensive disabilities. The programs include preparation in:

- Developing individualized education plans
- Creating academic and behavioral interventions



- Implementing evidence-based teaching strategies
- Collaborating with families and colleagues
- Supporting inclusive education

Grade level ranges and specific special education categorizations vary by state; students must consult their state-specific appendix for details.

Alternative Pathways to Licensure

The College of Education offers alternative pathways to licensure in select states for candidates meeting specific eligibility requirements. These pathways may include apprenticeships, residencies, or other state-approved alternative routes. Requirements and availability vary by state. Students must consult their state-specific appendix for details.

Apprenticeship Pathway

Candidates in Ohio can enroll in the apprenticeship pathway if they are recommended by a sponsor with a partnered district.

If a candidate elects to unenroll in the apprenticeship pathway or is no longer sponsored by their employer, they must complete the following steps if they intend to continue in the licensure program. To continue in the licensure program, candidates will have to gain admittance into the licensure program through the traditional licensure route.

Candidates must schedule a meeting with the SOE to discuss transitioning to the traditional licensure program pathway within 30 days of their apprenticeship pathway ending. Candidates will be given until the end of the current semester to complete the requirements for admittance before their academic program is cancelled. If the apprenticeship pathway ends after the admittance review application deadline of the current semester, candidates will be given the following semester to gain admittance into the licensure program. Bachelor of Science candidates must apply for the next semester for admittance. Candidates will need the 3 Year Pre-Service Teacher Permit to receive a field placement for courses that require a field placement. If they are currently enrolled in a course that requires field experience hours, they must meet with the Clinical Field Manager to discuss their options. Candidates will have two weeks to apply for their 3 Year Pre-Service Teacher permit if they need it for field experience for the current semester their apprenticeship pathway ends once they are notified.

If candidates do not schedule a meeting with a SOE staff member within 30 days of notification of their apprenticeship pathway ending, their academic program will be cancelled and their academic program will change to Education Studies for Bachelor of Science candidates or Pre-Licensure for Post-baccalaureate candidates.

If candidates do not complete the requirements for admittance by the end of the semester their apprenticeship pathway ends, their academic program will be cancelled and their academic program will change to Education Studies for Bachelor of Science candidates or Pre-Licensure for Post-baccalaureate candidates.

Bachelor of Science candidates must be admitted into the licensure programs no later than the semester in which they complete EDUC 250. If they are not admitted by the end of the semester in which they



complete EDUC 250, they will stay enrolled in the non-licensure Education Studies program.

Initial Teacher Licensure Program Admission Requirements

The College of Education admits students to programs leading to initial teacher licensure through two distinct pathways: the Baccalaureate Pathway for those who *have not* already earned a bachelor's degree and the Post-Baccalaureate Pathway for those who *have* already earned a bachelor's degree. Students on the Baccalaureate Pathway must be admitted into the licensure programs no later than the semester in which they complete EDUC 250. If they are not admitted by the end of the semester in which they complete EDUC 250, they will stay enrolled in the non-licensure Education Studies program. To obtain a license, students must graduate from the non-license bachelor's degree program and enroll as a post-baccalaureate student to complete the licensure requirements. Students on the Post-Baccalaureate Pathway must be admitted into the licensure programs no later than the semester in which they complete EDP 471 and EDP 472. If they are not admitted by the end of the semester in which they complete EDP 471 and 472, they must delay their academic progress the Post-Baccalaureate program until all admittance requirements are met.

All students seeking admittance to a College of Education Initial Teacher Licensure program must meet the following requirements:

Franklin University Admission		
Requirement	Baccalaureate Pathway	Post-Baccalaureate Pathway
General University Admission	Meet minimum requirements for admission to undergraduate programs as published in the University's catalog at the time of application	Meet minimum requirements for admission to post-baccalaureate educator preparation programs as published in the University's catalog at the time of application
College of Education Initial Teacher Licensure Program Admittance		
Requirement	Baccalaureate Pathway	Post-Baccalaureate Pathway
	<i>*See the applicable state appendix for state-specific requirements</i>	<i>*See the applicable state appendix for state-specific requirements</i>
Academic Requirements	Must meet minimum cumulative GPA as specified by state of licensure (range: 2.75-3.0)	Must meet one of the following: <ul style="list-style-type: none"> – Bachelor's degree with minimum cumulative GPA as specified by state of licensure (range: 2.75-3.0) OR <ul style="list-style-type: none"> – Minimum GPA of 3.0 on last 30 credit hours (including graduate coursework if applicable)
Basic Skills Assessment	Meet state-specific basic skills requirements	
Educator Disposition Assessment	Complete the Educator Disposition Assessment.	
Additional Requirements	<ul style="list-style-type: none"> – Complete the Declaration of Program Form – Submit Program Acknowledgement Form – Sign state-specific Professional Code of Ethics 	



	<ul style="list-style-type: none"> – Complete any additional state-required forms
Background Clearance	<p>Must meet one or more of the following, based on state requirements:</p> <ul style="list-style-type: none"> – Obtain state-specific teaching permit/credential <p>AND/OR</p> <ul style="list-style-type: none"> – Complete required background checks including: <ul style="list-style-type: none"> – State criminal history check – Federal (FBI) background check – Fingerprint clearance – Any additional screenings as required by the state

Initial Teacher Licensure Program Admission Process

Baccalaureate Pathway

Undergraduate degree-seeking students who wish to enroll in one of the College of Education teacher education initial licensure programs must start in the non-licensure Education Studies program. At the time of admittance to the University, students declare their intended licensure program but are not enrolled into that program until they are approved for admittance to the College of Education licensure programs. Once admitted to the College of Education licensure programs, education students' program codes will be changed to their intended licensure program indicated on their Licensure Declaration Form. They will then be known as teacher candidates which will allow them to complete their intended licensure program. It is suggested that students complete the requirements for admittance into the College of Education licensure programs by the end of their first semester. Failure to have all licensure program admittance requirements completed and on file with the College of Education could negatively impact a student's planned or anticipated time to completion.

Any undergraduate degree-seeking student interested in being admitted to a licensure program is required to complete an Admittance to the College of Education Licensure Program Application each semester they wish to apply, until they are admitted. Students' applications are only considered valid in the semester they have applied for and are enrolled. Students must be actively enrolled at the time of an admittance check during the semester of application to be admitted. Once a student completes the application, they will be enrolled into the "Admittance to the College of Education Licensure Programs" course. All admittance requirements for the licensure programs are outlined in the course as individual modules. The College of Education performs multiple admittance checks throughout the semester, with one final admittance check based on the published due date of that semester. If all requirements are completed correctly and the student is eligible to enroll in the licensure program, then the student will be admitted into the licensure program to start the following semester as a teacher candidate.

At the time of an admittance check, if any undergraduate degree-seeking student has incomplete admittance requirements they will not be admitted into the licensure program at that time. After the final admittance check, they will receive a communication detailing the incomplete requirements and will be encouraged to apply to the licensure program the following semester. If they do not reapply the following semester, they will not be considered for admittance during the next admittance review. Only students with an active application for the given semester will be reviewed. All completed program requirements will be "banked" as complete, and the undergraduate degree-seeking student need only complete a new application for admittance and the missing requirements from the previous semester. Students on the Baccalaureate Pathway must be admitted into the licensure programs no



later than the semester in which they complete EDUC 250. If they are not admitted by the end of the semester in which they complete EDUC 250, they will stay enrolled in the non-licensure Education Studies program. Students have the option to return as a Post-Baccalaureate student after completing the Education Studies program. If there are changes to the admittance requirements from the time of the education student's first application, but before they are formally admitted into the licensure programs, the education student will be required to complete all updated requirements.

Post-Baccalaureate Pathway

Post-Baccalaureate students who wish to enroll in one of the College of Education teacher education initial licensure programs begin the program as pre-licensure students. At the time of admission to the University, Post-Baccalaureate students declare their licensure program but are not enrolled into that program. Students are enrolled in a pre-licensure program, which does not contain all the classes needed to be licensed, until they are approved for admittance to the College of Education. Once admitted to the College of Education, education students' program codes will be changed to their intended licensure program. They will then be known as teacher candidates which will allow them to complete their intended licensure program. It is suggested that students complete the requirements for admittance into the College of Education Licensure programs by the end of their first semester. Failure to have all licensure program admittance requirements completed and on file with the College of Education could negatively impact a student's planned or anticipated time to completion.

By being enrolled as a pre-licensure student, students automatically apply to be admitted into the licensure programs each semester. Pre-licensure students are enrolled into the "Admittance to the College of Education Licensure Programs" course. All admittance requirements for the licensure programs are outlined in the course as individual modules. The College of Education performs multiple admittance checks throughout the semester, with one final admittance check based on the published due date of that semester. If all modules are completed correctly the student is eligible to enroll in the licensure program, then the student will be admitted into the licensure programs to start the following semester as a teacher candidate. At the time of the admittance check, if any Post-Baccalaureate student has incomplete requirements, they will remain a pre-licensure student and not be admitted into their selected licensure program at that time. They will receive a communication detailing the incomplete requirements. All completed program requirements will be "banked" as complete, and the Post-Baccalaureate student need only complete the incomplete requirements from the previous semester. This cycle will continue until the student is either admitted or completes all courses allowed under the pre-licensure designation. At that time, pre-licensure Post-Baccalaureate students must complete the remaining admittance requirements, or they cannot complete the licensure program. If there are changes to the admittance requirements from the time of the education student's first application, but before they are formally admitted into the licensure programs, the education student will be required to complete all updated requirements.

All teacher education program policies, procedures, and deadlines must be followed and met by pre-licensure students to be considered for admission to the programs, retention in the programs, and to receive the University's recommendation for licensure. The College of Education faculty and staff will communicate in writing all decisions and actions of the Teacher Education faculty regarding program admission, retention, and recommendation for licensure to teacher candidates.



Summary of the Admission Process for College of Education Initial Teacher Licensure Programs	
Baccalaureate Pathway	Post-Baccalaureate Pathway
Students pursuing initial teacher licensure through the baccalaureate pathway: <ol style="list-style-type: none"> 1. Declare their intended initial teacher licensure area during University admission 2. Initially enroll in the Bachelor of Science in Education Studies program 3. Must complete the initial teacher licensure program admittance application 4. Access the initial teacher licensure program admission requirements module in the learning management system 5. Complete all initial teacher licensure program admission requirements as outlined in the modules 6. Undergo admittance review 7. If approved, begin their initial teacher licensure program the following semester 8. Are designated as "teacher candidates" upon licensure program admission 	Students who hold a bachelor's degree and are pursuing initial teacher licensure: <ol style="list-style-type: none"> 1. Declare their intended initial teacher licensure area during University admission 2. Begin in pre-licensure status 3. Are automatically considered each semester enrolled for admittance to an initial teacher licensure program 4. Access the initial teacher licensure program admission requirements module in the learning management system 5. Complete all initial teacher licensure program admission requirements as outlined in the modules 6. Undergo admittance review 7. If approved, begin their initial teacher licensure program the following semester 8. Are designated as "teacher candidates" upon licensure program admission

Questions about admission requirements or processes should be directed to collegeofeducation@franklin.edu.

Requirements for Licensure Recommendation

Candidates in the College of Education licensure programs must complete certain program requirements to receive their initial teaching license. Program requirements include admittance requirements, course-associated program requirements, GPA requirements, state licensure test requirements, state licensure test requirements and clinical field work requirements. Prior to recommending the issuance of an initial teaching license, the College of Education will verify that each program requirement has been completed – candidates with incomplete program requirements will not be recommended for an initial teaching license until all requirements have been completed. All program requirements will be tracked by the College of Education and will be communicated to teacher candidates with an end of semester candidate summary for each semester they're enrolled in the licensure program.

Program Assessments

The following program assessments are common for all initial licensure programs. In order to be eligible for the final semester Phase II Clinical Student Teaching and licensure recommendation, teacher candidates must meet the minimum benchmark for each program assessment. Specific program details can be found in the program assessment course in Canvas.

Program Assessments		
Program Assessment	Minimum Benchmark Score	Course Association(s)
Educator Disposition	*See Disposition Concerns	EDUC 230, EDUC 332, Methods,



Assessment	Section*	Clinical Student Teaching
Micro-Teaching I	14	EDP 405
Micro-Teaching II	21	EDP 472
Classroom Management Plan	16	EDP 471
Micro-Teaching III	28	Methods Block
CPAST Midterm	N/A	Clinical Student Teaching
CPAST Final	42	Clinical Student Teaching

Remediation

To support student growth and success as a teacher candidate, we use a Tiered Remediation System for key assignments and program assessments. This process is designed to ensure candidates receive the feedback, resources, and guidance needed to meet expectations and improve their work.

Remediation is assigned when an assessment does not meet program expectations. The tier candidates are placed in depends on the nature and frequency of the concern. Each tier includes clear steps to help candidates revise their work and move forward successfully:

Tier I – Candidates will be contacted by the remediation faculty overseeing the program assessment. Candidates will need to review comments and feedback on the graded program assessment. Detailed feedback is given within the rubric for the program assessment. Candidates will make corrections and **email** the remediation faculty a copy of the updated program assessment. After the remediation faculty has reviewed and approved the updates, the remediation faculty will direct candidates to resubmit the program assessment to the *SOE Program Assessments Evaluation* Canvas course.

- Only one remediation Canvas submission per semester is permitted unless candidates have been approved for more submissions for review by remediation faculty. A one-on-one remediation is not required but is available for request.

Tier II – Candidates will be enrolled in the remediation Canvas course, *SOE Program Assessment Remediation*, by the remediation faculty overseeing the program assessment. Candidates will complete a remediation module aligned to the specific program assessment. Candidates will need to review comments and feedback on the graded program assessment. Detailed feedback is given within the rubric for the program assessment. Candidates will make corrections and **email** the remediation faculty a copy of the updated program assessment. After the remediation faculty has reviewed and approved the updates, the remediation faculty will direct candidates to resubmit the program assessment to the *SOE Program Assessments Evaluation* Canvas course.

- Only one remediation Canvas submission per semester is permitted unless candidates have been approved for more submissions for review by remediation faculty. A one-on-one remediation is not required but is available for request. The remediation bookings link will not be available until candidates have completed their assigned remediation module.

Tier III - Candidates will be enrolled in the remediation Canvas course, *SOE Program Assessment Remediation*, by the remediation faculty overseeing the program assessment. Candidates will complete a remediation module aligned to the specific program assessment. Upon completion of the assigned remediation module, candidates will schedule a one-on-one remediation meeting with the remediation



faculty overseeing the program assessment. Before the meeting, candidates review comments and feedback on the graded program assessment. Detailed feedback is given within the rubric for the program assessment. Additional one-on-one meetings will be required until the remediation faculty has approved all updates and directs the candidate to resubmit the program assessment to the *SOE Program Assessments Evaluation Canvas* course.

- Only one remediation Canvas submission per semester is permitted unless candidates have been approved for more submissions for review by remediation faculty. The remediation bookings link will not be available until candidates have completed their assigned remediation module.

Candidates cannot book a remediation meeting until all steps in their tier have been met. This system is meant to support and not penalize candidates. It provides a clear path for revising their work, mastering key skills, and staying on track for program completion and licensure readiness.

Program Progress Points and GPA Requirements

Program Progress Points Descriptions		
Progression Point	Required GPA	Description
Pre-License	≥ 2.75	Candidate is a Pre-License Post-Bacc student that has not yet been admitted to the College of Education.
Introduction to Education	≥ 2.75	Candidate has been admitted to the College of Education but has not yet been assigned Micro-Teaching I.
The Theory of Teaching	≥ 2.80	Candidate has been assigned the Micro-Teaching I, but not both the Micro-Teaching II, and the Classroom Management Plan.
The Teaching Environment	≥ 2.90	Candidate has been assigned the Micro-Teaching I, Micro-Teaching II, and Classroom Management Plan.
Content Specific Pedagogy	≥ 3.00	Candidate has been assigned the Micro-Teaching I, Micro-Teaching II, Micro-Teaching III, and Classroom Management Plan

Minimum Course Grades

All teacher licensure programs have minimum GPA requirements for admittance, as well as minimum GPA requirements for selected program progress points, with the final progress point requiring a minimum GPA of 3.0. Further, as all required transfer credit must be a “C” or higher to be counted for required courses in the teacher licensure programs, the same requirement is held for courses taken at Franklin. Therefore, if any teacher candidate or pre-licensure student receives a grade lower than a “C”, they must retake the course. In addition to retaking the course with a grade lower than a “C”, the teacher candidate and pre-licensure student may not use the course with a grade lower than a “C” as a valid pre-requisite for classes. Only courses with a passing grade of “C” or higher are considered valid to meet course pre-requisites.

State Specific Testing Requirements

Each state requires its own specific testing requirements for teacher licensure based upon grade level and content area. Please see your state specific appendix for detailed testing requirement information.

Clinical Fieldwork Overview



Clinical fieldwork is a critical component of teacher preparation that shapes effective educators through carefully designed, hands-on experiences in school settings. These experiences serve multiple essential purposes: they allow teacher candidates to apply their academic knowledge in real classrooms, develop professional skills through direct practice, and gain deep understanding of diverse student needs. Through clinical fieldwork, future teachers move from theory to practice, gradually building their ability to plan lessons, manage classrooms, assess student learning, and make meaningful instructional decisions. While state regulations require these experiences for licensure/certification, their true value lies in preparing teachers who can effectively serve all students. Because of this fundamental importance, clinical experiences cannot be transferred from other institutions or waived based on prior work in educational settings.

The clinical fieldwork program progresses through two distinct phases that build toward full teaching responsibility:

1. **Phase I: Clinical Field Experiences** During this initial phase, candidates spend several hours each week in partner schools, working alongside cooperating teachers. They complete structured coursework assignments while gradually taking on more classroom responsibilities. This phase allows candidates to bridge the gap between university coursework and classroom reality, applying what they learn about teaching methods, classroom management, and student development in a supported environment.
2. **Phase II: Clinical Student Teaching Experience** The culminating phase is a full-time, unpaid internship where candidates immerse themselves in all aspects of teaching. Under the guidance of a mentor teacher, they progressively assume responsibility for planning, instruction, assessment, and classroom management. This intensive experience helps candidates develop the confidence and competence needed for their own classrooms.

Throughout both phases, teacher candidates engage in increasingly complex classroom activities aligned with their coursework objectives. They observe experienced teachers, work with small groups, deliver lessons, assess student learning, and participate in professional activities. This scaffolded approach allows candidates to build their skills gradually while receiving constructive feedback from University faculty, cooperating teachers, and school administrators. Through ongoing evaluation and reflection, candidates develop the professional judgment and practical skills essential for effective teaching.

Clinical Fieldwork Placements

The placement process involves several key elements designed to ensure rich learning experiences and meet accreditation requirements.

First, teacher candidates need exposure to a wide variety of educational environments. This means spending time in different types of communities - from urban to rural settings - and working with students from diverse socioeconomic and ethnic backgrounds. This variety is not just beneficial but required by accreditation standards, as it prepares future teachers to work effectively with all types of students.



The College of Education carefully manages all placements through its partnership network. Even if a teacher candidate works at a school, they cannot automatically complete their fieldwork there. This policy exists because fieldwork must take place in settings that meet specific partnership criteria and can provide appropriate supervision and learning opportunities.

For a school to host teacher candidates, it must be part of the College of Education's official partnership network. If candidates are interested in completing fieldwork at a non-partner school, they should contact the Clinical Placement Office to inquire about establishing a partnership. However, meeting the basic criteria for partnership does not automatically guarantee placement opportunities. The final placement decision involves multiple factors and steps to ensure the best possible learning experience for the teacher candidate.

Throughout all clinical experiences, teacher candidates work in classrooms that align with their chosen teaching field. For example, a candidate pursuing secondary math certification would complete their fieldwork in middle or high school math classrooms. This targeted placement ensures candidates develop the specific skills and knowledge needed for their future teaching role.

These careful placement policies and procedures help create meaningful clinical experiences that prepare candidates for the realities of teaching while meeting all professional and accreditation requirements.

Clinical Fieldwork Supervision

Clinical fieldwork supervision consists of multiple structured levels of oversight and support designed to ensure teacher candidate development and program quality. All supervision adheres to state requirements and professional standards while promoting candidate growth and success.

Cooperating teachers serve as the primary supervisors during daily classroom experiences. These licensed educators work directly with teacher candidates, providing immediate guidance on instructional practices, classroom management, and professional conduct. During field experiences, cooperating teachers complete evaluations at the conclusion of each semester to document candidate progress. In the student teaching phase, their supervision intensifies to include regular conferences and ongoing assessment of teaching performance.

University supervisors maintain oversight of the clinical experience and serve as liaisons between school sites and the teacher preparation program. During student teaching, supervisors conduct multiple formal observations throughout the semester. Through detailed feedback and evaluation, they assist candidates in connecting theoretical coursework with classroom application while ensuring adherence to program requirements.



The Field Experience Office provides administrative supervision of all clinical experiences. This office coordinates placements, maintains school partnerships, and monitors program quality. Their oversight includes verifying appropriate placement settings, addressing emerging concerns, and maintaining required documentation. The office also ensures that both school-based and University supervision meets established professional standards.

The Program Chair provides executive oversight of clinical experiences, ensuring alignment with program goals and professional standards. The Chair reviews supervision practices, addresses escalated concerns, and makes final decisions regarding candidate progress or remediation. Through regular communication with the Field Experience Office and faculty, the Chair maintains program quality and consistency across all clinical experiences.

This comprehensive supervision structure incorporates ongoing feedback from multiple educational professionals. School administrators may conduct formal observations, while University faculty teaching concurrent courses provide additional guidance. All supervisory feedback and evaluations are documented systematically to track candidate progress and verify completion of program requirements.

Clinical Fieldwork Management System

The College of Education utilizes a digital management system to coordinate, track, and document all clinical fieldwork experiences. This comprehensive platform serves as the official record-keeping system for both field experiences and student teaching.

Pre-licensure post-baccalaureate students and admitted teacher licensure candidates receive access credentials for the clinical experience management system. The platform is accessible through web browsers and mobile devices, allowing candidates to manage their clinical requirements efficiently. The College of Education provides this access at no additional cost for the duration of the program.

The clinical fieldwork management system integrates with the learning management system to provide comprehensive tracking of:

- Clinical experience hours
- Performance evaluations
- Placement information
- Required documentation
- Credential verification

Before beginning clinical experiences, candidates must complete specific requirements within the system. These requirements include uploading necessary credentials and documentation as specified by



program guidelines. The system tracks completion of these requirements and maintains official records of all clinical experiences.

Candidates can monitor their progress toward completion of clinical requirements through the system's dashboard. This includes tracking accumulated clinical hours, viewing evaluation feedback, and accessing placement details. The system provides a centralized location for all documentation related to clinical experiences throughout the program.

The clinical experience management system ensures accurate record-keeping and efficient communication between candidates, faculty, and placement sites while maintaining program quality standards.

Phase I: Clinical Field Experience

Clinical field experiences provide candidates with authentic teaching opportunities prior to student teaching, allowing them to apply academic knowledge and teaching methodologies in actual classroom settings. These structured experiences are integrated into specific courses, with assignments that align with course objectives and learning outcomes.

During clinical field experiences, candidates:

- Observe classroom instruction
- Assist with teaching activities
- Tutor individual students
- Deliver supervised instruction
- Interact with students, teachers, and administrators
- Demonstrate professional dispositions
- Apply pedagogical knowledge

Candidates complete clinical field experiences across diverse educational settings including:

- Public and private schools
- Urban, suburban, and rural locations
- Various socioeconomic contexts
- Grade levels appropriate to their certification area

All clinical field experiences take place in classrooms that align with candidates' intended teaching fields and are supervised by cooperating teachers, University faculty, and the Field Experience Office. Candidates receive ongoing constructive feedback throughout each placement to support their professional growth.



Successful completion of clinical field experiences serves as a prerequisite for student teaching, establishing foundational teaching skills before candidates assume full classroom responsibilities. This systematic approach to clinical preparation ensures candidates develop the professional capabilities necessary for effective classroom instruction.

Clinical Field Experience Objectives

Clinical Field Experience will provide:

- Opportunities to implement and demonstrate knowledge, skills, and professional dispositions in a P-12 public/private school setting.
- An understanding of the profession by facilitating exposure to the P-12 policies, programs, routines, activities, and P-12 in-service teachers and school staff.
- Opportunities to participate in hands-on experiences in a P-12 classroom.
- Opportunities to observe and analyze instruction and student learning and to apply various methodologies, theories, and principles introduced and mastered in academic content, pedagogical, and professional coursework.
- Opportunities to practice problem-solving skills related to effective instruction, i.e., the planning and implementation of lessons, the diagnosis of learning problems, the motivation of students, and the individualization of instruction.
- An overall experience that expands personal skills and improves self-confidence.
- Opportunities to identify and evaluate personal biases, values, and beliefs related to diverse student populations.
- The development of cooperative relationships and the collaborative sharing of ideas.
- Opportunities for self-reflection.

Prerequisites for Clinical Field Experience

Candidates must obtain appropriate teaching authorization before beginning clinical field experiences. The specific type of authorization varies by state and may include pre-service permits, provisional licenses, or other credentials as outlined in each state-specific appendix.

Background checks represent another essential prerequisite for entering the classroom. Most states require criminal history verification, though the specific requirements, approved providers, and renewal timeframes vary by location. Candidates should maintain current background clearances throughout their clinical experiences.

Academic readiness constitutes a third key prerequisite. Candidates must maintain a cumulative GPA of 3.0 or higher and demonstrate satisfactory progress in their coursework. This academic standard ensures candidates possess the foundational knowledge necessary for successful clinical experiences.

The Field Experience Office verifies all prerequisites before approving candidates for classroom placement. This verification process includes confirming:

- Valid teaching authorization for the candidate's state
- Current background clearances
- Required academic standing
- Completion of program orientation
- Professional readiness



Candidates bear responsibility for maintaining current credentials and meeting ongoing requirements throughout their clinical experiences. The Field Experience Office monitors compliance and may suspend clinical experiences if prerequisites lapse, or requirements are not met.

For specific requirements in their state, candidates should consult their state-specific appendix. These appendices provide detailed information about the exact credentials, procedures, and documentation required for each state where the program operates.

Placement Process for Clinical Field Experiences

The Clinical Field Office coordinates all placements between teacher candidates and partner schools. Candidates submit their placement preferences by the designated deadline each semester. If a candidate does not submit preferences, the Clinical Field Office will determine an appropriate placement site.

When making placement decisions, the Clinical Field Office considers multiple factors:

- Candidate's stated preferences
- Area of certification
- Need for diverse clinical experiences
- Geographic accessibility
- Partner school availability

The Clinical Field Office endeavors to arrange placements within a 55-mile radius of candidates' locations. However, placement radius may extend beyond this range based on partner school availability and willingness to accept placement requests.

Upon finalization of placements, candidates receive written notification with their assignment details. Once notified, candidates must promptly contact their assigned cooperating teacher to arrange an initial visit and establish a consistent observation schedule. This systematic placement process ensures appropriate learning opportunities while meeting program requirements for diverse clinical experiences. The Field Experience Office maintains final authority over all placement decisions to uphold program quality standards.

Clinical Field Experience Hour Requirements

Clinical field experience requirements, including the number of required hours and documentation procedures, vary by state. Candidates should consult their state-specific appendix for detailed information about requirements in their state.

The College of Education requires candidates to complete supervised clinical field experience hours each fall and spring semester they are enrolled in the program prior to student teaching. These experiences provide structured opportunities to develop teaching competencies under the guidance of experienced educators.

Candidates document their clinical hours through the program's designated system, submitting records weekly for cooperating teacher verification. This regular documentation ensures accurate tracking of completed hours and allows cooperating teachers to confirm candidate participation and performance. Each semester, candidates must complete several requirements by the final day of classes:



- Documentation of all completed clinical hours
- Submission of required self-evaluations
- Cooperating teacher verification of participation

Any hours not properly documented and verified by semester deadlines will be considered incomplete. These incomplete hours must be completed in addition to the following semester's requirements. This policy ensures candidates fulfill all required clinical experience hours before advancing to student teaching.

The Field Experience Office maintains oversight of clinical hour completion through systematic documentation and verification processes. This monitoring ensures candidates meet preparation requirements while developing essential teaching competencies through sustained clinical practice.

Clinical Field Experience Participation Requirements

Teacher candidates are expected to establish a mutually beneficial weekly schedule with their cooperating teachers. The clinical field experience is designed to be completed on a consistent, weekly basis throughout the semester, rather than in concentrated blocks of time. Candidates must follow the school's sign-in/sign-out procedures and maintain accurate attendance records.

In cases of personal illness or family emergencies, candidates must:

- Contact the cooperating teacher directly as soon as possible
- Make up any missed clinical field experience hours
- Ensure all hours are submitted and approved by the required deadline

If teacher candidates do not have valid background clearances for their state of residence by the semester deadline, they will not have their field placement released to them. Pre-licensure post baccalaureate students and admitted teacher candidates must make up required clinical field experience hours missed for any reason, including school closing and personal illness. If Pre-licensure post-baccalaureate students and admitted teacher candidates fails to submit their Self-Evaluation and/or field hours or does not have their field hours approved by the required deadline, their incomplete hours will be considered as deficit hours. Teacher candidates who are assigned a field placement but withdraw from their courses after Week 5 of the semester will owe deficit field hours. Any deficit hours from previous semesters will be added to the required core hours the following semester. Deficit field hours will be shared with students via Sonia.

Clinical Field Experience Professional Expectations

Candidates must demonstrate the highest level of professional conduct, including:

- Adhering to their state's professional code of conduct for educators
- Following all policies of the partner school and the College of Education
- Maintaining reliability and thoroughness in field-related assignments
- Arriving prepared and mentally ready for each clinical field experience
- Engaging actively in classroom activities
- Responding positively to constructive feedback
- Presenting a professional appearance
- Protecting student confidentiality
- Maintaining appropriate boundaries with students and school personnel



Candidates who fail to meet these professional expectations may be subject to intervention, which could ultimately result in removal from the clinical field experience or the licensure program.

Recording and Resolving Concerns within Clinical Field Experience

Any faculty member, university supervisor, or partner school representative may report concerns about a teacher candidate's professionalism or performance. Similarly, candidates who have concerns about their clinical fieldwork placement may initiate a formal reporting process.

Concern Reporting Procedure

1. All concerns must be reported via email to collegeofeducation@franklin.edu
2. The Clinical Field Office will immediately notify the Department Chair and initiate an investigation.
3. The office will collaborate with the candidate, educational partners, and relevant stakeholders to address the concern.

Potential Outcomes

The resolution of a concern will be determined by its severity and may result in one of the following actions:

- Level 0: No Action Taken
- Level 1: Verbal Warning
- Level 2: Formal Documented Meeting
- Level 3: Removal from Clinical Field Experience
- Level 4: Removal from Licensure Program

If a placement site withdraws support due to professional disposition concerns, the candidate will:

- Be immediately removed from the clinical field experience
- Forfeit placement opportunities for the remainder of the semester
- Have any unverified field hours counted as deficit hours

Failure to comply with the Clinical Field Office's resolution attempts may result in elevation to a more severe outcome than initially proposed. The primary goal of this process is to maintain professional standards while providing a fair and structured approach to addressing performance and conduct concerns.

Roles and Responsibilities in Clinical Field Experience

Successful clinical field experiences are fundamentally collaborative, requiring clear communication, shared commitment, and coordinated efforts from multiple stakeholders. Each participant plays a critical role in supporting teacher candidates' professional development and ensuring high-quality learning experiences. This section outlines the specific responsibilities of key participants in the clinical field experience, emphasizing their interconnected roles in preparing future educators.

Responsibilities of Cooperating Teachers

Cooperating teachers serve as the primary on-site mentors during clinical field experiences, bridging the gap between theoretical educational preparation and practical classroom implementation. As experienced professionals working directly with teacher candidates, they provide critical guidance, modeling, and real-world insights that cannot be replicated in university classrooms. Their day-to-day interactions and professional feedback are essential in shaping candidates' understanding of effective



teaching practices. Cooperating teacher responsibilities include:

Professional Mentorship

- Assisting candidates in transitioning from theoretical understanding to practical application of teaching methodologies
- Providing professional guidance, constructive feedback, and support in implementing field assignments
- Modeling effective professional behaviors, practices, and classroom procedures

Communication and Orientation

- Reviewing course assignments and clarify expectations with candidates
- Introducing candidates to classroom routines and school practices
- Explaining the candidate's presence and role to students
- Maintaining open communication channels for candidate support

Candidate Supervision

- Monitoring candidate participation and performance
- Completing required evaluation documentation
- Verifying candidate clinical field hours
- Notifying candidates of any personal absences or classroom arrangements

Responsibilities of University Faculty

University faculty members design the foundational academic experiences that prepare teacher candidates for clinical field work. They create assignments that connect theoretical coursework with practical application, ensuring that candidates have the necessary conceptual frameworks and pedagogical strategies to succeed in P-12 settings. By maintaining close communication with the Clinical Field Office and cooperating teachers, University faculty help create a cohesive and supportive learning environment. University faculty responsibilities include:

- Developing clearly defined field assignments aligned with course content
- Making field assignments accessible to candidates and cooperating teachers
- Including clinical field experience discussions in course content
- Referring candidates with placement concerns to the Clinical Field Office
- Collaborating with the Clinical Field Office on field experience issues

Responsibilities of the Clinical Field Office

The Clinical Field Office serves as the central coordination point for clinical field experiences, managing the complex logistics of candidate placements, monitoring experience quality, and ensuring that all participants meet professional standards. This office acts as a critical liaison between the University, teacher candidates, and partner schools, facilitating smooth communication and addressing any challenges that arise during clinical field experiences. The Clinical Field Office is responsible for:

- Organizing, administering, and developing clinical field experiences
- Coordinating candidate placements in appropriate classroom settings
- Obtaining placement confirmations from partner schools
- Evaluating placement quality and provide feedback
- Maintaining communication with all stakeholders



- Investigating and resolve field experience issues

Responsibilities of the Department Chair

The Department Chair provides strategic leadership and oversight for the entire clinical field experience program. By maintaining relationships with partner schools, investigating performance concerns, and ensuring that field experience expectations align with professional standards, the Department Chair plays a crucial role in maintaining the quality and integrity of teacher preparation. Department Chair responsibilities include:

- Monitoring partner school relationships
- Ensuring field experience expectations are met
- Investigating performance concerns
- Conducting formal remediation meetings when necessary

This collaborative approach ensures comprehensive support for teacher candidates throughout their clinical field experiences, promoting professional growth and successful preparation for future educators.

Phase II: Clinical Student Teaching Experience

Teacher candidates in a College of Education licensure program are required to successfully complete a clinical student teaching internship experience prior to completing a licensure program and applying for their initial teaching license. Clinical student teaching represents the culminating phase of teacher preparation, moving far beyond the structured observations and limited practice teaching of earlier clinical field experiences. Unlike clinical field experiences where candidates assist with lessons and complete course-related assignments, student teaching is an immersive full-time classroom experience where candidates progressively take on all teaching responsibilities.

This intensive experience is essential because it bridges the gap between academic preparation and professional practice. Under the guidance of expert cooperating teachers and University supervisors, candidates develop from supervised practice to independent teaching. They learn to manage daily classroom operations, plan cohesive units of instruction, assess student learning, communicate with parents, and collaborate with colleagues. By requiring this comprehensive, supervised practice before independent teaching, clinical student teaching ensures new teachers enter the profession fully prepared to support student learning from their first day in their own classroom.

Clinical Student Teaching Courses

Clinical student teaching occurs across two courses. The first is the common seminar course and the second is the practicum course.

- The **common seminar course** provides teacher candidates with an opportunity to continue developing skills needed to become a reflective practitioner based upon their experiences in the field component of student teaching.
- The **practicum course** is an in-depth, full-time clinical laboratory experience that provides opportunities to observe, analyze, plan, and practice teaching methods in a school setting. The



practicum experience enables the teacher candidate to move through stages of increased responsibilities under the guidance, and with the support, of a cooperating teacher and a university supervisor.

Clinical Student Teaching Experience Objectives

Within Clinical Student Teaching, teacher candidates will:

- Identify and follow professional ethics, policies, and legal codes of professional conduct.
- Design and plan to engage in continuous, purposeful professional development.
- Create opportunities to positively impact teaching quality, school improvements, and student achievement.
- Summarize student learning and development and respect the diversity of the P-12 students they teach.
- Clarify the content area knowledge for which they have instructional responsibility.
- Use varied assessments to inform instruction, as well as to evaluate and ensure student learning.
- Plan and deliver effective instruction that advances the learning of each individual P-12 student.
- Create learning environments that promote high levels of learning and achievement for all students.
- Collaborate and communicate with P-12 students, parents, other educators, administrators, and the community to support P-12 student learning.

Employment During the Clinical Student Teaching Experience

Due to the time commitment associated with the clinical student teaching experience, the College of Education recommends that teacher candidates do not participate in any employment during their clinical student teaching experience. However, we recognize that due to financial or other commitments it may not be feasible to be unemployed during the clinical student teaching experience. If a teacher candidate must hold employment while completing their clinical student teaching experience, the employment cannot interfere with their required time and attendance in their clinical setting. Employment is not an excused absence; the student teaching experience is to be the teacher candidate's primary focus. If teacher candidates choose to hold employment, any employment may not interfere with clinical student teaching responsibilities during the P-12 partner school day at their placement and must be approved by the Clinical Field Office PRIOR to the clinical student teaching experience. The necessary forms are included as part of the Student Teaching Application.

Obtaining Permission to Student Teach

The clinical student teaching experience represents a critical milestone in teacher preparation. Teacher candidates must meet specific academic, non-academic, and legal requirements by posted deadlines to receive permission for their clinical student teaching semester. The approval process begins one year prior to the intended clinical student teaching semester, allowing partner schools sufficient time to evaluate and accept student teacher placements.

During this approval process, teacher candidates must complete the following requirements:

Non-Academic Requirements

- Complete mandatory clinical student teaching orientation
- Complete and submit a student teacher application
- Have all required background checks on file



- Complete any required health screenings
- Possess any required teaching permits and/or liability insurance
- Be approved by the Clinical Field Office of the College of Education

Academic Requirements

- Be admitted to a College of Education Licensure Program
- Complete all coursework except student teaching components
- Maintain a minimum 3.0 cumulative GPA
- Earn a grade of "C" or better in all major and professional courses
- Earn qualifying scores on all required content area exams
- Passing score on the following program assessments: Micro-Teaching I, Micro-Teaching II, Micro-Teaching III and Classroom Management Plan
- Successfully complete all clinical evaluations and benchmark assessments
- All assigned remediation completed

Clinical Field Experience Requirements

- Complete the required clinical field experience hours
- Submit all required clinical field experience self-evaluations
- Complete any assigned remediation
- Resolve any unmet programmatic requirements identified during audits

If a candidate fails to meet any requirements by the established deadlines, they become ineligible for their planned clinical student teaching semester. The Clinical Field Office will work with these candidates to establish a new timeline for the next available semester. This structured approach ensures candidates are fully prepared for their clinical student teaching experience.

Student Teaching Placements

Regardless of state location, all clinical student teaching placements must:

- Align with the candidate's intended certification area
- Be supervised by qualified cooperating teachers who:
 - Hold valid teaching licenses in the relevant content area
 - Have at least three years of teaching experience
 - Demonstrate effectiveness in instruction and mentoring
 - Include regular observation and feedback from University supervisors
 - Meet state requirements regarding the minimum number, type, and duration of placements

Note: Candidates should consult their state-specific appendix in the program handbook for detailed requirements in their state. Requirements are subject to change based on state regulations.

Professional Expectations for Clinical Student Teaching

Clinical student teaching represents a critical transition from student to professional educator. During this experience, teacher candidates must demonstrate the highest standards of professional conduct, as their actions directly impact student learning and safety, as well as the school community.



Professional Conduct

Each state maintains its own professional standards and code of conduct for educators that teacher candidates must follow. While the College of Education outlines core expectations that apply across all locations, candidates should familiarize themselves with and adhere to their state's specific requirements for professional conduct in educational settings. Candidates must consult their state specific appendix for details.

The foundation of successful student teaching lies in maintaining exemplary professional behavior. Teacher candidates must operate within all legal and ethical frameworks, following University, school, and district policies while adhering to federal, state, and local laws. This includes treating all members of the school community - students, parents, and colleagues - with integrity, fairness, and dignity.

Respect for diversity stands as a cornerstone of professional conduct. Teacher candidates must demonstrate unwavering respect for all students, regardless of their background, characteristics, or circumstances. This respect extends beyond basic interactions to include maintaining strict confidentiality of student and school personnel information.

Student safety remains paramount. Teacher candidates have both ethical and legal obligations to report suspected abuse or neglect, maintain appropriate professional boundaries, and ensure student wellbeing. This includes never providing unauthorized substances, transporting students, or meeting privately with students. All student interactions must occur within appropriate educational contexts and follow school policies, including guidelines for electronic communication.

Professional relationships require careful attention to boundaries and appropriate conduct. Teacher candidates must maintain strictly professional relationships with students, avoiding social interactions outside educational contexts. They should engage respectfully with colleagues, avoiding inappropriate comments or disparagement, while contributing positively to the school community.

Failure to adhere to your state's Code of Conduct may result in lower evaluations, removal from the P-12 school placement, dismissal from the College of Education licensure programs, and in extreme situations the filing of legal charges, if necessary.

Professional Appearance

The teaching profession is just that, a profession, which means there is an expectation of being a professional. One is judged on their level of professionalism the moment a parent, colleague, or administrator see you. Therefore, teacher candidates are expected to always be in professional dress when in the clinical setting. Although a school may not have a set dress code for the faculty and staff, the College of Education does have an expected level of professional dress that all teacher candidates should adhere to when in the clinical setting representing Franklin University and the College of Education.

The following guidelines are to be followed when in the clinical setting:

- Collared shirt/blouse
- Formal dress pants, knee length skirt/dress
- Solid color non-athletic trainers, closed toes shoes
- Trimmed and maintained facial hair
- Professionally styled hair



Attendance and Responsibility

Teacher candidates are expected to report to their clinical student teaching practicum placement during the days and times their cooperating teachers are contractually required to report to the school building. Teacher candidates will follow the calendar of their clinical student teaching placement for holidays, as well as for report and departure times. Teacher candidates are to track their daily attendance using their clinical student teacher attendance log that will be submitted to their practicum course each week. If a teacher candidate will be absent from their clinical student teaching placement while their cooperating teacher is required to report for the school day for any amount of time, the teacher candidate must complete a Student Teaching Leave Form.

Teacher candidates must complete the Student Teaching Leave Form and obtain the signatures of their cooperating teacher and student teaching supervisor before submitting it to the Clinical Field Office prior to any P-12 classroom absence. These absences include, but are not limited to, professional conferences, professional development opportunities, job interviews, licensure testing, scheduled medical appointments, etc. The teacher candidate must submit the Student Teaching Leave form to the Clinical Field Office, with all required signatures, ONE WEEK in advance of any absence, other than unexpected illness or family emergency. Teacher candidates are responsible for working with their cooperating teachers to set up a method of supplying the lesson plans and materials to the cooperating teacher any time they are absent from the classroom. Once the Clinical Field Office receives the Student Teaching Leave Form, the Clinical Field Office will evaluate the absence and determine the required stipulation to resolve the absence, if applicable.

Teacher candidates are provided with two (2) professional days to be used for testing and other professional development-related opportunities. The Clinical Field Office must approve and specify the required stipulation prior to the absence being considered excused. Any absence beyond the two (2) professional days must be made up as additional days added to the end of the clinical student teaching experience. If a teacher candidate must remain in the clinical student teaching experience beyond the deadline for the instructor to submit grades to the University, they will receive an incomplete until all days, assignments, and assessments are completed. Excessive absences from the clinical student teaching experience may result in failure to complete the clinical student teaching experience, jeopardizing the teacher candidate's ability to complete their licensure program.

Clinical Student Teaching Evaluation Procedures

The evaluation of student teaching encompasses both the seminar course and practicum experience, providing a comprehensive assessment of candidate readiness for the teaching profession. This multi-faceted evaluation process ensures thorough assessment of teaching competency through various measures and multiple evaluators.

Evaluation Components

The seminar course evaluation focuses on candidates' completion of assigned coursework according to established grading criteria. The practicum evaluation involves collaboration among the cooperating teacher, University supervisor, course instructor, and teacher candidate. Together they utilize a standardized pre-service assessment tool to develop consensus on the candidate's performance.

The final evaluation combines the consensus assessment score with the candidate's performance on practicum course assignments. Successful completion of student teaching and recommendation for licensure requires passing both the seminar and practicum courses as well as meeting minimum



performance standards on the pre-service assessment.

Guiding Principles

Student teaching evaluation adheres to several key principles:

- **Comprehensive Assessment** Evaluation examines candidates' knowledge, skills, and professional dispositions across multiple dimensions of teaching practice.
- **Continuous Feedback** Ongoing assessment allows candidates to monitor their progress and make necessary improvements. Regular feedback helps candidates understand their strengths and areas for growth.
- **Collaborative Process** Evaluation involves multiple stakeholders working together to assess candidate performance. Regular conferences between candidates, cooperating teachers, and university supervisors provide opportunities for shared discussion of progress and concerns.

Observation Requirements

The University supervisor and cooperating teacher each conduct a minimum of six formal observations throughout the experience. These observations provide structured feedback on teaching performance and professional growth. Candidates must submit documentation of these observations to their practicum course for review.

Through this systematic evaluation process, candidates receive comprehensive feedback to support their development as educators while ensuring they meet professional standards for beginning teachers.

Recording and Resolving Concerns During Student Teaching

When concerns arise about a teacher candidate's professionalism or their ability to succeed in their placement, all stakeholders must follow established protocols for reporting and resolution. Initial concerns should be addressed by the University supervisor assigned to the teacher candidate. If concerns cannot be resolved at this level, they will be escalated to the Clinical Field Office.

The Clinical Field Office works collaboratively with all parties involved - the teacher candidate, University supervisor, and school partners - to address and resolve concerns. Documentation of all resolutions becomes part of the candidate's permanent file.

Resolution Process

1. Stakeholders report concerns to the University supervisor
2. The supervisor documents the concern, notifies the Clinical Field Office, and works toward resolution
3. Unresolved concerns are escalated to the Clinical Field Office and Department Chair
4. The Department Chair reviews escalated concerns and determines appropriate action:
 - Withdrawal from student teaching
 - Implementation of an improvement plan
 - Continuation without additional action

If a placement site withdraws support, the candidate will be immediately removed from clinical student teaching. Candidates who demonstrate ongoing professional concerns may be counseled out of the program.



Withdrawal and Reinstatement

Withdrawal from student teaching results in administrative withdrawal from associated courses. Candidates should consult the University's tuition refund policy and Student Financial Services regarding financial implications.

Candidates seeking reinstatement must:

- Submit a petition outlining their plan to address previous concerns
- Interview with a readmission panel
- Complete any required improvement plan
- Receive formal approval before re-enrolling

Due Process and Appeals

Candidates have specific rights regarding evaluation and appeals:

- Access to review their final evaluation
- Right to request conferences with supervisors and cooperating teachers
- Opportunity to attach written statements to evaluations
- Right to appeal decisions through appropriate channels, culminating with the Dean
- Final decisions rest with the Dean of the College of Education

Professional Support

Throughout this process, the focus remains on supporting candidate growth while maintaining program integrity and ensuring readiness for the teaching profession. All parties work collaboratively to address concerns and support candidate success when possible.

Roles & Responsibilities in Clinical Student Teaching

Clinical student teaching represents a crucial bridge between academic preparation and professional practice. This experience provides candidates with the opportunity to develop teaching competencies through daily classroom immersion, supported by a team of experienced professionals. Success depends on clear understanding of responsibilities and effective collaboration among all team members.

The Teacher Candidate

The teacher candidate transitions from student to professional educator during the clinical student teaching experience. This role requires:

Prior to Student Teaching:

- Completion of student teaching orientation
- Completion of application materials
- Meeting all program prerequisites
- Obtaining required teaching credentials
- Maintaining required GPA
- Resolving any pending remediation

During Student Teaching:

- Treating the experience as a full-time professional commitment



- Following school calendars and schedules
- Maintaining professional relationships with school community
- Following all school and program policies
- Planning and delivering instruction
- Participating in all aspects of teaching duties
- Engaging in ongoing self-reflection and professional growth
- Completing required assessments and documentation

The Cooperating Teacher

The cooperating teacher serves as the primary mentor, providing daily guidance and support. Qualified cooperating teachers should have:

- Appropriate teaching credentials
- Successful teaching experience in the relevant content area
- Demonstrated excellence in instruction and assessment
- Experience with diverse learners
- Commitment to inclusive education

Responsibilities include:

- Orienting candidates to school culture and procedures
- Providing necessary resources and workspace
- Guiding gradual assumption of teaching duties
- Modeling effective teaching practices
- Offering regular feedback and support
- Participating in candidate evaluation
- Communicating concerns to appropriate personnel

The University Supervisor

The university supervisor provides the connection between academic preparation and classroom practice, supporting both candidate and cooperating teacher through:

- Regular classroom observations
- Post-observation conferences
- Guidance on professional development
- Evaluation of teaching performance
- Communication with program leadership
- Support for addressing concerns
- Documentation of progress

The Field Experience Coordinator

This administrator oversees the student teaching program by:

- Coordinating placements
- Supporting all participants
- Monitoring program quality
- Addressing concerns



- Ensuring policy compliance
- Maintaining communication
- Managing documentation

The Licensure Coordinator

The Licensure Coordinator provides program support and:

- Supports participants
- Provides guidance on licensure assessments
- Supports successful program completion
- Gives guidance on licensure requirements

The Department Chair

The Department Chair provides program oversight and:

- Ensures quality standards
- Reviews serious concerns
- Makes final determinations on candidate status
- Maintains program integrity
- Supports successful program completion

Through these defined roles and collaborative efforts, the clinical student teaching experience provides candidates with comprehensive support for their development as educators.

Retention in College of Education Teacher Licensure Programs

Once a student has declared their intent to seek admittance to a College of Education licensure program, every attempt will be made to assist the student in completing his or her professional preparation program, provided certain criteria are met throughout the program. Many program requirements require that a minimum evaluation score be achieved to fulfill the requirement. If a candidate does not meet the minimum required score by the end of the semester the program requirement was assigned, they will be identified as in need of intervention and will be required to complete specifically assigned remediation.

In some cases, the assigned remediation will require the teacher candidate or pre-licensure student to schedule a required remediation meeting during which the Department Chair will work with the teacher candidate to develop a plan to meet the program requirement. Once the remediation is assigned to the teacher candidate, it is their responsibility to complete the assigned remediation before the end of the semester or a follow-up remediation meeting will be conducted. Such a meeting could, depending upon the required remediation, result in the teacher candidate being counseled out of the program.

Stop Out/Readmittance

Teacher candidates or pre-licensure students who have not enrolled and completed an academic course for an entire academic year will be classified as having “stopped out” of the program. If a teacher candidate or pre-licensure student has stopped out, they are required to reapply to the University. Upon reapplication, all previous coursework and program requirements will be evaluated



and applied where valid. It is important to note that any program changes that occurred while the teacher candidate or pre-licensure student stopped out will be in effect and the teacher candidate or pre-licensure student will not be “grandfathered in,” meaning they must enroll and complete the program available at the time of their reapplication.

Transfer Credit

Teacher candidates and pre-licensure students must earn a “C” or higher on all transfer credit that will be applied to required courses in a teacher licensure program. Any transfer credit that is below a “C” can be eligible for elective credits.

Disposition Concerns

As a future teacher, candidate professionalism, ethical behavior, and conduct matter deeply. The Disposition Concern Process supports candidate development by providing a fair and consistent way for instructors to address concerns that may arise related to professional behavior, including academic integrity and appropriate use of tools like artificial intelligence (AI).

This process promotes personal growth, encourages reflection, and helps ensure that all candidates meet the expectations set by Franklin University’s College of Education and by the teaching profession. It also allows the SOE to identify patterns that may impact candidate success or program quality—ensuring that we continue to meet high standards for educator preparation.

The following list details the dispositions that are tracked in courses, field experiences and communications with the College of Education:

- *AI Use Violation (unauthorized AI assistance, failure to disclose)*
- *Professionalism (e.g., inappropriate behavior, language, or communication)*
- *Timeliness (chronic lateness or missing assignments)*
- *Academic Integrity (e.g., plagiarism, cheating, posting work on sites)*
- *Quality of Work (e.g., below expectations, lack of effort)*
- *Ethical Decision-Making (e.g., dishonesty, disregard for student safety/confidentiality)*
- *Communication/Engagement (e.g., disrespectful tone, lack of participation)*

To support candidate growth as a future educator, Franklin University’s College of Education uses a tiered process to address concerns related to professionalism, ethics, and academic conduct—including responsible use of tools like artificial intelligence (AI). These concerns are tracked over time and may require different levels of response depending on the situation.