Child and Youth Studies

Undergraduate Handbook

This handbook is a summary of the practicum requirements for graduation with a Bachelor of Science in Child and Youth Studies (CYS) in the College of Education at Florida Gulf Coast University. The practicum experiences will provide CYS majors opportunities to apply child and youth development theory in real life situations such as diagnosing and solving problems, meeting the needs of diverse clients, and practicing professional dispositions to impact lives and communities in significant ways.

Additional information about the CYS major, College of Education and the requirements of Florida Gulf Coast University are available on the web.

CYS Website https://www2.fgcu.edu/coe/cys/index.asp
COE Website https://www2.fgcu.edu/coe/
FGCU Website https://www2.fgcu.edu

Every effort has been made to assure the accuracy of information in this handbook.

Should a discrepancy occur, the current Florida Gulf Coast University Undergraduate Catalog takes precedence. It is the responsibility of every student to be familiar with the Catalog and the requirements stated therein.

Students should refer to the catalog from their matriculation year for graduation requirements.

This handbook was most recently revised by Dr. Shelby Gilbert (2018). Previous authors include Dr. Elizabeth Elliott.
I _____________ sign this affidavit as proof of my having printed and read the Child and Youth Studies Undergraduate Handbook. This handbook contains policies and procedures of the Child and Youth Studies program at Florida Gulf Coast University. By signing this document, I am attesting that I agree, accept, understand and therefore will strictly abide by the policies and procedures of the program, including the student field experience, at Florida Gulf Coast University. A copy of this document must be present in my file in the College of Education.

Student's Printed Name_____________________

Student's Signature_____________________

Student Field Supervisor_____________________

Please sign and submit to your advisor upon admission to the Child and Youth Studies program.
## Faculty and Staff

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Specialization</th>
<th>Office</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shelby Gilbert, EdD</td>
<td>Assistant Professor, Program Coordinator, CYS</td>
<td>Merwin 251</td>
<td>590-7811</td>
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</tr>
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<td>Family Resource Center</td>
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<tr>
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<td><a href="mailto:kdesmore@fgcu.edu">kdesmore@fgcu.edu</a></td>
</tr>
<tr>
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<tr>
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</tr>
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WHAT IS A HIGH QUALITY PROFESSIONAL?

The conceptual framework for the College of Education at Florida Gulf Coast University is based upon the mission of preparing students for responsible citizenship, productive careers, and to be the learners and leaders of today and tomorrow. As learners, our graduates will continue to grow and develop as leaders within their field. As leaders, they will build upon the diverse backgrounds and perspectives they encounter to ensure that all individuals are able to construct the understanding necessary to become successful. During field experiences, students are assessed in domains related to the values and behaviors specified by the College of Education. These domains are connected to the strategic directions of the College of Education where we seek to create innovations in learning, engage the community, and focus on those we serve.
Introduction

Welcome to the major in Child and Youth Studies (CYS) at Florida Gulf Coast University. This handbook is designed to help you as you enter and progress through the major. The handbook provides information on curriculum requirements, student advising and graduation requirements. This information will help you plan your program of study.

Overview of CYS Major

The Child and Youth Studies (CYS) major is designed to prepare education, human services, community development, and other child and youth professionals for employment in public, private, nonprofit, and for-profit organizations. It is also designed to serve a larger population of future educators who may not desire to complete one of the College of Education’s current state approved teacher preparation programs, or students who want more than a minor in education and who want a program that includes an internship, or students who have a major not covered by one of our state approved teacher preparation programs and who want to complete as much of the Florida teacher certification requirements as possible. The BS in Child and Youth Studies is flexible enough to accommodate all of these populations while retaining the highest level of practice and pedagogy.

The CYS major prepares students to address the complex issues facing children, youth, families, and communities in the 21st century. Students acquire critical skills to assist children, youth, families, and communities in meeting their needs, including:

• interpersonal communication
• leadership
• program planning, management, and administration
• social policy
• applied research and evaluation
• community-based education

This major is administered by the College of Education and leads to a Bachelor of Science Degree. The B.S in Child and Youth Studies is not a Florida approved teacher preparation program.
Jobs

There are a variety of jobs that graduates of CYS can apply for including but not limited to:

- Child Protection Services
- Preschool Teacher
- Case Manager
- Youth Worker
- Health Educator
- Non-Profit Administration
- Volunteer Coordinator
- Adoption and Foster Care
- Extension and 4-H
- Family Life Educator
- Program Planning and Evaluation

Listed below are some examples of graduates of our program and how a degree in CYS helped them in the ‘real world:’

- **Marie Francillon Ovincy (2011)**, Mental Health Clinician, Salus Care (M.A. Mental Health Counseling, 2016)
- **Samuel Laguerre (2015)**, Substance Abuse Prevention and Education Specialist, Oasis Youth Shelter
- **Auriel Williams (2015)**, 5th Grade Math Teacher, Unity Charter School
- **Jonathan Coven (2016)**, Teacher, Lee County (Florida) Public Schools
- **Kaitlynn Orlandi (2016)**, Residence Hall Director Mississippi State University
- **Shannon Pickett (2016)**, Undergraduate Admissions Recruiter, Florida Gulf Coast University
- **Joan Bray (2017)**, Manager, HealthPark Child Development Center
- **Kylie Bryan (2017)**, Sports Coordinator, YMCA of the Suncoast
- **Michael Jata (2017)**, Math Teacher, Gateway Charter Academy
- **Brenda Salgado (2017)**, Child Welfare Case Manager, Children’s Network of South Florida
### Suggested 4-Year Plan of Study

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Fall</th>
<th>Credits</th>
<th>Pre-requisites/ Notes</th>
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<tbody>
<tr>
<td>ENC 1101</td>
<td>English Composition I</td>
<td>3</td>
<td>State Core</td>
</tr>
<tr>
<td>MGF 1107</td>
<td>General Math</td>
<td>3</td>
<td>MAT 1033 with min. grade C/State Core</td>
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<td>GENC</td>
<td>BSC 1005 w/lab, AST 2002C, CHM 1020, OR EVR 1001C</td>
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<td>GEHM</td>
<td>ARH 2000, LIT 2000, MUL 2010, PHI 1010, OR THE 2000</td>
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<td>Elective</td>
<td>PSY 2012 or SYG 2250</td>
<td>3</td>
<td>SYG 2250 meets INKN</td>
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<th>Credits</th>
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<tr>
<td>ENC 1102</td>
<td>English Composition II</td>
<td>3</td>
<td>ENC 1101 with min. grade of C/University Requirement</td>
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<td>STA 2023</td>
<td>Statistical Methods</td>
<td>3</td>
<td>MGF 1017 with min. grade C/University Requirement</td>
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<td>EDF 2005</td>
<td>Intro to the Teaching Profession</td>
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<td>GENC</td>
<td>BSC 1020C or BSC 1051C</td>
<td>3</td>
<td>(OR General Education Natural Science)</td>
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<tr>
<td>SPC 1608</td>
<td>Effective Speaking</td>
<td>3</td>
<td>Elective</td>
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#### Year 1 - Summer

**Total Credits**

0 - 9

**Attendance at a Mandatory COE Orientation is required during Year 2 prior to admission**

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<tr>
<th>Year 2</th>
<th>Fall</th>
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<tr>
<td>EDF 2085</td>
<td>Intro to Diversity for Educators</td>
<td>3</td>
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<tr>
<td>CRW 2001</td>
<td>Intro to Creative Writing</td>
<td>3</td>
<td>(OR General Education Humanities)</td>
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<tr>
<td>ECO 1000</td>
<td>Survey of Economics</td>
<td>3</td>
<td>Elective</td>
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<tr>
<td>GEA 2000</td>
<td>Intro to Geography</td>
<td>3</td>
<td>(OR General Education Social Science)</td>
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<tr>
<td>HSC 2106</td>
<td>Choosing Wellness</td>
<td>3</td>
<td>Elective</td>
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<tr>
<td>EME 2040</td>
<td>Intro to Technology for Educators</td>
<td>3</td>
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<tr>
<td>POS 2041</td>
<td>American National Government</td>
<td>3</td>
<td>(OR General Education Social Science)</td>
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<tr>
<td>REL 2306</td>
<td>Contemporary World Religions</td>
<td>3</td>
<td>(INKN) (OR General Education Humanities)</td>
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<tr>
<td>WOH 1030</td>
<td>World Civilization since 1815</td>
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<tr>
<td>AMH 2020</td>
<td>US History Since 1877</td>
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<td>State Core</td>
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<tr>
<td>EDF 3253</td>
<td>Learning Mgmt. in the Inclusive Classroom</td>
<td>3</td>
<td>Restricted to admission in the major</td>
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<tr>
<td>EDF 4112</td>
<td>Child Growth and Development</td>
<td>3</td>
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<tr>
<td>EDG 3323</td>
<td>Professional Teaching Practice</td>
<td>3</td>
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<tr>
<td>TSL 3080</td>
<td>Foundations of ESOL</td>
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<td>IDS 3920</td>
<td>University Colloquium</td>
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<td>University Requirement</td>
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<tr>
<td>EEC 3268</td>
<td>Play Development and Assessment</td>
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<tr>
<td>EDF 4424</td>
<td>Measurements &amp; Eval. in the Classroom</td>
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<td><strong>Child Concentration:</strong></td>
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<tr>
<td>RED 4310</td>
<td>Early Learning Literacy</td>
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<td><strong>Youth Concentration:</strong></td>
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<tr>
<td>RED 4344</td>
<td>Methods of Teaching Reading</td>
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<tr>
<td>TSL 4520</td>
<td>Sec. Lang. Acquis., Com. &amp; Culture</td>
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You must apply for EDG 4942 during Block 2  
see: [http://coe.fgcu.edu/internship](http://coe.fgcu.edu/internship)

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<th>Year 3</th>
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<tr>
<td>LAE 4416</td>
<td>Children's Literature</td>
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<td>Subject Area Elective</td>
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<tr>
<td>EEC 4307</td>
<td>Cognitive Exp. for Young Children</td>
</tr>
<tr>
<td>EEX 4201</td>
<td>Young Children w/special needs</td>
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<tr>
<td>EDG 4371</td>
<td>Creative &amp; Affective Development</td>
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<tr>
<td>EDG 4942</td>
<td>Field Experience: CYS</td>
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<tr>
<td>EDG 4936</td>
<td>Seminar: Child &amp; Youth Studies</td>
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<td>EDG 4940</td>
<td>Practicum: Child &amp; Youth Studies</td>
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<td><strong>Total Credits</strong></td>
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</table>
Curriculum Maps assume a fall start with full-time attendance. Students beginning in spring or summer or attending part-time should see a College of Education Advisor. A change in the sequence of these courses may delay your graduation.

**Graduation Requirements**

To graduate from the College of Education with a Bachelor of Science in Child and Youth Studies from Florida Gulf Coast University, students must meet the requirements identified in the Undergraduate Catalog for the student’s matriculation year.

**Graduation Check**

Students are advised to complete a graduation check during the semester before they expect to graduate (the next-to-last semester). To determine what the student needs to complete in order to graduate, the student should see their academic advisor each semester.

**Applying for Graduation with the Registrar**

The process of graduation begins when an application to graduate is completed and submitted via GULFLINE. The deadline to submit the application is normally the end of the 3rd or 4th week of the term. Please refer to the Academic Calendar for the exact date. Late submissions will only be accepted in exceptional circumstances. Once you have submitted your application to graduate via GULFLINE, your advisor will begin the process of verifying graduation requirements. A final determination is not made until the end of the term when all final grades have been posted. The degree certification process takes about 4 weeks after the term is closed. Once the degree is certified, the application will be forwarded to the Office of the Registrar for the degree to be posted to the student’s academic record. If a student is denied graduation he/she must reapply in a subsequent term.
Field Experience and Internship

What is an internship?
An internship is a short-term, mutually beneficial relationship between a student and an employer. It is not a clerical position but, rather, one in which students may gain experience in their fields of study while earning academic credits.

Benefits of Internships
Internships enable students to perform meaningful work in the discipline of their choosing, gaining experience that can prove valuable upon graduation. They also allow both the student and the employer to see how compatible they are before committing to a full-time position. Internships serve as great recruiting tools for full-time jobs and provide employers with staffing for special projects that full-time staff may not have time to tackle. Interns also provide full-time staff with an opportunity to gain supervisory experience while the interns gain valuable experience working for a variety of supervisors.

Types of Internship Experiences
Internship experiences should enhance a student’s learning of child and youth development. Types of experiences that qualify for internship approval are:

- Assisting a teacher in a preschool or VPK classroom
- Working with children or adolescents with developmental disabilities
- Providing support services for children and adolescents
- Creating programs for the betterment of the community
- Assisting in the administration of resources to various community agencies

If an agency seeks an intern to do work other than that specifically related to child and youth development (such as exclusively filing papers or completing general office clerical or administrative work), it will not be selected as an eligible site because the experience does not align with the goals of the internship.

Internship Learning Outcomes
Upon completion of the internship, students will:

- Participate in a work environment reflective of today's diverse society
- Integrate academic theory with workplace practice
- Analyze realistic problems associated with the workplace and be given an opportunity to resolve these problems
- Demonstrate appropriate workplace ethics and personal behavior patterns
- Apply written and verbal communication skills within all appropriate levels of the organization setting
- Integrate a variety of professional experiences, job-seeking and networking skills
Selecting an Internship
All community partners that wish to host CYS interns must enter a legal agreement with Florida Gulf Coast University. The process for establishing the agreement is available through the FGCU Office of Internships and Cooperative Programs.

Examples of community partners that host CYS interns include but are not limited to:
- FGCU Wings of Hope
- FGCU Family Resource Center
- Oasis Youth Shelter
- Golisano C’Mon Children’s Museum
- Imaginarium Hands-On Museum
- Early Steps at Health Planning Council
- Collier County Sports and Recreation
- Community School of Lehigh Acres
- IMPACT for Developmental Education
- Grace Place for Children and Families
- Lee Memorial Child Development Centers
- Heights Foundation and Charter School
- Special Olympics of Collier County
- Boys and Girls Clubs
- Sports CLUB Naples
- Naples Botanical Garden
- Literacy Council of Gulf Coast
- Greater Naples YMCA
- Elite DNA Therapy Associates
- Quality Life Center of Southwest Florida
- Creative World School

Internship Compensation
While most CYS internships are unpaid, internships may be paid or unpaid. Paid internships are on a selection process and are an agreement between the internship and the university. **You cannot, however, work at your job and be paid for an internship.**
Application and Placement Procedure
The Student Practicum experience in the Child and Youth Studies Program at Florida Gulf Coast University is a two-semester experience that occurs during a student’s senior year. During the 12-week student field experience program (Level I internship) each candidate will be placed at a site for 200 hours. During the 12-week student practicum (Level II internship) each candidate will be placed at a site for 400 hours per semester.

The semester prior to entering Student Field Experience or Practicum, each candidate who meets the eligibility requirements will submit an application for internship. All coursework must be completed with a minimum GPA of 2.0, and the dispositional standards must be satisfactory. The Field Experience link on the COE Website contains complete directions for the completion of this process. It is the responsibility of each candidate to become familiar with this process and complete it within the designated deadlines.

Placement for Spring Semester: Application Deadline is September 15
Placement for Summer Term: Application Deadline is February 15
Placement for Fall Semester: Application Deadline is February 15

The CYS program coordinator will work with students to help identify an appropriate internship for the candidate’s area of interest. Once a potential site is identified, students are responsible for sending a cover letter and resume to the site supervisor so that arrangements can be made to meet and discuss the internship opportunities and responsibilities. Candidates are responsible for all transportation arrangements.

Guidelines for Placement of Student Field Experience
1. The College of Education’s Conceptual Framework explicitly values diversity in student preparation. Candidates are required to participate in field experiences that may include individuals with exceptionalities and individuals from diverse backgrounds, including ethnic, racial, gender, linguistic, and socioeconomic diversity.
2. The CYS program coordinator works with our partners to identify high-performing, safe, stable, supportive and collegial environments in which candidates can perform the duties of an internship.
3. A candidate is not permitted to complete a field experience at the same site where he/she is employed, where relatives are employed, or where a candidate’s children attend.
4. University policy requires that candidates with disabilities be provided reasonable accommodations to ensure their equal access to course content. If a candidate has a documented disability and requires accommodations, he/she must inform the Office of Student/Clinical Practice at the time of application for field experience so that an appropriate placement can be secured.

Guidelines for Guest Away Internship During Final Internship
FGCU’s CYS Program has specific requirements for FGCU students who wish to participate in the final internship at another university.

- Guest Away internships are for **Final (Level II) internship experiences only**. Guest Away internships are only for students who have demonstrated competencies and behaviors necessary for success in final internship.
- FGCU must approve Guest Away internships. Guest Away interns are required to submit their applications for the spring semester by September 1st. The application deadline for summer and/or fall semesters is February 15th.
- Upon approval, the student should complete and submit transient forms with the FGCU Registrar’s Office and with the Host University. The application process for the Host University must be completed according to their timeline, so the request must be made to FGCU to allow forms to be completed, signed, and returned by the deadline.
- Courses within the program that are required concurrently with internship must be completed satisfactorily. In some cases, the concurrent course is graded, even though the internship is on a Satisfactory/Unsatisfactory (S/U) basis.
- **Guest Away interns will register for tuition and fees with FGCU.** Any fees from the Host University will be paid by the Guest Away intern prior to the beginning of the semester unless otherwise specified in writing. It is the responsibility of the Guest Intern to render full payment as stipulated in this section.
- Guest Away interns must meet FGCU’s requirements for final internship to be eligible for a Guest Away internship.
- Guest Away interns must be enrolled in a degree program with a 2.5 overall grade point average on a 4.0 scale. Guest Away interns must be matched with a preceptor having the same certification in the level and area the intern is seeking.
- Guest Away interns must not take additional course(s) that conflict with internship requirements. **Guest Away interns must follow the Host University’s internship syllabus and guidelines, and attend all mandatory orientations and seminars.** FGCU’s final evaluation forms must be completed by the Guest Away intern’s University Supervisor and preceptor and submitted to the FGCU registrar.
- A semester at FGCU is sixteen weeks, and summer term is 13 weeks, including finals. The supervised placement is for at least twelve weeks during fall and spring, and 10 weeks during summer. The University Supervisor and the preceptor submit written observations and evaluations of the student. It is expected that the Host University’s program is similar; if not, written variations must be approved and signed by FGCU’s CYS program coordinator and Department Chair.
- Guest Away interns receive a S/U final grade unless specified differently.
Professionalism and Ethical Conduct During Student Field Experience

Conduct
While participating in the field experience, interns are considered pre-service professionals and should conduct themselves in a professional manner in and out of all professional settings. The intern agrees to follow the policies of each field site as well as the Codes of Conduct set forth by Florida Gulf Coast University. Upon arriving at the site, interns should immediately become familiar with site policies. Interns should view the experience as an opportunity to demonstrate what they can do as a professional. Actions and words should be carefully considered as they will impact the evaluation and written recommendations given by the Site Supervisor and the University Supervisor. Interns demonstrating behaviors and dispositions unbefitting a professional may be subject to termination of their field experience. FGCU College of Education strongly prohibits the use of corporal punishment. Interns are never to administer corporal punishment as a means of discipline.

Confidentiality
The site supervisor and any individuals the candidate may come in contact with along with the site within which each candidate is placed have an expectation of total and complete confidentiality. Realizing the legal, professional and personal importance of confidentiality to the profession is a necessary disposition for all candidates. The expectation of all stakeholders is that the candidates’ apply and practice this disposition on a daily basis.

Attendance
Candidates are expected to report to their assigned site for 12 weeks during the entire fall or spring semester, and 10 weeks during the summer term. Professional obligations may require the candidate to work beyond the scheduled workday. There are no excused absences during the student field experience and any days missed due to illness, bereavement, and other special situations must be made up. In case of illness or emergency, the candidate must contact the site supervisor immediately, and the university supervisor must be notified. Any illness in excess of three consecutive days must be documented by a written excuse from a doctor. In cases of prolonged or repeated absence, the site supervisor, university supervisor and the Student/Internship Office will collaborate to determine whether the candidate’s experience will be terminated or extended.

Outside Commitments
Student field experience is a full-time commitment. Other commitments and obligations should be reduced to a minimum during this time. Candidate duties must be given first priority even though there may be other personally compelling concerns. The candidate is required to follow the calendar of the site where he/she is assigned. Work or family/personal commitments cannot be excuses for failing to meet the commitments of the field experience and professional seminars. If such interference occurs, the candidate will be given the choice of withdrawing from the student field experience or making the personal adjustments necessary to give full attention to the program.
**Fingerprinting**
Some agencies may require fingerprinting and/or background checks prior to beginning the field experience. Information concerning this component should be requested from the site supervisor during your initial visit and prior to beginning the field experience.

**Professional Liability Insurance for ALL Students**
Student liability insurance is a form of professional insurance that provides financial protection in civil legal matters. The average policy benefit is 1 to 2 million dollars and covers a variety of issues, including libel, negligence, student injury, failure to educate and grading or personnel disputes. **All** candidates are required to obtain the protection of professional liability insurance. Candidates must provide the Internship Office with proof of Professional Liability insurance policy prior to beginning their experience. Professional liability insurance can be obtained through a student membership to the National Education Association. To obtain professional liability insurance:

1. Visit the NEA Website [www.nea.org/student-program](http://www.nea.org/student-program) as this organization can provide information about obtaining student liability insurance. You will have to join Student Florida Education Association as a student member then apply for liability insurance.

2. When you apply for insurance you will receive an email confirmation AND a letter of confirmation. Keep both in your records as you will be asked to provide the letter to the Internship Office as proof in insurance.

3. At present, the only liability insurance accepted by the College of Education is the insurance issued through the NEA Student Program. This is the same insurance which cover all teachers in Florida and which local districts recognize as valid coverage.
Roles and Responsibilities of Interns, Site Supervisor and University Supervisor

Internships represent a crucial point in candidates’ preparation to becoming professionals. It is a time when theory and practice meet and when candidates may discover whether they even want to work in their chosen profession. The traditional model of clinical practice consists of a triad of the candidate, site supervisor, and the university supervisor. Each member makes unique contributions to the process. The focus of the University Supervisor is primarily the candidate and how he/she is fulfilling the college program’s expectations. The Site Supervisor is focused on how the candidate is functioning at the site and how the candidate supports client learning and development. Candidates should be focused on their impact on client learning and their professional development.

Responsibilities of the Intern
Interns are novice professionals and reflective learners who must realize and fulfill the responsibilities of both roles. Interns must follow the same policies and expectations for licensed or experienced professionals; they are to be guided by the site supervisor who must provide clear directions and closely monitor their behaviors in these areas.

Prior to beginning the internship:
- View the website of their assigned site and email the site supervisor to set up an appointment for you to visit the site prior to the beginning of the semester
- Read and become familiar with any handbooks, policies sign-in procedures and starting times
- Locate the site and determine at least two (2) driving routes
- Read the course syllabus which will be located on Canvas

During the internship:
- Begin the experience by attending the appropriate orientation sessions
- Conduct yourself in a professional manner at all times, including dress, speech and personal habits such as punctuality and being prepared
- Give the field experience first priority regardless of other compelling concerns
- Be punctual in arriving to site, seminars and meetings
- Notify the site supervisor and university supervisor as early as possible of absences
- Become acquainted with and abide by site policies
- Show an interest and initiative in assuming the increasing responsibilities of the agency field experience position
- Demonstrate effective site/client management skills
- Complete the requirements of the field experience including attending all seminars
- Maintain client and professional confidentiality
**Professional Attire**
The attire of the intern should conform to the accepted dress code of the profession and the site where they are placed. It is the responsibility of the candidate to ascertain the dress codes of individual sites. The chart below gives College guidelines for professional attire but individual sites may have other regulations.

<table>
<thead>
<tr>
<th>Suggested Attire - Women</th>
<th>Suggested Attire - Men</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skirts: Knee length or longer</td>
<td>Shirt, tie and dress pants (Day 1).</td>
</tr>
<tr>
<td>Dresses- Knee length or longer, NO spaghetti strap dresses.</td>
<td>Sport coat or blazer (not necessary unless mandated by school)</td>
</tr>
<tr>
<td>Non-denim casual slacks-Dockers/Khaki pants</td>
<td>Non-denim casual slacks-Dockers, Khaki</td>
</tr>
<tr>
<td>Dress Pants/Pant Suits</td>
<td>Polo type shirts</td>
</tr>
<tr>
<td>Dress Blouses, sweaters and jackets- not see through, mesh, tank tops, halter tops</td>
<td>Short sleeve button down shirts, long sleeve dress shirts.</td>
</tr>
<tr>
<td>Dress turtlenecks/banded collar shirts/crewnecks-non T-shirt material. No T shirts. Shirts, dresses must not expose cleavage.</td>
<td>Dress turtlenecks/sweaters/banded collar shirts/crewnecks- NO T shirts or T shirt material or shirts with logos or slogans.</td>
</tr>
<tr>
<td>Dress or casual shoes, NO flip flops, crocs, beach shoes or stiletto heels.</td>
<td>Dress or casual shoes, NO flip flops, crocs, beach shoes. Socks must be worn.</td>
</tr>
<tr>
<td>Body piercing jewelry - ears only</td>
<td>Body piercing jewelry- none</td>
</tr>
<tr>
<td>No visible tattoos</td>
<td>No visible tattoos</td>
</tr>
</tbody>
</table>

**Reflective Practice**
Professionals and interns encounter multiple and diverse problems on a daily basis for which there are no easy answers. All professionals need to develop the ability to identify and understand problems of practice, hypothesize alternative solutions, place new actions into practice, and evaluate the results of their actions. This cannot be achieved without applying the process of reflection, as the ability to reflect on one's professional practice is an important step in professional growth. Reflection requires that each professional deeply examine an action as well as its result and to analyze areas in which improvement needs to be made. Reflection requires a plan of action for improvement. Throughout their coursework and field experiences students have encountered and applied the concepts of inquiry, reflection, and, to some extent, participated in reflective thinking.
Responsibilities of the Site Supervisor

Florida Gulf Coast University appreciates the time and effort involved in fulfilling the complex role of the site supervisor. This role involves mentoring and evaluating the practice and dispositions of the candidate, but site supervisors will also fulfill a number of other roles: role model, guide, advisor and colleague. Some of the most important roles involve initiating the intern into the professional and established norms of the professional and site culture, sharing your wisdom and expertise, and respecting and encouraging innovations. Remember, this is a new situation for the intern, he/she might not have a sense of what to expect or where he/she will fit into the “scheme of things.” Do not assume that the intern has background knowledge specific to your site or situation; by being specific in your directions and expectations you and the intern will experience less anxiety.

Responsibilities of the site supervisor

- Demonstrate a positive attitude towards all learners and a belief that all children can learn
- Prepare your clients and families for the arrival of the intern
- Model professionalism through appearance and relationships with colleagues
- Maintain open communication with the intern and the university supervisor
- Define expectations in a reasonable and clear manner, establish an atmosphere of mutual trust and respect which will lead to a strong collaborative partnership
- Provide opportunities for intern to interact with families and the community in meaningful ways
- Explain the role of all site personnel to the intern and how each supports the agency
- Provide the intern with appropriate books and reference materials for review and use
- Provide the emergency and safety plan to the intern
- Identify health issues of any client - allergies, diabetes, epilepsy etc.
- Provide intern information about attendance, policies and procedures
- Exchange contact information with the intern and a procedure in case of absence
- Share and demonstrate ways to meet the needs of diverse learners
- Help the intern focus on their impact on clients as well as on their own professional development
- Assist the intern in maintaining a site management plan
- Complete all evaluation forms in collaboration with the university supervisor and the intern
- Sign and return all contracts to the University
Responsibilities of the University Supervisor

The major roles of the University Supervisor are to be a facilitator in the student field experience and to act as a liaison between the community and the University. These roles share the same complexity as that of the site supervisor in that the University Supervisor is both an advocate and evaluator for the intern.

Responsibilities of the University Supervisors

- Conduct the Internship Orientation meeting that will be held during the first week of each semester
- Provide the CYS Undergraduate Handbook to the intern and the site supervisor
- Be available to the student and site supervisor whenever support is needed
- Conduct site visits/observations as appropriate and provide specific, constructive feedback orally and in writing to document the progress of the intern
- Provide timely responses to professional problems, including inadequate performance and inappropriate behavior by the intern
- Communicate with the COE administration when problems arise, co-write a Professional Development Plan when necessary, and provide information to the University to help resolve problems with the intern
- Complete assessment forms and surveys by established deadlines and turn all forms along with the interns’ grades

Criteria for a Passing Grade

Interns must have satisfactorily completed all student field experience components. Evidence may include site supervisor assessments and evaluations and/or rubrics. Evaluations must be within the required range that would indicate that the intern has demonstrated readiness for assuming the responsibilities of their profession.

- ALL of the rubric scores on the Disposition Assessment Form must be in the Target or Acceptable range. Scores within this range indicate that the intern has demonstrated acceptable dispositions for assuming the responsibilities of their profession.
- All evaluations must provide evidence of growth.

All interns who receive a grade of Satisfactory for student field experience, provided that all course work has been completed, become eligible for graduation from the Child and Youth Services program.

All evaluation forms can be found on the FGCU College of Education website at https://survey.fgcu.edu/Survey.aspx?s=2440f2e1e1d14bb480e069a0481cf0bd
Procedure to Follow if Problems Arise During the Field Experience

The admission standards to the student field experiences serve as an attempt to place only those candidates who have a reasonable chance of successfully completing the field experience. All parties must keep in mind that interns are novice practitioners with unique strengths and insights into the process. With that reality in mind, the College of Education will support the intern and serve as a resource; however, the candidate must realize that obtaining an internship does not guarantee completion. Many practicum sites do not allow for an intervention plan and may remove the intern immediately from the site without prior notice. Successful completion of the student field experience is the responsibility of each intern.

When an issue impacting the successful completion arises, the intern has the following responsibilities:

- Immediately discuss any specific concerns with the Site Supervisor and University Supervisor
- Be an active listener and communicator
- If intervention is necessary, work to overcome any weaknesses and follow an intervention plan if appropriate. Many practicum sites do not allow for an intervention plan and thus the intern may be removed immediately from the practicum site without notice

The Site Supervisor has the following responsibilities:

- Clearly communicate any concerns to the intern and the University Supervisor immediately
- Develop an Intervention Plan, if appropriate, with the University Supervisor and the intern as soon as major concerns are identified
- Provide specific feedback to the intern and University Supervisor
- Document any concerns, interventions and progress of the intern

The University Supervisor has the following responsibilities:

- Communicate with the Site Supervisor about any concerns
- Develop an Intervention Plan, if appropriate, with the site supervisor and intern
- Provide written documentation about any concerns, interventions and progress
Policy on Intervention and/or Removal During the Field Experience

The purpose of the Student Intervention Plan is to formalize support for an intern that is focused on areas that need improvement. Prior to developing a plan, the University Supervisor and Site Supervisor should informally mentor and support the efforts of the intern.

At approximately four weeks into the final Practicum, the University Supervisor, in collaboration with the Site Supervisor will assess for the intern’s demonstration of sufficient mastery of skills and professional attitudes necessary for taking full site responsibility. A satisfactory performance is mandatory in all areas of evaluation. Any area noted as “needs improvement” will require intervention. The team may generate an Intern Intervention Plan coordinated by the University and Site Supervisors along with the intern. The team, in a planned meeting, will share the plan with the intern. The plan will specify an Intervention Plan of action with a timeline for its completion and recommended support for the intern. In some cases, a practicum site will not allow the candidate to continue and will call for immediate removal and the University must comply with their request.

If sufficient mastery of skills and professional attitudes necessary for full takeover of responsibilities are evident, the intern may continue in the current placement to meet internship requirements. The intern is expected to earn a satisfactory grade.

If, at that point, the skills and professional attitudes are not present, the team may recommend an incomplete grade for the Candidate followed by a meeting with the Internship Intensive Assistance Review Board (IIARB) to determine if the candidate’s repetition of internship is merited. The IIARB membership will consist of the COE Department Chair for CYS, University Supervisor, and a COE Advisor.

Upon being recommended for internship repetition in the following semester, an Intervention plan will be developed by the University Supervisor in cooperation with the Site Supervisor.

Intervention Guidelines and Removal of a Student From Field Experience

- If a new internship occurs it will be in a different site and may be a different University Supervisor
- The Intervention Plan is developed on a case-by-case assessment and will be tailored to the needs of each intern
- Interns must adhere to the plan
- If the Intervention Plan is completed satisfactorily during the repeated internship, the intern will receive a grade of Satisfactory for the course
- If the Intervention Plan is not completed satisfactorily and within the specified time schedule, the intern is dismissed from the internship and removed permanently from the CYS program
Removal of a Student

The removal of a Student from his/her placement will only be done for compelling reasons. **In some cases, a practicum site will not allow the student to continue and will call for immediate removal and the University must comply with their request.** The FGCU College of Education recognizes that there may be circumstances that may warrant removal and will consider requests to remove an intern when any of the following situations occur:

- Unethical behavior has been exhibited by either the intern or the Site supervisor (i.e. sexual harassment, use of alcohol or drugs)
- Any evidence of a lack of sensitivity to multicultural situations on the part of the intern
- Excessive absenteeism, tardiness, and or failure to comply with established site policies on the part of the intern
- The appropriate site authority or the administrator, requests that the intern be removed

All requests for the removal of an intern should be made through Florida Gulf Coast University's Office of Student/Internship. Written documentation must accompany any request for removal. If an intern is removed from their site the intern WILL repeat the complete student experience the next available semester in an agency different from the one from which they were removed. Students removed from their student experience may be subject to discipline through the University Student Conduct Office and possible dismissal from the University.

Receiving a Grade of Unsatisfactory

An intern whose performance is such that he/she cannot fulfill the duties normally expected of entering professionals will receive a grade of “Unsatisfactory.” The grade will be supported by written documentation from the University Supervisor and the Site supervisor. Documentation must include evaluation and assessment documents that indicate areas of concern or inability to fulfill the duties normally expected of interns. Written documentation may include observational notes, letters of complaint, or legal documents.