

College of Education Glossary for Teacher Candidates

(Important terms and forms)

Dispositions: In Brenau's College of Education, disposition is defined as the student's attitude and commitment to the teaching profession. It covers a wide range of behaviors that demonstrate this attitude and commitment. They include such areas as meeting obligations, demonstrating ethical behavior, demonstrating high expectations, professional behavior, and modifying behavior. You will also see a focus on professional, personal, and interpersonal behaviors. These dispositions will be assessed early and often. These help keep you focused on expectations of not only Brenau, but potential employers as well.

Field Experience: a 48 contact-hour experience in a school assisting with students and teaching up to three lessons. Each teacher candidate will do three field experiences over their time at Brenau. Field Experiences are simultaneous with embedded courses and allow opportunities for students to teach lessons required for the embedded course(s).

Student Teaching: a semester of full-time teaching where the student begins to take over classes one at a time and, within four to six weeks, is the teacher of all classes. Classes are gradually relinquished back to the mentor teacher as the semester concludes.

Internship: For students who are already employed as a lead teacher in a school, they may do a one-semester internship, while continuing to be paid for their position. The internship is supervised by a mentor teacher in the school as well as Brenau College Supervisors. This is in lieu of quitting their job to student-teach for one semester.

Academic Advisor: Brenau faculty member assigned to you throughout your time at Brenau. They advise you each semester and answer any question you might have.

Clinical Experiences Office- They assist you with clinical placements, student teaching/internship placements and general day-to-day questions regarding clinical experiences. The Clinical Assistant works with school systems to secure placements and the Clinical Coordinator works with the college supervisors as they observe and assist students.

Mentor Teacher: School level teacher who is hosting you in their classroom.

College Supervisor: One of eight faculty members assigned to observe you teaching and conference with you after lessons to improve your teaching. They also score your work in Livetext as part of your completion of Field Experience/Student Teaching/Internship. This person may change from semester to semester. All are veteran teachers/administrators with supervisory experience.

Embedded Course: a course which requires a lesson to be taught to a group of students. The lesson/lessons is/are taught during field experience visits.

Residency: Ideally, the third Field Experience and student teaching would be done in the same classroom, in consecutive semesters (Fall, Spring). This is called a Residency. Sometimes, that is not possible and the candidate will do Field Experience 3 and then Student Teaching. A different form should be completed at the time of the application for FE 3 if a residency is the goal (school systems like to have consistency such as this for the sake of the students and mentor teachers when

possible). Your advisor can help you decide if you should apply for a Residency or apply for Field Experience 3.

College of Education: Division of Brenau University where teacher education classes are taught and where students are guided towards certification.

Teacher Education Program: Program through which students work towards certification. Students may only be admitted after meeting certain qualifications/criteria. Admission to this program allows students to continue to take the classes needed to graduate and become certified. This program assures that students have completed requirements of the State of Georgia and Professional Standards Commission to receive a certificate to teach in Georgia. Failure to be admitted to this program would lead to a non-certification degree or a change of major to a non-education degree.

Methods Courses: Courses where candidates learn strategies for HOW to teach in the various subject areas of schools. (Example: ED 383-Teaching Math; ED 625 Adv. Social Studies Methods)

Liability Insurance: Insurance required for any candidate to visit schools. This covers the candidate in case of issues that might require legal counsel.

Georgia Professional Standards Commission (PSC): The entity that verifies and certifies teachers in the state of Georgia. They are the ruling body for all public educators and preparatory programs in the state. Website: www.gapsc.com

Pre-Service Certificate: Certificate issued to candidates verifying that they have been cleared by a background check and are enrolled in a teacher preparatory program in Georgia. Verification of application required for admission to Teacher Education. Certificate required prior to assignment of Field Experiences and Student Teaching.

GACE Content Tests: Test(s) required for students to participate in Student Teaching. Students must pass at the Induction Level prior to student teaching beginning.

Diversity Requirement (PSC): Teacher candidates spend three 48 hour clinical experiences in schools. The three categories for types of schools are: rural, suburban and urban. Candidates must spend an experience in at least two out of the three types of schools.

Grade Band Requirement (PSC): For the candidate's chosen major, there are grade bands. The candidate must spend the three clinical experiences satisfying the state requirements for each band.

Major	Band	Band	Band
Elementary Education (PreK-5)	PreK-K	Grades 1-3	Grades 4-5
Middle Grades (4-8)	Grades 4 or 5	Grades 6 or 7	Grade 8 (in concentration areas)
Secondary (6-12)	Grades 6-12	Grades 9 or 10	Grades 11 or 12

Music & Special Ed: PreK-12	PreK-2 or 3-5	Grades 6-8	Grades 9-12
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Important Forms

There are a LOT of forms involved in the steps to get you to teacher certification. This guide will help you as you move along. Below are screenshots of what various forms look like for your reference. **It would be wise to keep a notebook of these forms as you fill them out and upload them as well as having them stored in Livetext.**

Professional Dispositions Rubric (PDR): Rubric used to assess teacher candidates throughout their time at Brenau. This rubric scores 24 areas of competency and is used to self-assess, as well as to gather information from Mentor Teachers and College Supervisors. Candidates will use information from the PDR after each Field Experience to identify areas of strength and weakness and improve their practice. Assigned with field experiences and student teaching/internship. You will have SEVERAL filled out on you as you moved towards your degree. (This is a picture of page 1 of the rubric---it is several pages in length).

Brenau University College of Education
Placements Dispositions Rubric (PDR) Report

Mentor Teacher: *Please complete this form and return it to your mentor candidate.*

Teacher Candidate: _____ ID #: _____ Semester/Year: _____ Completed by: _____

These are professional behaviors each teacher candidate should demonstrate in a placement. Please highlight one box in columns 1, 2, 3, or 4 for each item based on the candidate's performance. Please mark a box for every item. Note: A rating of 4, Proficient, indicates a classroom-ready teacher.

Rated Item	1 Unacceptable	2 Needs Dev.	3 Proficient	4 Exemplary
1. Integrity Abides by professional codes of ethics for teaching and demonstrates ethical conduct and integrity in his/her actions. Is a person of good reputation. Always maintains confidentiality.	Behaves in such a way that moral verification would be doubtful or suspended, such as failure to report personal child abuse, inappropriate conduct with students, use of alcohol on school premises.	Behaves in such a way to warrant a reputation of OK working.	Abides by professional codes of ethics and demonstrates ethical conduct and integrity in his/her actions. Is a person of good reputation. Always maintains confidentiality.	Abides by professional codes of ethics and demonstrates ethical conduct and integrity in his/her actions. Is a person of good reputation. Always maintains confidentiality. AND exemplifies behavior that represents the education profession with dignity and integrity.
2. Interaction with Students Interacts positively and maintains appropriate relationships with students.	Interacts negatively with students, such as yelling or scolding at a student and/or belittling students.	May struggle with managing a class of students and possibly resort to reliant at the class. OR fails to maintain an appropriate relationship with students, such as taking on a "friend role" without maintaining a sense of authority.	Interacts positively and maintains appropriate relationships with students.	Interacts positively and maintains appropriate relationships with students AND has good rapport with all students.
3. Attitude & Demeanor Maintains a positive attitude and demeanor. Is flexible, professional, and enthusiastic.	Is negative about the school, administration, and/or students. Is resistant to changes, creating complications by word or action. Demonstrates an unprofessional attitude.	Is professional in attitude and demeanor, but does not exhibit enthusiasm. May show apathy or speak freely of discontent with the school, administration, and/or students.	Maintains a positive attitude and demeanor. Is flexible, professional, and enthusiastic.	Maintains a positive attitude and demeanor AND encourages others to do so as well. Is flexible, professional, and enthusiastic.
4. Communication Communicates effectively and professionally in all domains (verbal, nonverbal, written, technologically) and with text.	Communicates unprofessionally or without tact, or does not communicate at all. Does not use accepted conventions or vocabulary when communicating.	Fails to contact parents or guardians for needed intervention or only communicates with parents or guardians only about students' poor performance or behavior. May use technology for communication but is not effectively (e.g., teacher website is not updated regularly). May not speak clearly or loudly, or may be inconsistent.	Communicates effectively and professionally in all domains (verbal, nonverbal, written, technologically) and with text, using accepted conventions and vocabulary. May choose to use text messaging app or a website to communicate with parents, but does so with timely or bi-weekly updates. Is prompt with communicating with parents or guardians regarding students' performance or behavior, both for areas of concern and for areas of success.	Communicates effectively and professionally in all domains (verbal, nonverbal, written, technologically) and with text, using accepted conventions and vocabulary. May choose to use text messaging app or a website to communicate with parents, but does so with timely or bi-weekly updates. Is prompt with communicating with parents or guardians regarding students' performance or behavior, both for areas of concern and for areas of success.

Program Plan (given to you upon your admission to Brenau)- Fill this out as you finish classes. You will be asked to upload it several times over the years. This shows you the courses you need to graduate based on the major you chose.

W.A.T. Degree Major: Elementary Education 2020/2021 Catalog

Student Name: _____
 ID #: _____
 Previous Degree(s): _____
 Where degree earned: _____

All courses are three hours unless otherwise noted. Total hours for degree: 121-126

PROFESSIONAL DEVELOPMENT (17 hours)

ED 1001 Introduction to Teacher Education	ED 1002 Computer Literacy in Education
ED 1003 Clinical Experiences Semester I	ED 1004 Field Experience in Special Education
ED 1005 Understanding & Managing Learners	ED 1006 Student Education Practicum
ED 1007 Instructional Practices & Assessment	ED 1008 School Law & Ethics in Education

COURSES & CONTENT (104 hours)

ED 1001 Introduction to Teacher Education	ED 1002 Computer Literacy in Education
ED 1003 Clinical Experiences Semester I	ED 1004 Field Experience in Special Education
ED 1005 Understanding & Managing Learners	ED 1006 Student Education Practicum
ED 1007 Instructional Practices & Assessment	ED 1008 School Law & Ethics in Education

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Program Plan is Student (104)

Approved for admission to Teacher Education


Any deviation of this program must be documented via substitution memo and approved by the department chair and the registrar.

Note: Personal and academic record review and for courses repeated unnecessarily or for courses not specifically required for this degree.

This program plan was prepared by the Registrar's Office. Revision 10/2017

Course Rotation (given to you upon your admission to Brenau)—THIS IS A SAMPLE

This tells you which courses you need BY SEMESTER. Very helpful!!!

Elementary Education Course Rotation			
Courses noted with double asterisks include embedded Field Experiences Courses must be taken as they are outlined on the rotation			
Fall (15 hrs) AS 100 MAC 101 or MAC 100 BY 102 (w/ Lab)(4) ED 100 ED 101 Lifetime Fitness		Spring (15 hrs) ED 102 MAC 101 PS 100 or PS 104 ED 105 or PS 108 Foreign Language Lifetime Fitness	
Fall (15 hrs) ED 200 ED 205 ED 208 MS 203 ED 201, 202 or 221 Foreign Language	* Pre GACE PAA/Praxis (Math) * GPA 2.75 * Submit TE * Application * Take Every Test	Spring (15 hrs) ED 250 ED 301 ED 311 ED 350 Lifetime Fitness	GACE PAA MUST BE Successfully Passed!
Fall (15 hrs) ED 305 MS 207 ED 383** ED 384** ED 390	Take GACE ETS Content ECE 02 Exam Math/Science	Spring (15 hrs) ED 345** ED 339 ED 328 GY 201 ED 308	Take GACE ETS Content ECE 01 Exam Social Studies/LA
Fall (15 hrs) ED 213 ED 318 ED 413** ED 465** ED 420** ED 377	Take GACE ETS Content ECE 01 Exam SS/LA All Courses and GACE Content Assessments MUST Be successfully completed prior to Student Teaching	Spring (15 hrs) Student Teach	

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Clinical Experiences Course and Placement Plan (outlines clinical experiences all the way to student teaching/internship) You will complete this for ED 100/501. This plan puts your courses needed together WITH the field placements that go with them. This helps us make sure you cover the grade band requirements associated with your major.

Brenau University College of Education
Clinical Experiences Course and Placement Plan

You must have the program plan your advisor completed for you and the course rotation for your major in order to complete this form.

Name Student ID # Advisor

Degree Program Areas of Concentration

Undergrad or MAT Early Childhood, Middle Grades, Special Education, Secondary, Art, Math, Dance Middle Grades, Special Ed, and Secondary majors only

Semester:	Semester:	Semester:	Semester:	Semester:	Semester:	Semester:	Semester:
Course							
Course							
Course							
Course							
Course							
Course							
Placement							
Grade							
Band							
Apply							

If I follow the plan listed above:

1. I will apply for admission to Teacher Education in month and year (ex.: April 2018).

2. My first field experience will be in semester and year (ex.: fall 2019).

3. I will apply for my first field experience in month and year (ex.: January 2019).

Application for Field Experience Placement-You complete one of these for each semester to request a Field Experience Placement.

Semester Field Experience Schedule (different each semester-planned by candidate & mentor teacher after placement is confirmed)

Brenau University College of Education
Semester Field Experience Plan
Field Experience Schedule

Teacher Candidate _____ Preservice Certificate # _____ Semester & Year _____

List the placement embedded course(s) you are taking this semester

Course #	Course Name	Instructor

Placement Information

School System _____ School _____

Grade's _____ Subject's _____

Mentor Teacher _____ Email _____

University Supervisor _____ Email _____

Field Experience Schedule
 Consult your supervising teacher and agree on a schedule for the whole field experience. For example, you might go on Tuesdays and Fridays from 8:00-11:30. Be sure you are coming at the beginning of the semester and spreading out your visits in the school throughout the semester, being mindful of when your placement embedded courses are scheduled. **Once you have agreed upon a schedule, it is VERY IMPORTANT that you follow that schedule.**

My first day will be _____ day _____ My last day will be _____ day _____

Complete ONE of the charts below.

I will attend on these days (not dates). Example: Mondays	I will arrive in the classroom at: Example: 8:00	I will leave the classroom at: Example: 11:30

OR

I will attend all day on these days/dates. I understand that up to seven (7) hours of teacher/class time (instruction, planning, etc.) per day will count toward my 48-hour requirement.			
Day: _____	Day: _____	Day: _____	Day: _____
Date: _____	Date: _____	Date: _____	Date: _____
Day: _____	Day: _____	Day: _____	Day: _____
Date: _____	Date: _____	Date: _____	Date: _____
Day: _____	Day: _____	Day: _____	Day: _____
Date: _____	Date: _____	Date: _____	Date: _____

Please print and sign below.

I have discussed and agreed upon the above schedule for my field experience with my supervising teacher. I agree to follow this schedule throughout my field experience.

Teacher Candidate _____ Date _____

The teacher candidate and I have discussed and agreed upon the above schedule for this field experience. I expect the candidate to follow this schedule throughout the field experience.

Mentor Teacher _____ Date _____

Please enter the university supervisor listed above if you have any questions or concerns about any aspect of this field experience, including the schedule and attendance. Thank you!

Field Experience Participation
Field Experience is NOT an observation.
 The best field experiences allow teacher candidates to always be actively engaged in a variety of ways with students in the class.

The teacher candidate is expected to be actively participating with students each time he/she visits the classroom. There will be times when the candidate is assigned by his/her professor to teach a lesson, but most participation will be at the direction of the mentor teacher. The teacher candidate may observe just a little at the beginning of the first visit, but should quickly begin to participate with students from the first day as the supervising teacher directs.

The teacher candidate should NEVER be on a cell phone, tablet, laptop, or other personal device, or working on anything else during a field experience visit. It is expected that he/she will be actively engaged in the field experience whenever it is taking place. The mentor teacher should contact the university supervisor immediately if this rule is not being followed.

This is a list of possible ways a teacher candidate could participate in the classroom. These activities cover P-12 field experiences; some are more appropriate for particular grade levels than others. The majority of the field experience time should be spent on activities that allow working directly with students.

Instructions:
 Please review this list together. With your supervising teacher, select 3-4 ways that you will participate regularly in this field experience.

Participation with Students	Other Participation
<ul style="list-style-type: none"> Work with individual students on daily classroom assignments. Review instructional or test assignments for students who were absent. Give individual help with computer-assisted instruction. Work with small groups of pupils who are read or learn extra help or enrichment. Guide discussion groups that may be working in special interest areas. Supervise small groups for make-up sessions. Conduct in-classroom or specific subject area. Work with a small group in computer-assisted instruction. Prepare, administer, and score exams. Assist with open class (playground, bathroom, bus duty, etc.). Use a teacher candidate who is not supervising alone. Deliver short presentations to students. Practice small group work in class, library, etc. 	<ul style="list-style-type: none"> Check attendance. <i>Note: A teacher candidate may not handle money.</i> Make announcements and read daily bulletin to class. Collect information to be relayed to the office. Collect homework and other assignments. Turn in and give back graded homework or other assignments. Distribute materials. Grade and record daily assignments and examinations. Plan student work. Interpret/Prepare/Prepare. Operate overhead, video, computer, etc. for a class presentation. Select and gather reference materials from the library for a particular lesson/unit.

Field Log -- Your hours you will complete one each semester and upload it to Livetext.

Experience Participation “timesheet” for the 48 spend in a classroom. You

Mentor Teacher Comments:

BRENAU UNIVERSITY COLLEGE OF EDUCATION RESIDENCY APPLICATION

Please type QWEX in the gray boxes

The box will appear as shaded. Even if you do not see gray boxes, please print this document in Microsoft Word. Do not change the formatting.

Residency 1st Semester Year First Middle Maiden Advisor Student ID#

Last Name First Middle Maiden Advisor Student ID#

Date of Birth Marital Status Previous Certificates # Are you a Brenau student athlete? ☐

Brenau Tupper Email Address

Home Phone Address City ST Zip Cell

High School Attended Graduation Year City, ST

Degree (Undergrad = MAT) Program

Concentration Area 1 (in Middle Grades, Secondary, and Special Ed only) Concentration Area 2 (in Middle Grades only)

Children at home and age/s Children's school/s Special circumstances

PLACEMENT REQUEST Mandatory: You may not request placement until you are 17 years old.

1. Please list the following information for each placement you will have completed by the end of this semester:

Field Experiences			
Semester	Site	School System	School

These are the grade bands you may list for your residency:

Grade Bands	Early Childhood	Middle Grades	Secondary	Special Ed	Art/Music/Dance
<input type="checkbox"/> If you have submitted a job writing approval form <input type="checkbox"/> If not, list all schools you are interested in.	<input type="checkbox"/> PK-3 OR 4-5 <input type="checkbox"/> OR K-3 OR 4-5	<input type="checkbox"/> 6-8 <input type="checkbox"/> 9-12	<input type="checkbox"/> K-5 OR 6-8 OR 9-12 <input type="checkbox"/> 9-12	<input type="checkbox"/> K-5 OR 6-8 OR 9-12 <input type="checkbox"/> K-5 OR 6-8 OR 9-12	<input type="checkbox"/>

2. Please list the grade band you are requesting for your residency:

3. Choose ONE school system. System: Are you employed in this system? ☐ Employee ID#

4. Choose three schools in that school system. Do not list schools that are not in the system you choose.

School	Type yes or no in the gray box to answer each question.
	Are you employed at this school? <input type="checkbox"/> If yes, have you submitted a completed Approval for Residency/Student Teaching in Job Setting form? <input type="checkbox"/> Position: <input type="text"/> Do you have any relatives who are employed at this school or who attend this school? <input type="checkbox"/> Did you attend this school as a student? <input type="checkbox"/> Position: <input type="text"/> Are you employed at this school? <input type="checkbox"/> If yes, have you submitted a completed Approval for Residency/Student Teaching in Job Setting form? <input type="checkbox"/> Position: <input type="text"/> Do you have any relatives who are employed at this school or who attend this school? <input type="checkbox"/> Did you attend this school as a student? <input type="checkbox"/> Position: <input type="text"/> Are you employed at this school? <input type="checkbox"/> If yes, have you submitted a completed Approval for Residency/Student Teaching in Job Setting form? <input type="checkbox"/> Position: <input type="text"/> Do you have any relatives who are employed at this school or who attend this school? <input type="checkbox"/> Did you attend this school as a student? <input type="checkbox"/> Position: <input type="text"/>

Criminal Background Check Verification

Full Name: Maiden Name:

Personal Affirmation

Please type Yes or No in each gray box to answer this question based on events that occurred on or after your 17th birthday. Do not include minor traffic infractions.

For any felony or for any misdemeanor, have you ever:

Filed guilty? ☐

Been found guilty? ☐

Entered a plea of *nolo contendere*? ☐

Been granted first offender status? ☐

Participated in a pre-trial diversion program? ☐

Been placed under a court order whereby an adjudication (judgment/disposition) or sentence was withheld? ☐

If you answered Yes to any of the above, please write a narrative explaining the offense(s). Include the charge, date of incident, misdemeanor or felony, disposition (guilty, nolo, dismissed, first offender, etc.). Be ready to produce court document upon request.

Teacher Candidate Resume
Brenau University
College of Education

I. Personal Information

Name:

Address:

City: ST ZIP

Phone: (Home) (Cell)

Date of Birth Sex Marital Status (optional)

Brenau Email Address

Children and ages:

II. Education

Name of high school: Location:

Date of graduation:

Colleges previously attended:

College	Location	Major	Graduation Date

Proposed current graduation date: Degree:

Current academic adviser:

III. Teacher Preparation

Education Major:

Concentration Area(s) (Middle/High School/Special Ed/Major Only)

What do you think is your strongest skill(s) as a future educator?

What is your reason for wanting to become a teacher?

Brenau07/12

Brenau07/12

Brenau07/12

ABSD Rubric				
	Criteria	Target/Pass Expectations (75%)	Acceptable/Pass (75%)	Unsatisfactory
News Obligation (1: 20%)	<ul style="list-style-type: none"> Shows obligation and deadline Clearly illustrates what is required (journalist) Arrives for the office field assignment on time Shows clear regularity except when covered in absence Follows tradition to get materials and notes when absent from meetings or absence 	<ul style="list-style-type: none"> Candidate always meets the criteria 	<ul style="list-style-type: none"> Most of the time candidate meets criteria 	<ul style="list-style-type: none"> Candidate does not meet the criteria
Democratic Ethical Behavior (1: 10%)	<ul style="list-style-type: none"> Transmits ethical behavior Does not engage in illegal or unethical conduct which would be grounds for dismissal from a workplace position Respects privacy and confidentiality of others Complies with local and ethical standards Respects ethical behavior around others 	<ul style="list-style-type: none"> Candidate always meets the criteria 	<ul style="list-style-type: none"> Most of the time candidate meets criteria 	<ul style="list-style-type: none"> Candidate does not meet the criteria
Democratic EQ Expectations (1: 10%)	<ul style="list-style-type: none"> Has high expectations for others Thinks the best 	<ul style="list-style-type: none"> Candidate always meets the criteria 	<ul style="list-style-type: none"> Most of the time candidate meets criteria 	<ul style="list-style-type: none"> Candidate does not meet the criteria

ABSD Rubric				
	Criteria	Target/Pass Expectations (75%)	Acceptable/Pass (75%)	Unsatisfactory
	<ul style="list-style-type: none"> Has all students on team Has positive experience for all students to learn Respectful Students are individual and learn quickly, appropriate peer cooperation Advocates for all learners Encourages opportunity to learn 			
Anti Professional Behavior (1: 20%)	<ul style="list-style-type: none"> Disruptive professional behavior Model behavior expected of both students and teachers in an educational setting Respects personal and other responsibility for one's behavior Respects the property of others Respects the rights of others Respects the perspective of individuals from diverse cultural and experiential backgrounds Shows day 	<ul style="list-style-type: none"> Candidate always meets the criteria 	<ul style="list-style-type: none"> Most of the time candidate meets criteria 	<ul style="list-style-type: none"> Candidate does not meet the criteria

ABSD Rubric					
	Criteria	Target/Pass Expectations (75%)	Acceptable/Pass (75%)	Unsatisfactory	
Staffing Behavior (1: 20%)	<ul style="list-style-type: none"> Contribution for people and ideas 	<ul style="list-style-type: none"> Accepts responsibility positively and modifies behavior appropriately Engages constructively in professional feedback that supports and shows ways to change to address negative concerns Functions effectively in a variety of group roles Makes a contribution to a group effort Engages appropriately in others to cultural norms Participates in a positive and professional manner with students, peers, teachers, and other professionals 	<ul style="list-style-type: none"> Candidate always meets the criteria 	<ul style="list-style-type: none"> Most of the time candidate meets criteria 	<ul style="list-style-type: none"> Candidate does not meet the criteria

Brenau Release Form (Required prior to each Field Experience) This form releases Brenau from liability in case of illness/injury related to Clinical Experiences.

Brenau University Experiential and Field Learning Release Form

Name of Participant _____

Date of Birth _____ Type of Activity _____

I hereby agree to terms as follows:

1. Risk of External Activity Participation. I understand that participation as a student involved in external activities (including but not limited to field experiences, clinical rotations, service-learning, and other community based activities) as part of attending Brenau University ("University") involves risk not found in study in residence at the "University". These risks include, but are not limited to, risk of physical injury or harm, injury or harm during traveling to various locations outside of the campus, and being exposed to infections and community situations in the care of persons. I am willing to accept these risks in order to participate and complete my field of study. I understand that CURRENTLY, participation is voluntary but will likely result in delayed graduation due to accreditation and licensure requirements. *I particularly understand that during the international COVID-19 pandemic, there is an additional risk of exposure, contraction, and disease from coronavirus despite the institutions reasonable attempts to minimize risk of exposure.*

2. Institutional Arrangement. I understand that the University is not responsible for any injury, damage, accident, delay, or expense arising out of any such participation or activities. I further understand, that the University is not responsible for any injury or loss that I may suffer when traveling independently or as a result with interaction with members of the community in care of persons.

3. Health and Safety.

☐ certify that there are not health-related reasons or problems that preclude or restrict my ability to participate in the external activity set forth by my degree program.

☐ I am aware of all applicable personal medical requirements or needs. I recognize the University is not obligated to attend to any of my medical or medication needs and I assume all risk and responsibility therein. If I require medical treatment or care, the University is not responsible for the cost or quality of such treatment.

4. Standards of Conduct.

A. I will comply with the University's rules, standards, and instructions for code of conduct and professional behavior. I waive and release all claims against the University that arise at a time when I am not under such direct supervision of the University or that are caused by my failure to remain under such supervision or to comply with such rules, standards, and instructions.

B. I agree that the University has the right to enforce its standards of conduct, in its sole judgment, and it will impose sanctions, up to expulsion, for violating these standards or any behavior that is incompatible with the interests and welfare of the University.

5. Assumption of Risk and Release of Claim. Knowing the risks and in consideration of being permitted to participate in the external activity, I release the University and its trustees, officers, employees, and agents from any present and future claim, loss of liability to person and/or property which I may suffer during my participation in such activities.

I have carefully read this Release Form before signing it. No other statements or inducements have been made. The agreement will be effective upon receipt in my degree program's office.

Signature (not typed) _____ Date _____