In this course, candidates will complete 95 hours of preclinical experiences engaged in demographically diverse K-12 settings and related agencies. Within the preclinical curriculum, students will interact with students' families, participate in a professional learning community, and observe in family resource/youth service centers and school board meetings. Reflection is a critical component of pre-service educator preparation, uniting field experiences with academic knowledge, therefore candidates will reflect upon their experiences.

Introduction

This course is designed to ensure you gain essential learning experiences that will prepare you to become a licensed teacher in the state of Kentucky. Kentucky's educational system reflects a strong commitment to pre-service educator preparation intended to positively impact the upcoming generations of K-12 students. Part of that initial preparation is that candidates complete a total of 200 hours of preclinical teaching time. At WGU, that time includes the 30 hours of virtual observations (completed in coursework such as Psychology for Educators), the 75 hours of PCE time you completed in your assigned PCE course, and the 95 additional hours you will complete in this course. Your competence will be assessed as you complete the VCP1 Performance Assessment.

Additionally, Kentucky prescribes specific experiences that reflect components of the K-12 school systems in the state. Before demonstration teaching placement can occur, students are required to document these experiences within the Kentucky Field Experience Tracking System (KFETS). To help align your prior WGU preclinical experiences to the state system, WGU has created guide sheets that can be used to identify observations that meet specific requirements for KFETS. Additionally, the guide sheets and log for PCE Kentucky 2 will help ensure all specific observation requirements are met. Those can be accessed here:

- Log for PCE KY 2
- Guide sheet
- KFETS

It is recommended that your observations in the classroom take no more than three months' time unless you have made arrangements with the school administration for you to be on the campus longer. Observations need to be completed in the same term in which they are started.

Overview

This course affords you the opportunity to observe and participate in a wide range of in-school teaching experiences in order to develop the skills and confidence necessary to be an effective teacher in Kentucky. During your classroom experience, you will do the following:

- Engage in diverse educational settings, including elementary, middle, and high school classrooms.
• Observe in family resource centers or youth service centers.
• Interact with students’ families.
• Observe a school board meeting and school-based council meeting.
• Participate in a Professional Learning Community.
• Reflect upon your experiences and how they are preparing you for your future classroom.

Getting Started

In the Preclinical Experiences 2 for Kentucky course, you will arrange to spend time in the classroom through the Field Experiences Office to prepare for your future teaching career. Your competency will be assessed through a performance assessment requiring you to document and reflect upon your time in the classroom and to demonstrate your engagement with a variety of important teaching tasks.

Three-Step Framework

WGU employs a three-step developmental framework to support you through your preclinical and clinical experiences and to ensure you exit the program confident in your ability to meet the needs of your future students and school system. Prior to this course, you completed the framework’s first step by building your background understanding of teaching pedagogy through course readings and resources, and by completing video-based observations of teachers in their own classrooms. Now you will take on more responsibility as this course represents a continuation of step two of the three-step framework. You will continue to actively observe classroom activities and engage in authentic teaching experiences, and you will also participate in a variety of additional educational activities that occur outside the classroom walls but that are essential to the success of KY schools.

Clinical Experience Curricular Framework

Competencies

• **Competency 665.5.2: Diversity**
  Given the opportunity to engage in demographically diverse K-12 settings at the elementary, middle, and high school levels, the graduate reflects on the varied learning needs of students across the grade levels.

• **Competency 665.5.3: Service Centers**
  Given the opportunity to observe a family resource center or youth service center, the graduate reflects on the value provided to students and their families in the state of Kentucky.

• **Competency 665.5.4: Student Family Interactions**
  Given an opportunity to interact with students' families, the graduate reflects on the value of such interactions to students, families, and educators.

• **Competency 665.5.5: School Board Observations**
  After observing a school board meeting and a school-based council meeting, the graduate describes the interactions between community members and administration.

• **Competency 665.5.6: PLC Meeting Observations**
  After participating in a PLC meeting, the graduate reflects upon its purpose in the educational setting.
Your competency in this course will be assessed by the completion of one task. This task is to print out your final log from the KEFTS and upload it to Taskstream. Your field placement officer will verify your hours through the KEFTS.

**Teaching Dispositions Statement**

Please review the [Statement of Teaching Dispositions](#).

**Course Instructor Assistance**

As you prepare to successfully demonstrate competency in this subject, remember that course instructors stand ready to help you reach your educational goals. As subject matter experts, instructors enjoy and take pride in helping students become reflective learners, problem solvers, and critical thinkers. Course instructors are excited to hear from you and eager to work with you.

Successful students report that working with a course instructor is the key to their success. Course instructors are able to share tips on approaches, tools, and skills that can help you apply the content you are studying. They also provide guidance in assessment preparation strategies and troubleshoot areas of deficiency. Even if things do not work out on your first try, course instructors act as a support system to guide you through the revision process. You should expect to work with course instructors for the duration of your coursework, so you are welcome to contact them as soon as you begin. Course instructors are fully committed to your success!

**Preparing for Success**

The information in this section is provided to detail the resources available for you to use as you complete this course.

**Learning Resources**

As you work through this course, you might find it helpful to review some of your previous learning resources. These resources are provided below. Please review as needed. There may be some references to No Child Left Behind (NCLB) in the learning resources used with this course. Please be aware that, in December 2015, President Barack Obama signed the Every Student Succeeds Act, or ESSA. This new act replaced NCLB and reauthorized the 50-year-old Elementary and Secondary Education Act (ESEA). For more information see the following:

- [Fact sheet on ESEA](#)
- [ESEA now referred to as the ESSA](#)
- [Webinar recording](#)
- [Transition Letter](#)

Explanation of Resources:
The log that you will fill out for each experience is the "Log for PCE KY2." It is a hard copy log on which you will write down all your information from your experience, such as hours, what kind of experience it was, and any notes you may have of your experience.

- **Log for PCE KY 2**

The guide sheet will help you figure out which hours count for what category in the KFETS.

- **Guide sheet**

This is the website to the KFETS in which you will enter your hours to the state. You will also find a multimedia presentation on the page that will go over how to enter your hours in the system.

- **KFETS**

**Pacing Guide**

The pacing guide suggests a weekly structure to pace your completion of learning activities. It is provided as a suggestion and does not represent a mandatory schedule. Follow the pacing guide carefully to complete the course in the suggested time frame.

**Course Prerequisite**

- Applying for in-classroom experiences
  - Prior approval for PCE must be obtained from field experiences before you begin this course. All items of the preclinical experiences application must be completed in the Field Experiences portal to obtain approval. You cannot enter a school prior to receiving the approval notification.
  - Refer to PCE **Placement Guidelines & Restrictions** to ensure your PCE placement meets the guidelines for your degree program and start date. Both grade level and content area placement requirements vary by degree.

  *Note: Contact your course instructor for a detailed pacing guide based on your own scheduled experience.*

**Week 1**

- Read Topic: Diverse Settings and Learners' Needs.
- Please see the guide sheet here and meet with your course instructor to discuss a pacing schedule that allows you to complete an additional number of preclinical hours within your term.
- Activity: Find and Seek-go to your designated school with a list of the activities found on the guide sheet that need to complete. Schedule the activities with your host teacher or an administrator.
Week 2

- Read Topic: Family Resource Centers and Youth Service Centers.
- Read Topic: Family or Educator Interaction.
- Please see the guide sheet here and meet with your course instructor to discuss a pacing schedule that allows you to complete the additional number of preclinical hours within your term.
- Input your observation hours into KFETS.

Week 3

- Read topic: School Board and School-Based Council Meetings.
- Read Topic: Professional Learning Communities.
- Please see the guide sheet here and meet with your course instructor to discuss a pacing schedule that allows you to complete the additional number of preclinical hours within your term.
- Input your observation hours into KFETS.

Week 4

- Please see the guide sheet here and meet with your course instructor to discuss a pacing schedule that allows you to complete the additional number of preclinical hours within your term.
- Input your observation hours into KFETS.

Week 5

- Please see the guide sheet here and meet with your course instructor to discuss a pacing schedule that allows you to complete the additional number of preclinical hours within your term.
- Input your observation hours into KFETS.

Week 6

- Please see the guide sheet here and meet with your course instructor to discuss a pacing schedule that allows you to complete the additional number of preclinical hours within your term.
- Input your observation hours into KFETS.

Week 7

- Please see the guide sheet here and meet with your course instructor to discuss a pacing schedule that allows you to complete the additional number of preclinical hours within your term.
- Input your observation hours into KFETS.

Week 8
• Please see the guide sheet here and meet with your course instructor to discuss a pacing schedule that allows you to complete the additional number of preclinical hours within your term.
• Input your observation hours into KFETS.

Week 9

• Please see the guide sheet here and meet with your course instructor to discuss a pacing schedule that allows you to complete the additional number of preclinical hours within your term.
• Input your observation hours into KFETS.

Week 10

• Please see the guide sheet here and meet with your course instructor to discuss a pacing schedule that allows you to complete the additional number of preclinical hours within your term.
• Input your observation hours into KFETS.

Week 11

• Please see the guide sheet here and meet with your course instructor to discuss a pacing schedule that allows you to complete the additional number of preclinical hours within your term.
• Input your observation hours into KFETS.
• Complete Task 1.

Note: This pacing guide does not replace the course. Please continue to refer to the course for a comprehensive list of the resources and activities.

Understanding Field Experiences in Kentucky
This course provides students with the necessary experiences to complete their demonstration teaching in a Kentucky public school classroom. Students completing this course will demonstrate their competency related to essential experiences and also document their course completion within the KFETS, which is operated by the state's department of education. For more information, check out the links below:

• Log for PCE KY 2
• Guide sheet
• KFETS

Applying for In-Classroom Experiences
Field Experiences Application and Preparation
Before you can begin your in-classroom experiences, there are a number of steps you must take to ensure your preparation and adherence to rules and regulations in your area. You need to complete all parts of the PCE phase of your field experiences application so that your placement
coordinator can obtain permission for you to begin in-school activities. You should submit all parts of your application no later than one month prior to the time when you plan to begin your in-classroom preclinical experiences. You can learn more about these requirements by reviewing all of the relevant links found within Chapter Two of the Field Experiences Handbook.

**WGU ID Card**
You will need a current WGU student ID card for your in-classroom preclinical experiences. If you do not currently have one, request one now.

**Background Check**
In order to prevent those who may pose a danger to children from working with them in the classroom, WGU requires all teacher certification candidates to provide verification of a cleared, current background check prior to placement in the classroom. Each state has a specific type of background clearance required. Please review your field experience application for your state-specific requirements.
Submit evidence of a current, cleared background check to licensure@wgu.edu. You may not participate in any field experiences, including the in-classroom preclinical experiences in this course, without a clearance on file.

**Basic Skills Exam**
You may not begin your in-school preclinical experiences until you have passed your basic skills exam and your scores have been posted to your Degree Plan. This is a WGU requirement, even if you are in a state that does not require a basic skills examination. Some states require that the Praxis I and others have their own basic skills requirements. If your state does not have a basic skills requirement, you must take and pass the Praxis I basic skills examination.
Basic skills examinations are external exams. You must register and pay for basic skills exams either with Educational Testing Services (ETS) for Praxis exams or with your state if your state has its own exams.

**Placement Requirements**
WGU is committed to providing a safe environment for students, faculty, and staff. WGU will only approve potential preclinical or demonstration teaching sites that are expected to fully comply with all relevant ordinances and laws related to safety and health and will not knowingly place a teacher candidate at a site that is out of compliance with such ordinances or laws. Refer to the PCE Placement Guidelines & Restrictions section of the Field Experience Handbook for detailed information about the placement requirements. Questions about appropriate placement based on your state's licensing requirements should be directed to fieldexperiences@wgu.edu.

**Professional Liability Insurance**
You must obtain and submit proof of professional liability insurance prior to entering the classroom. Find information about NEA liability insurance in the Field Experiences Handbook.

**Code of Professional Behaviors and Dispositions**
Read the Teachers College Code of Ethics, Professional Behaviors and Dispositions, which includes the process for disciplinary actions. You may want to refer to this several times before and during your preclinical experiences to ensure that you are familiar with the requirements.
You must complete your field experiences application and be approved for entry into a classroom before you can begin your in-classroom preclinical experiences. The following application process must have been completed prior to beginning this course.

**Demonstration Teaching Application and Preparation**
You should complete the Demonstration Teaching (DT) phase of your field experience application. If you have not already done so, complete that phase now. It must be completed several months
before you intend to begin your DT and cohort seminar. Therefore, failure to complete all parts of the application by the required deadline will cause you to miss the cohort you intend to be a part of and may result in a delay of your academic progress and graduation. Discuss your plans with your instructor, and be sure you understand the deadlines and requirements for DT. Refer to the Pacing Guides: Preparing for Demonstration Teaching. Submit all parts of your application and complete the required number of assessments and student projects by the dates outlined on the pacing guide.

**Completing the DT Application**

Talk about your plans for DT with your course instructor and complete all required sections of the DT checklist by the deadlines outlined for the cohort you wish to enter.

Many of the pieces of your DT application will be the same as those in your PCE application; however, if you take several terms to complete courses between PCE and DT, you will be required to renew and resubmit those documents. Review the application requirements in the Field Experience Handbook.

**Making Plans for Your Time in DT**

While in DT, you are strongly discouraged from working at another job. Think of DT as your full-time job during this period. You should be fully invested in teaching the students in your host classroom, including planning lessons, evaluating work, and reflecting on your experiences. You can prevent your other obligations from becoming a hindrance in your successful completion of DT by planning appropriately. Make arrangements for the following and other obligations you may have:

- Other job or jobs and volunteer responsibilities
- Child care, elder care, and pet care
- Health insurance and other healthcare considerations
- Financial obligations

Review the DT Placement Guidelines and Restrictions and discuss your plans with your instructor.

**Preparing for In-classroom Experiences**

This section will help you prepare for your preclinical classroom experiences. Remember that you represent WGU. The teachers, administrators, and other people you work with in your host school are professional contacts that could help you secure a position as a teacher in the future. It is important that you prepare adequately for this experience so you can participate in an appropriate, professional manner.

**In Classroom Preclinical Experiences: Professionalism**

As you participate in the preclinical setting, it is important that you present yourself in a professional, appropriate manner. You are a representative of WGU in your host school. You should consider this experience a partial job interview as potential employers will likely want to talk with teachers and administrators who have interacted with you in a professional setting.

When you come to the classroom, please be professional in your appearance and conduct. Dress at least as well as the educators at the school. Be reliable, courteous, and supportive at all times. What you are beginning is really a long professional interview. Many students will ultimately do their demonstration teaching and often receive employment offers from their PCE site because of their work during this time.

**Field Experiences Handbook**
It is important that you read the Field Experiences Handbook before you enter the classroom for the preclinical experiences. Relevant sections of the handbook are highlighted throughout the course.

In the handbook, focus on the day-to-day things that you need to be aware of as you enter the classroom, including the following:

- Dress code, with the proper identification
- Schedule and timeliness
- Appropriate interaction with the host teacher, students, administrators, and others you may encounter in the classroom

Discuss these things with your host teacher or an administrator at the host school to ensure that you understand what is expected of you and how you can be your best as a potential teacher in this school or other schools.

You should refer back to the handbook throughout your observations to ensure that you are in compliance with all requirements.

**Code of Professional Behaviors and Dispositions**

Read Teachers College Code of Ethics, Professional Behaviors and Dispositions, which includes the process for disciplinary actions.

You may want to refer to this several times before and during your preclinical experiences to ensure that you are familiar with the requirements.

**Reflective Practice**

Throughout your field experiences for this course, you will reflect on your observations, classroom engagement opportunities, and discussions. Becoming a reflective practitioner is an important process of refining teaching and growing as a professional.

**Reflective Teaching**

Read the following articles on reflective practice and professional development. Think about ways to incorporate reflection into your practice and the benefits of using reflection.

- "Reflective Teaching"
- "Reflective Practice and Professional Development"

**Classroom Observations**

Each of the topics in this section is related to a specific part of your performance assessment. Be sure that you are familiar with the requirements in Taskstream before you enter the classroom so you can collect and reflect on the appropriate information for your submission. As you work through each topic, you can also collaborate with peers and mentors in your learning community.

**Preclinical Experiences Log**

Your competency in this course will be assessed by the completion of one task. This task is to print out your final log from the KEFTS and upload it to Taskstream. Your field placement officer will verify your hours through the KEFTS.

**Making the Most of Your Classroom Experience**

The following videos will provide you with insights and guidance to ensure that you make the most of your time observing and participating in collaborative teaching in your host teacher's classroom. The videos summarize the key ideas expressed in Gary D. Borich's book Observation Skills for Effective Teaching: Research-Based Practice.
Competency 665.5.2: Diversity

Given the opportunity to engage in demographically diverse K-12 settings at the elementary, middle, and high school levels, the graduate reflects on the varied learning needs of students across the grade levels.

You have learned about the different characteristics of students you are likely to encounter in the classroom in courses such as *Psychology for Educators and Diversity, Inclusion, and Exceptional Learners*. As a teacher, you are responsible for creating the best possible learning environment for all students in your classroom; however, because different students have different needs, creating a nonrestrictive, productive educational environment can be difficult.

Understanding how to address diverse students' needs begins with recognizing and understanding the needs in your group of students. During this preclinical experience, you will observe ways in which your host teacher addresses the needs of different students in the classroom, participate in the classrooms providing assistance and tutoring when relevant, and reflect upon ways you might address similar needs in a different way in your own future classroom. You also will observe the different approaches to supporting student needs across the grade levels. Consider the different learning needs represented by age-level characteristics as well as other aspects of student diversity in the classrooms you observe. To help guide your time in the diverse settings in which you will participate, the following learning resources in addition to prior coursework will aid you:

- **Primary Learner Characteristics**
- **Upper Elementary Learners**
- **Young Adolescent Learners**
- **Varied Learning Needs-Middle & High**
- **Easing the Shift From Elementary to Middle School**
- **Culturally Responsive Teaching**

Activity: Find and Seek—go to your designated school with a list of the activities found on the guide sheet that need to be completed and schedule the activities with your host teacher or an administrator.

**Assessment**

After each of your observations in the area of Diverse Settings and Learners' Needs, be sure to record them in the KFETS for your final log. Remember that WGU requires you to spend four hours engaging with students across elementary, middle, and high school grades. WGU requires
four hours engaging with students with disabilities. These hours make up the full eight hours for
the Diverse Settings and Learners' Needs requirement. Each experience should be a different
entry in KFETS.

- Log for PCE KY 2
- Guide sheet
- KFETS

Note: There may be multiple entries for the experiences. You do not need to do all hours in one
experience. There is a minimum requirement for these hours but not a maximum. You can spend
as many hours as you would like doing these activities after you hit the required amount. Previous
observations in PCE can be used to meet this requirement, but you are still required to complete
and log a total of 200 hours in KFETS. You will log a total of 200 hours in KFETS-30 hours from
your video based observations in previous courses, 75 hours from Preclinical Experiences, and 95
hours from KY PCE 2.

Family Resource Centers and Youth Service Centers

Competency 665.5.3: Service Centers

Given the opportunity to observe a family resource center or youth service center, the graduate
reflects on the value provided to students and their families in the state of Kentucky.

In 1990, Kentucky created a supplementary support structure intended to meet the needs of
students and families that are expected to impact students' abilities to learn. Now, all districts have
family resource centers or youth service centers to ensure foundational needs are met. In this
course, you will observe in such a center and reflect on the experience. To learn more about this,
explore the following resources:

- Family Resource Centers and Youth Service Centers mission statement
- Family Resource Centers and Youth Service Center's Website

Assessment

After each of your observations in the area of family resource centers and youth service centers,
be sure to record them in the KFETS for your final log. Remember that WGU requires you to
spend one hour observing in family resource centers or youth service centers. Each experience
should be a different entry in KFETS.

- Log for PCE KY 2
- Guide sheet
- KFETS
Note: There may be multiple entries for the experiences. You do not need to do all hours in one experience. There is a minimum requirement for these hours but not a maximum. You can spend as many hours as you would like doing these activities after you hit the required amount.

**Family / Educator Interaction**

**Competency 665.5.4: Student Family Interactions**

Given an opportunity to interact with students' families, the graduate reflects on the value of such interactions to students, families, and educators.

As a teacher, your collaboration and communication with students, families, and other educators is an important component of student success. During this experience, you will have the opportunity to observe interactions by your host teacher and participate in those interactions with students, families, and other educators. The value of these interactions should be considered and reflected upon during your experience. Consider the interactions with each group and how they contribute to student success. Ensuring the communication is both professional and effective should be considered. Interactions with families of students can happen outside the classroom at school sponsored events that bring together school personnel with the families and community members, such as school football games, band concerts, school plays, and school carnivals. To help guide your experiences in these interactions, the following resources in addition to prior coursework will aid you:

- Building Parent-Teacher Relationships
- Teaching Diverse Learning: Families & Communities
- Tips for talking with Parents about Developmental Concerns

**Assessment**

After each of your observations in the area of family and educator interaction, be sure to record them in the KFETS for your final log. Remember that WGU requires you to spend five hours interacting with families at school events. Each experience should be a different entry in KFETS.

- Log for PCE KY 2
- Guide sheet
- KFETS

Note: There may be multiple entries for the experiences. You do not need to do all hours in one experience. There is a minimum requirement for these hours but not a maximum. You can spend as many hours as you would like doing these activities after you hit the required amount.

**School Board and School-Based Council Meetings**
Competency 665.5.5: School Board Observations

After observing a school board meeting and a school-based council meeting, the graduate describes the interactions between community members and administration.

The Kentucky Board of Education develops and adopts regulations that govern the schools for the Kentucky Department of Education.

To learn more about this, explore the following resources:

- [School board meetings website](#)
- [School board mission statement website](#)

In 1990, Kentucky passed HB 840, which is better known as the Kentucky Education Reform Act (KERA). This outlined the introduction of school-based decision-making councils to Kentucky schools. The council is made up of stakeholders in the school, such as parents, teachers, and administrators. The council sets policy and makes decisions based on state statutes.

To learn more about this, explore the following resources:

- [School-Based Decision Making](#)
- [The Kentucky Association of School Councils](#)

### Assessment

After each of your observations in the area of school board and school-based council meetings, be sure to record them in the KFETS for your final log. Remember that WGU requires you to spend two hours attending school board meetings and two hours attending school-based council meetings, either in person or virtually. Check with your host district’s website for information on virtual broadcasts or recordings of previous meetings. Each experience should be a different entry in KFETS.

- [Log for PCE KY 2](#)
- [Guide sheet](#)
- [KFETS](#)

*Note: There may be multiple entries for the experiences. You do not need to do all hours in one experience. There is a minimum requirement for these hours but not a maximum. You can spend as many hours as you would like doing these activities after you hit the required amount.*

### Professional Learning Communities

Competency 665.55.6: PLC Meeting Observations

After participating in a PLC meeting, the graduate reflects upon its purpose in the educational setting.
Professional learning communities (PLCs) are intended to provide educators a means to collaborate around shared learning goals for grade levels, content areas, or other creative teams of educators who need to collaborate to meet student needs. PLCs are often teacher-led and are intentionally focused on analyzing data that can be used to inform decisions intended to positively impact educational goals and student learning outcomes. In this course, you will participate in a PLC meeting and reflect upon the experience. The following resources will help you learn more about PLCs in general as well as how they function in the state of Kentucky:

- PLC for Kentucky
- Overview of PLCs
- What Is a Professional Learning Community?

Assessment

After each of your observations in the area of professional learning communities (PLCs), be sure to record them in the KFETS for your final log. Remember that WGU requires you to spend two hours participating in PLC meetings either in person or virtually. Each experience should be a different entry in KFETS.

- Log for PCE KY 2
- Guide sheet
- KFETS

Note: There may be multiple entries for the experiences. You do not need to do all hours in one experience. There is a minimum requirement for these hours but not a maximum. You can spend as many hours as you would like doing these activities after you hit the required amount.

Additional Observation Hours

You must complete a total of 200 hours in preclinical experiences to meet the state requirements for Demonstration Teaching in Kentucky. All 200 hours will be documented in KFETS.

Within your coursework at WGU, you will have completed the following

- 10 hours of video observation in Psychology for Educators
- 10 hours of video observation in Diversity, Inclusion and Exceptional Learners
- 10 hours of video observation in Classroom Management, Engagement, and Motivation
- 75 hours of observation and participation in Preclinical Experiences
- 95 hours of observation and participation in Preclinical Experiences 2 for Kentucky Students

Assessment

After each of your observations in the school or school-based setting, be sure to record them in the KFETS for your final log. Remember that WGU requires you to spend a total of 95 hours of
observation in schools for PCE 2 for KY. These hours are included in prior areas outlined in this
course. After all specific observation areas as outlined in the guide sheet and KFETS are
completed, the remaining observation hours equaling a total of 95 hours for this course need to be
met and logged. By the end of this course, you will have logged a total of 200 hours in the KFETS
system. Each experience should be a different entry in KFETS.

- Log for PCE KY 2
- Guide sheet
- KFETS

Note: There may be multiple entries for the experiences. You do not need to do all hours in one
experience. There is a minimum requirement for these hours but not a maximum. You can spend
as many hours as you would like doing these activities after you hit the required amount. Previous
observations in PCE can be used to meet this requirement, but you are still required to complete
and log a total of 200 hours in KFETS-30 hours from your video-based observations in previous
courses, 75 hours from preclinical experiences, and 95 hours from KY PCE 2.

Final Steps

This course has prepared you to complete the assessments associated with this course. If you
have not already been directed to complete the assessments, schedule and complete your
assessments now. Review KEFTS to ensure you have met all requirements. Print out your final
log, and upload it to Taskstream.