

**Sequence of Field Experiences**

**Initial Programs listed in Alphabetical order then Advanced Programs**

**SEQUENCE OF FIELD EXPERIENCES: ART EDUCATION (UNDERGRADUATE)**

<b>COURSE</b>	<b>DESCRIPTION</b>	<b>SETTING/DURATION</b>	<b>PRODUCTS</b>
FNED 346 – Schooling in a Democratic Society	Through integrated class and field experiences, candidates develop a working understanding of student, school and community differences	Minimum 15 hours over 9 weeks in a highly diverse urban K-12 school setting	Course artifacts demonstrating candidate reflection, learning, and linkages between field experience and course topic/readings
ARTE 303 - Introduction to Art Education	Observe PK-12 art teaching and learning in a variety of RI schools and grade levels, including at least one urban or urban ring site.	Minimum of 10 hours of art education classroom observations at elementary and secondary levels	Observation reports, Reflection
ARTE 405 – Elementary Practicum in Art Education	*Observe, investigate, and assist with elementary level art teaching and learning at assigned school site – and plan and teach 2 different elementary art lessons at 2 different grade levels.	Minimum of 25 hours in an elementary level art education classroom	Report on school site & its art program, Observation reflections, 2 Implemented Elementary level art lesson plans, Elementary level art unit plan, Course binder documenting art teaching and student learning.
ARTE 404 – Secondary Practicum in Art Education	*Observe, investigate, and assist with secondary level art teaching and learning at assigned school site – and plan and teach 2 secondary art lessons.	Minimum of 25 hours in a secondary level art education classrooms	Report on school site & its art program, Observation reflections, 2 Implemented Secondary level art lesson plans, Secondary level art unit plan as Teacher Candidate Mini Work Sample, Course binder documenting art teaching and student learning.
ARTE 426 – Student Teaching in Art Education	*Start the first week by investigating school site and observing and assisting art teaching and learning, then begin teaching in the second week, and proceed to move toward the goal of instructing all art classes by the 5 <sup>th</sup> or 6 <sup>th</sup> week of each of two 7-8 week placements.	Full time for 14-16 weeks: 7-8 weeks in elementary level and 7-8 weeks in secondary level; 420-480 total hours in partnership schools	Exit Portfolio documenting the student teaching experience, including a Teacher Candidate Work Sample, 4 implemented art lessons, assessments, commentary, case study, and professionalism documentation.

\* NOTE: At least one of each Art Education teacher candidate’s 4 placements in schools (2 for practicum and 2 for student teaching) is in an urban or urban ring site.

**SEQUENCE OF FIELD EXPERIENCES: ART EDUCATION (M.A.T.)**

COURSE	DESCRIPTION	SETTING/DURATION	PRODUCTS
FNED 546 – Contexts of Schooling	Integrating class and field experiences, candidates examine the cultural and social influences in the school environment and develop a framework to consider the needs and potential of today’s diverse learners	Minimum 15 hours over minimum 9 weeks in highly diverse urban K-12 school setting	Course artifacts demonstrating candidate reflection, student learning, and linkages between field experience and course topic/readings
ARTE 503 – Graduate Introduction to Art Education	Observe PK-12 art teaching and learning in a variety of RI schools and grade levels, including at least one urban or urban ring site.	Minimum of 10 hours of art education classroom observations at elementary and secondary levels	Observation reports, Reflection
ARTE 505 – Graduate Elementary Practicum in Art Education	*Observe, investigate, and assist with elementary level art teaching and learning at assigned school site – and plan and teach 2 different elementary art lessons at 2 different grade levels.	Minimum of 25 hours in an elementary level art education classroom	Report on school site & its art program, Observation reflections, 2 Implemented Elementary level art lesson plans, Elementary level art unit plan, Course binder documenting art teaching and student learning.
ARTE 504 – Graduate Secondary Practicum in Art Education	*Observe, investigate, and assist with secondary level art teaching and learning at assigned school site – and plan and teach 2 secondary art lessons.	Minimum of 25 hours in a secondary level art education classrooms	Report on school site & its art program, Observation reflections, 2 Implemented Secondary level art lesson plans, Secondary level art unit plan as Teacher Candidate Mini Work Sample, Course binder documenting art teaching and student learning.
ARTE 525 – Graduate Student Teaching in Art Education	*Start the first week by investigating school site and observing and assisting art teaching and learning, then begin teaching in the second week, and proceed to move toward the goal of instructing all art classes by the 5 <sup>th</sup> or 6 <sup>th</sup> week of each of two 7-8 week placements.	Full time for 14-16 weeks: 7-8 weeks in elementary and 7-8 weeks in secondary; 420-480 total hours in partnership schools	Exit Portfolio documenting the student teaching experience, including a Teacher Candidate Work Sample, 4 implemented art lessons, assessments, commentary, case study, and professionalism documentation.

\* NOTE: At least one of each Art Education teacher candidate’s 4 placements in schools (2 for practicum and 2 for student teaching) is in an urban or urban ring site.

**SEQUENCE OF FIELD EXPERIENCES: EARLY CHILDHOOD EDUCATION (UNDERGRADUATE)**

<b>COURSE</b>	<b>DESCRIPTION</b>	<b>SETTING/DURATION</b>	<b>PRODUCTS</b>
FNED 346 – Schooling in a Democratic Society	Through integrated class and field experiences, candidates develop a working understanding of student, school, and community differences	Minimum 15 hours over minimum 9 weeks in a highly diverse urban K-12 school setting	Course artifacts demonstrating candidate reflection, learning, and linkages between field experience and course topic/readings
ELED 300- Concepts of Teaching	Development of original lessons embedded in a unit based on after school activities, implemented in an urban school or community club midway through semester	6-7 one-hour lessons over 6-7 weeks	Implemented unit, including lessons supervised and assessed by course instructor; 6 lesson unit with overview, lesson plans, reflections, sample letter to families, and reflection on contacts with families
ELED 419 – Early Childhood Education: Day Care for Children from Birth to 3	Development of original lessons that are implemented in nearby infant/toddler day care settings that focus on children’s emerging development in the area of social-emotional, physical, and cognitive domains	6 one-hour lessons over a 6-week period	Implemented lessons, supervised and assessed by course instructor and classroom teacher; weekly conference hour for feedback
ELED 423 – Developmental Reading: Prekindergarten through Grade 2, I	Development of original lessons that are implemented in nearby schools throughout the semester.	2 hours per week for 10 weeks	Implemented lessons, supervised and assessed by course instructor and classroom teacher; weekly conference hour for feedback
ELED 425 – Developmental Reading: Prekindergarten through Grade 2, II	Development of original lessons that are implemented in nearby schools, including extended planning and implementation of whole class reading programs	2 ½ hours per week for 10 weeks	Implemented lessons, supervised and assessed by course instructor and classroom teacher; weekly conference hour for feedback
ELED 429 Early Childhood Education - Social Studies and Science	Development of original lessons that are implemented in a nearby school; one-half of the semester is dedicated to implementing social studies lessons and one-half to implementing science	3 hours per week for 12 weeks	Implemented lessons, supervised and assessed by course instructor and classroom teacher; weekly conference hour for feedback
ELED 430 – Early Childhood Education: Language Arts and Mathematics	Development of original lessons that are implemented in nearby schools, focusing on integrating language arts and math concepts	10-12 one-hour lessons over a 10-12 week period	Implemented lessons, supervised and assessed by course instructor and classroom teacher; observations in 2 settings, unit plan of 4 developmentally appropriate learning activities for each of 2 settings
ELED 439 – Student Teaching in the Elementary School	Under supervision of College faculty and school-based teacher(s), full-time teaching in a preschool or primary grades in partnership schools	14-16 weeks; 5 full-days; 420-480 hours total in partnership school; Students seeking special education certification complete 7-8 weeks in an early childhood setting and 7-8 weeks in a special education setting; 210-240 total hours are spent in each setting	Exit Portfolio documenting student teaching experience, including a unit, 2 lessons, assessments, commentary, case study, and professionalism documentation

**SEQUENCE OF FIELD EXPERIENCES: ELEMENTARY EDUCATION (UNDERGRADUATE)**

COURSE	DESCRIPTION	SETTING/DURATION	PRODUCTS
FNED 346 – Schooling in a Democratic Society	Through integrated class and field experiences, candidates develop a working understanding of student, school, and community differences	Minimum 15 hours over minimum 9 weeks in a highly diverse urban K-12 school setting	Course artifacts that demonstrate candidate reflection, learning, and linkages between field experience and course topic/readings
ELED 300- Concepts of Teaching	Development of original lessons embedded in a unit based on after school activities, implemented in an urban school or community club midway through the semester	6-7 one-hour lessons over 6-7 weeks	Implemented unit, including lessons, supervised and assessed by course instructor; 6-lesson unit with overview, lesson plans, reflections, sample letter to families, and reflection on contacts with families
ELED 422 – Teaching Developmental Reading I	Development of original reading lessons that are implemented in nearby schools	1 ½ hours per week for 12 weeks	Implemented lessons, supervised and assessed by course instructor and classroom teacher; sight word assessment; phonic assessment, running record assessment; comprehension lesson; guided reading lesson
ELED 424 – Teaching Developmental Reading II	Development of original lessons that are implemented in nearby schools, including extended planning and implementation of whole class reading programs	5 two-hour lessons over 15 weeks	Implemented lessons, supervised and assessed by course instructor and classroom teacher
ELED 435 – Teaching Language Arts in the Elementary School	Development of original language arts lessons that are implemented in nearby schools	1 ½ hours per week over 15 weeks	Implemented lessons, supervised and assessed by course instructor and classroom teacher
ELED 436 – Teaching Elementary School Social Studies	Development of original lessons embedded in team-designed unit, implemented in nearby schools	6-8 one-hour lessons over 6-8 weeks	Implemented lessons embedded in implemented unit, supervised and assessed by course instructor and classroom teacher
ELED 437 – Teaching Elementary School Science	Development of original lessons embedded in a science, hands-on kit, implemented in nearby schools	1 ½ hour per week over 15 weeks	Implemented lessons, supervised and assessed by course instructor and classroom teacher; detailed guided inquiry lesson plan based on NSF-funded instructional materials used in elementary classrooms; detailed plan for a student-centered investigation reflections in the Discussion Area of WebCT; Assessment of Student Learning Portfolio entry

**SEQUENCE OF FIELD EXPERIENCES: ELEMENTARY EDUCATION (UNDERGRADUATE)**

Continued

<b>COURSE</b>	<b>DESCRIPTION</b>	<b>SETTING/DURATION</b>	<b>PRODUCTS</b>
ELED 438 – Teaching Elementary School Mathematics	Development of original, manipulative-based, mathematics lessons, implemented in nearby schools	1 hour per week for 8-10 weeks	Implemented lessons, supervised and assessed by course instructor and classroom teacher
ELED 439 – Student Teaching in the Elementary School	Under supervision of College faculty and field-based teacher, full-time teaching in elementary grades (1-6) in partnership schools	14-16 weeks; 5 full days; 420-480 total hours in partnership school; students seeking special education certification or middle level endorsement, complete 7-8 weeks in an elementary-level class, and 7-8 weeks in a special education or middle-level placement. 210-240 total hours spent in teaching placement	Exit Portfolio documenting the student teaching experience, including a unit, 2 lessons, assessments, commentary, case study, and professionalism documentation

**SEQUENCE OF FIELD EXPERIENCES: ELEMENTARY EDUCATION (M.A.T.)**

COURSE	DESCRIPTION	SETTING/DURATION	PRODUCTS
FNED 546 – Contexts of Schooling	Integrating class and field experiences, candidates examine the cultural and social influences in the school environment; development of a framework to consider the needs and potential of today’s diverse learners	Minimum 15 hours over 14-16 weeks in highly diverse urban K-12 school setting	Course Portfolio and Preparing to Teach Portfolio artifacts demonstrating candidate reflection, learning, and linkages between field experience and course topic/readings
ELED 500 – Reflections: The Art and Science of Teaching	Construct and teach a unit in an after-school program	Six weeks, 1 one-hour lesson per week at an elementary school or other setting working with elementary-aged children	Six-lesson unit with overview, lesson plans, reflections, sample letters to families, and reflection on contacts with families
<b>Methods Courses:</b> M.A.T. students take 6 methods courses. Students must take a minimum of 3 methods courses with field experiences, including ELED 524. Students may elect to take all methods courses with field experiences. Methods courses with field experiences are:			
ELED 522 – Developmental Reading: M.A.T. Practicum I, or ELED 534- Developmental Reading: Prekindergarten-Grade 8	ELED 552: Design and implement lessons and assess reading ability  ELED 534: Analyze reading programs in the elementary school; emphasis on recent research and curriculum trends in literacy education	8 ten-hour sessions in field placement	Sight word assessment; phonic assessment; running records assessment; comprehension lesson; guided reading lesson  Presentation and research paper on an aspect of literacy
ELED 524 – Developmental Reading M.A.T. Practicum II	Investigate alternative teaching methods and materials for diverse populations; managing and organizing a classroom for reading instruction	30 hours in an elementary-level classroom in a partnership district	Daily journals, lesson plans, reflections, and assessments; design a reading program based on research and practice that could be used in an elementary school

COURSE	DESCRIPTION	SETTING/DURATION	PRODUCTS
ELED 527 – Language Arts M.A.T. Practicum, or ELED 508 – Language Arts in the Elementary School	Foundation in research and theory, focus on oral and written language learning, classroom talk, sociocultural diversity in communication styles, and the teacher’s role in a child-centered classroom	15-16 hours in elementary-level classroom in a partnership school over 14-16 weeks	Action research assignment exploring the relationship between reading and writing  Case Study linking field experience and course topics
ELED 536 – Social Studies M.A.T. Practicum, or ELED 528 – Social Studies in the Elementary School	Develop and implement original lessons as part of unit	10-15 hours in elementary-level classroom in a partnership school over 14-16 weeks	Implemented lessons embedded in implemented unit
ELED 537 – Science M.A.T. Practicum, or ELED 518 – Science in the Elementary School	Observe clinical instructor in a guided inquiry lesson from a FOSS or STC kit; teach a series of 10 kit lessons and facilitate a 4-hour “student-centered” investigation	15 one- hour sessions in field placement	One detailed guided inquiry lesson plan based on NSF-funded instructional materials used in elementary classrooms; detailed plan for a student-centered investigation; reflections in the Discussion Area of WebCT; Assessment of Student Learning Portfolio entry
ELED 538 – Mathematics M.A.T. Practicum, or ELED 504 – Mathematics in the Elementary School	Orient to 2 urban classrooms at 2 levels, co-construct and teach 2 four-lesson units	10 one-hour visits, 5 per classroom; teach 4 one-hour lessons and observe partner teach 4 one-hour lessons in a partnership school.	2 co-constructed 4-lesson units, reflections, and final assessment rubric/summary on each pupil; clinical instructors observe and provide assessment of lessons on practicum feedback forms
ELED 559- Student Teaching in the Elementary School	Under supervision of College faculty and field-based teacher, teach in elementary grades (1-6) in partnership schools	14-16 weeks; 5 full-days; 420-480 total hours in partnership school; students seeking special education certification or middle-level endorsement, complete 7-8 weeks in an elementary-level class, and 7-8 weeks in a special education or middle-level placement.  210-240 total hours in each placement.	Exit Portfolio documenting the student teaching experience, including a unit, 2 lessons, assessments, commentary, case study, and professionalism documentation

**SEQUENCE OF FIELD EXPERIENCES: READING (M.ED.)**

<b>COURSE</b>	<b>DESCRIPTION</b>	<b>SETTING/DURATION</b>	<b>PRODUCTS</b>
ELED 629 – Remedial Reading Clinic	Each candidate tutors 3 students for a total of 5 weeks	5 weeks, 6 hours per week, in a clinical setting	Case study report for each student; lesson plans submitted as part of Clinical Portfolio

**SEQUENCE OF FIELD EXPERIENCES: HEALTH EDUCATION (UNDERGRADUATE)**

<b>COURSE</b>	<b>DESCRIPTION</b>	<b>SETTING/DURATION</b>	<b>PRODUCTS</b>
FNED 346 – Schooling in a Democratic Society	Through integrated class and field experiences, candidates develop a working understanding of student, school, and community differences	Minimum 15 hours over minimum 9 weeks in a highly diverse urban K-12 school setting	Course artifacts demonstrating candidate reflection, learning, and linkages between field experience and course topic/readings
HED 300 – Concepts of Teaching	Introduction to comprehensive standards-based health instruction; qualities of an effective health educator; instructional planning; through interaction, analysis, and digital recordings, candidates analyze their teaching skills and reflect on their strengths and weaknesses; visit 10 different schools and observe health instruction at elementary, middle and secondary levels	Peer teaching in college setting throughout semester. Visit and shadow a professional health educator for 8 hours and observe 3 additional K-12 classrooms	4 microteaching experiences (including complete lesson plans, self analysis and reflection paper); 8 hours of health education shadow experience and 3 observations of K-12 classrooms
HED 418 – Practicum in Health Education	Classroom preparation and presentation of comprehensive standards-based health education in grades K-12; exploration of the principles of comprehensive standards-based health instruction and curriculum design; preparation and implementation at least 12 health lessons	2 six-week field experiences (one elementary or middle, one secondary)	2 instructional units with one in the TCMWS format including the following processes: Goals & Unit Objectives, Assessment Plan, & Design for Instruction.
HED 427 – Student Teaching in Health Education	Under supervision of College faculty and school-based teachers, teach 5 full days a week in an elementary and a secondary placement	14-16 weeks: 7-8 weeks in an elementary placement and 7-8 weeks in a secondary placement 420-480 total hours in partnership schools	Daily lesson plans; Completed Teacher Candidate Work Sample

**SEQUENCE OF FIELD EXPERIENCES: MUSIC EDUCATION (UNDERGRADUATE AND M.A.T.)**

<b>COURSE</b>	<b>DESCRIPTION</b>	<b>SETTING/DURATION</b>	<b>PRODUCTS</b>
FNED 346 – Schooling in a Democratic Society (undergraduate)	Through integrated class and field experiences, candidates develop a working understanding of student, school, and community differences	Minimum 15 hours over minimum 9 weeks in a highly diverse urban K-12 school setting	Course Portfolio artifacts demonstrating candidate reflection, learning, and linkages between field experience and course topic/readings
FNED 546 – Contexts of Schooling (M.A.T.)	Integrating class and field experiences, candidates examine the cultural and social influences in the school environment and develop a framework to consider the needs and potential of today’s diverse learners	Minimum 15 contact hours over minimum 9weeks in highly diverse urban K-12 school setting	Course artifacts demonstrating candidate reflection, learning, and linkages between field experience and course topic/readings
MUSE 212 – Introduction to Music Education	Observation of and participation in public school music classes	5 hours in an elementary school and 5 hours in a secondary school	Formal report
MUSE 412 – Practicum in Music Education I	Principles, programs, and practices in teaching general music at both elementary and middle school grade levels; observation and teaching required.	14 weeks in 2 settings: Grades 1-6 and Grades 6-8	8-10 lesson plans (1-6) 3-4 lesson plans (6-8) Teaching Reflection Document Course Portfolio Teacher Disposition
MUSE 413 – Practicum in Music Education II	Continuation of MUSE 412, with emphasis on vocal ensemble music in secondary schools, teaching students with special needs, and on the elective musical experience of secondary students; observation and teaching required	14 weeks in secondary school working in a choral ensemble setting	10-12 lesson plans Teaching Reflections Course Portfolio Teacher Disposition TCMWS - Choral
MUSE 414 – Practicum in Music Education III	Continuation of MUSE 413, with emphasis on instrumental ensemble music in secondary schools and on the elective musical experience of secondary students; observation and teaching required	14 weeks in secondary school working in an instrumental ensemble setting	10-12 lesson plans Teaching Reflections Course Portfolio Teacher Disposition TCMWS - Instrumental
MUSE 424 –Student Teaching in Music Education	Full-time teaching at elementary and secondary levels	14-16 weeks: 7-8 weeks in an elementary music placement and 7-8 weeks in a secondary music placement; 420-480 total hours in partnership schools	TCWS documenting the student teaching experience, including contextual factors, learning goals and objectives, assessment plan, design for instruction, instructional decision making, analysis of student learning, and candidate reflection on teaching.
MUSE 526 – Graduate Student Teaching in Music Education	Full-time teaching at elementary and secondary levels	14-16 weeks: 7-8 weeks in an elementary music placement and 7-8 weeks in a secondary music placement; 420-480 total hours in partnership schools	TCWS documenting the student teaching experience, including a-contextual factors, learning goals and objectives, assessment plan, design for instruction, instructional decision making, analysis of student learning, and candidate reflection on teaching.

**SEQUENCE OF FIELD EXPERIENCES: PHYSICAL EDUCATION (UNDERGRADUATE)**

<b>COURSE</b>	<b>DESCRIPTION</b>	<b>SETTING/DURATION</b>	<b>PRODUCTS</b>
FNED 346 – Schooling in a Democratic Society	Through integrated class and field experiences, candidates develop a working understanding of student, school, and community differences	Minimum 15 hours over 14-16 weeks in highly diverse urban K-12 school setting	Course Portfolio and Preparing to Teach Portfolio artifacts demonstrating candidate reflection, learning, and linkages between field experience and course topic/readings
PED 301 – Principles of Teaching Activity	Observations; micro-lessons supervised by course instructor	6 hours of observation at selected elementary, middle, and secondary schools	Written analysis; 4-6 informal micro-lessons at local elementary school
PED 302 – Practicum in Team Activities	Minimum 6 hours teaching at each level; observed by clinical instructor and course instructor	10-12 weeks 2 field placements: elementary and secondary levels	Written reports Lesson plans
PED 409 – Adapted Physical Education	Work with special needs students	Minimum of 3 observations, 1 hour in 3 different settings; candidates seeking adapted physical education endorsement must complete 6 observations, including experience with students in adapted programs	Written observation reports and analysis
PED 413 – Practicum in Creative Movement and Dance	Minimum 6 hours teaching at each level; observed by clinical instructor and course instructor	10-12 weeks in 2 elementary settings: primary and intermediate levels, teaching various aspects of rhythmic activities	Written reports Lesson plans
PED 414 – Practicum in Individual and Dual Activities	Minimum 6 hours teaching at each level; observed by clinical instructor and course instructor	10-12 weeks in 2 field placements: elementary and secondary, teaching lessons in individual and dual activities	Written reports Lesson plans
PED 426 – Student Teaching in Physical Education	Full-time teaching, observed and evaluated by College supervisor and clinical instructor; required participation in programs offered outside normal instructional program; participation in special events in school program, in meetings, and other activities in which school community is involved	14-16 weeks: 7-8 weeks in an elementary physical education placement and 7-8 weeks in a secondary physical education placement; 420-480 total hours in partnership schools	Exit Portfolio documenting the student teaching experience, including a unit, 2 lessons, assessments, commentary, case study, and professionalism documentation

**SEQUENCE OF FIELD EXPERIENCES: SECONDARY EDUCATION (UNDERGRADUATE)**

<b>COURSE</b>	<b>DESCRIPTION</b>	<b>SETTING/DURATION</b>	<b>PRODUCTS</b>
FNED 346 – Schooling in a Democratic Society	Through integrated class and field experiences, candidates develop a working understanding of student, school, and community differences	Minimum 15 hours over minimum 9 weeks in highly diverse urban K-12 school setting	Course artifacts demonstrating candidate reflection, learning, and linkages between field experience and course topic/readings
SED 406: Instructional Methods, Design, and Technology	Observing a classroom in their discipline to see real students and observe best practices in two classrooms during the semester. Teacher candidates also micro-teach two lessons with peer groups; lessons are taped and evaluated in consultations with the RIC faculty member.	4 hours in schools + micro-teaching	Teacher candidates travel to two public schools for classroom observations of 1-2 hours each. They write reflections on their observations and make connections to classroom content.
SED 407: Instructional Methods, Design, and Literacy	Observing, consulting with teacher (clinical instructor) writing and teaching one reading lesson and one writing lesson in the content area	10 hours in schools	Teacher candidates evaluated by teachers
SED 410 – Practicum in Secondary Education	Prepare and execute lessons at middle and secondary sites	2 three-week sessions; 1 at a middle school, 1 at a secondary school	Teaching portfolio of: lesson/unit plans, examples of student work, evaluation instruments implemented, and reflective essays on teaching episodes
SED 421 – Student Teaching in the Secondary School	Culminating teaching experience in secondary school; candidates seeking middle level endorsement complete 2 experiences, 1 at a middle school, and 1 at a secondary school	14-16 weeks, 5 full days in a middle school and/or secondary school 420-480 total hours in a partnership school; students seeking special education certification or middle level endorsement, complete 7-8 weeks at the elementary level, and 7-8 weeks in a special education or middle level placement; 210-240 total hours are spent in each placement	Exit Portfolio to documenting the student teaching experience, including a unit, 2 lessons, assessments, commentary, case study, and professionalism documentation

**SEQUENCE OF FIELD EXPERIENCES: SECONDARY EDUCATION (M.A.T.)**

COURSE	DESCRIPTION	SETTING/DURATION	PRODUCTS
FNED 546 – Contexts of Schooling	Integrating class and field experiences, candidate examines the cultural and social influences in the school environment and develops a framework to consider the needs and potential of today’s diverse learners	Minimum 15 hours over minimum 9 weeks in highly diverse urban K-12 school setting	Course artifacts demonstrating candidate reflection, learning, and linkages between field experience and course topic/readings
SED 405 – Dimensions of Secondary Education	Substantial classroom and school site observations	10-12 weeks, most observations and field visits take place at Mt. Pleasant High School, Providence	2 field observations with structured reports; reflective analysis of 8 tutoring (individual or small group) episodes at urban multicultural site
SED 406: Instructional Methods, Design, and Technology	Observing a classroom in their discipline to see real students and observe best practices in two classrooms during the semester. Teacher candidates also micro-teach two lessons with peer groups; lessons are taped and evaluated in consultations with the RIC faculty member.	4 hours in schools + micro-teaching	Teacher candidates travel to two public schools for classroom observations of 1-2 hours each. They write reflections on their observations and make connections to classroom content.
SED 407: Instructional Methods, Design, and Literacy	Observing, consulting with teacher (clinical instructor) writing and teaching one reading lesson and one writing lesson in the content area	10 hours in schools	Teacher candidates evaluated by teachers
SED 421 – Student Teaching in the Secondary School	Culminating teaching experience in secondary school; students seeking middle-level endorsement complete 2 experiences: one at the middle level, and 1 at the secondary level	14-16 weeks, 5 full days in a local middle school and/or high school; 420-480 total hours in a partnership school; candidates seeking special education certification or middle-level endorsement, complete 7-8 weeks in an elementary class, and 7-8 weeks in a special education or middle-level placement; 210-240 total hours are spent in each placement	Exit Portfolio documenting the student teaching experience, including a unit, 2 lessons, assessments, commentary, case study, and professionalism documentation

**SEQUENCE OF FIELD EXPERIENCES: SPECIAL EDUCATION/MILD MODERATE K- MIDDLE SCHOOL (UNDERGRADUATE)**

<b>COURSE</b>	<b>DESCRIPTION</b>	<b>SETTING/DURATION</b>	<b>PRODUCTS</b>
SPED 300 – Introduction to the Characteristics and Education of Children and Youth with Disabilities	Educational implications of intellectual, physical, and behavioral differences among children; definitions, characteristics, etiologies, incidence, educational provisions, and school adjustment issues	30-hour clinical experience in an educational setting for students with disabilities	Case studies of 2 students with disabilities, demonstrating understanding of how children learn and develop and how students differ in their approaches to learning
SPED 310 – Principles and Procedures of Behavior Management for Children and Youth with Disabilities	Eclectic review of behavioral, psychodynamic, and humanistic concept and strategies; data collection, intervention and evaluation procedures; teaching required	30-hour clinical experience in an educational setting for students with disabilities	Classroom structure project describing field work setting including arrangement of the physical environment; comprehensive educational programming; teachers’ use of time and deployment of teacher assistants; scheduling and time allocations which facilitate student learning; recommendations for redesigning the special education setting so as to maximize student academic and social learning
SPED 311 – Language Development and Communication Problems of Children	Processes of language development in children; specific techniques for enhancing language development in children with disabilities	Observation of school-aged child with a diverse language/dialect in a classroom environment	Development of a communication inventory/analysis which identifies the student’s language history, classroom characteristics, and identification of communication “differences”
SPED 312 – Assessment Procedures of Children and Youth with Disabilities	Principles and procedures of educational assessment for preschool through secondary-level students with mild/moderate disabilities; teaching required	A 30-hour practicum in an educational setting that is consistent with the student’s primary interests (e.g., child age, degree of disability, educational setting/model)	Critical Analysis of a Standardized Test
SPED 412 – Assessment, Curriculum, and Methodology for Children with Mild/Moderate Disabilities at the Elementary and Middle School Levels	Curriculum and instructional approaches for children with mild/moderate disabilities at the elementary and middle school levels are analyzed; developmental clinical methods are considered; teaching required	30-hour field work experience exploring various aspects of educational programs for elementary level students with mild/moderate disabilities	Portfolio artifact demonstrating the ability to engage in assessment procedures necessary for developing an Individualized Educational Program (IEP); development of an IEP; planning a unit; implementing and reflecting on 3 lessons; and evaluating the effectiveness of the unit specific to unit objectives
Special Education 440 – Collaboration: Home, School, and Community	Collaborative purposes, models, strategies, and roles of the special educator are addressed; topics include collaborative teaching, parent interactions and planning, teaching and assessment strategies	Taken concurrently with student teaching in Special Education	A fully completed IEP; report on behavior management strategies used during student teaching inclusive of ethical issues and home-school collaboration; and report on collaboration as it exists between special educators, general educators, parents and related service personnel
SPED 419 – Student Teaching in the Elementary or Middle School	Under supervision of College faculty and school-based teacher(s), students engage in teaching 5 full days a week in an elementary- or middle-level mild/moderate special education setting	7-8 weeks, 5 days a week. 210-240 total hours in a partnership school	Exit Portfolio documenting the student teaching experience, including a unit, 2 lessons, assessments, commentary, case study, and professionalism documentation

**SEQUENCE OF FIELD EXPERIENCES: SPECIAL EDUCATION/MILD MODERATE MIDDLE SCHOOL THROUGH SECONDARY LEVEL  
UNDERGRADUATE**

COURSE	DESCRIPTION	SETTING/DURATION	PRODUCTS
SPED 300 – Introduction to the Characteristics and Education of Children and Youth with Disabilities	Educational implications of intellectual, physical, and behavioral differences among children; definitions, characteristics, etiologies, incidence, educational provisions, and school adjustment issues also examined	30-hour clinical experience in an educational setting for students with disabilities	Case studies of two students with disabilities demonstrating an understanding of how children learn and develop and how students differ in their approaches to learning
SPED 310 – Principles and Procedures of Behavior Management for Children and Youth with Disabilities	Eclectic review of behavioral, psychodynamic, and humanistic concept and strategies; data collection, intervention, and evaluation procedures; teaching required	30-hour clinical experience in an educational setting for students with disabilities	Classroom structure project describing field work setting including arrangement of the physical environment; comprehensive educational programming; teachers' use of time and deployment of teacher assistants; scheduling and time allocations which facilitate student learning; recommendations for redesigning the special education setting so as to maximize student academic and social learning
SPED 311 – Language Development and Communication Problems of Children	Processes of language development in children; specific techniques for enhancing language development in children with disabilities	Observation of school-aged child with a diverse language/dialect in a classroom environment	Development of a communication inventory/analysis which identifies the student's language history, classroom characteristics, and identification of communication "differences"
SPED 312 – Assessment Procedures for Children and Youth with Disabilities	Eclectic review of behavioral, psychodynamic, and humanistic concept and strategies; data collection, intervention, and evaluation procedures; teaching required	30-hour practicum in an educational setting that is consistent with student's primary interests (e.g., child age, degree of disability, educational setting/model)	Critical Analysis of a Standardized Test
SPED 424 – Assessment, Curriculum, and Methodology for Adolescents and Young Adults at the Middle School and Secondary Levels	Curriculum and instructional approaches for adolescents and young adults with mild/moderate disabilities are analyzed; teaching required	30-hour fieldwork experience exploring various aspects of educational programs for secondary-level students with disabilities	Comprehensive assessments in mathematics, reading, or written expression; social, emotional or behavioral aspects; and the development of an IEP for each area

COURSE	DESCRIPTION	SETTING/DURATION	PRODUCTS
SPED 427 – Career Exploration and Vocational Preparation of Middle School and Secondary Level Students with Disabilities	Assessment, curriculum, and methods and materials to prepare adolescents and young adults with disabilities for the world of work; observation and teaching	Minimum 10 hours observation and participation in a secondary-level career development program for students with disabilities	Paper describing fieldwork including consideration of vocational assessment procedures, transition planning, and infusion of LCCE instructional competencies
Special Education 440 – Collaboration: Home, School, and Community	Collaborative purposes, models, strategies, and roles of the special educator; collaborative teaching, parent interactions, planning, teaching and assessment strategies	Taken concurrently with student teaching in Special Education	A fully completed IEP report on behavior management strategies used during student teaching inclusive of ethical issues, home-school collaboration, and collaboration between special educators, general educators, parents and related service personnel
SPED 428 – Student Teaching in the Middle School or Secondary Level	Under supervision of College faculty and school-based teacher(s), teach 5 full days a week in a middle- or secondary-level mild/moderate special education setting	Full time placement for 7-8 weeks, 5 days a week; 210-240 total hours in a partnership school	Exit Portfolio documenting the student teaching experience, including a unit, 2 lessons, assessments, commentary, case study, and professionalism documentation

**SEQUENCE OF FIELD EXPERIENCES: SPECIAL EDUCATION: SEVERE/PROFOUND – THREE TO TWENTY-ONE  
(UNDERGRADUATE)**

<b>COURSE</b>	<b>DESCRIPTION</b>	<b>SETTING/DURATION</b>	<b>PRODUCTS</b>
<p align="center">SPED 300 – Introduction to the Characteristics and Education of Children and Youth with Disabilities</p>	<p align="center">Educational implications of intellectual, physical, and behavioral differences among children; definitions, characteristics, etiologies, incidence, educational provisions, and school adjustment issues</p>	<p align="center">30-hour clinical experience in an educational setting for students with disabilities</p>	<p align="center">Case studies of 2 students with disabilities, demonstrating an understanding of how children learn and develop and how students differ in their approaches to learning</p>
<p align="center">SPED 310 – Principles and Procedures of Behavior Management for Children and Youth with Disabilities</p>	<p align="center">Eclectic review of behavioral, psychodynamic, and humanistic concept and strategies; data collection, intervention and evaluation procedures; teaching required</p>	<p align="center">30-hour clinical experience in an educational setting for students with disabilities</p>	<p align="center">Classroom structure project describing fieldwork setting, including arrangement of the physical environment; comprehensive educational programming; teachers' use of time and deployment of teacher assistants; scheduling and time allocations which facilitate student learning; recommendations for redesigning the special education setting so as to maximize student academic and social learning are presented</p>
<p align="center">SPED 311 – Language Development and Communication Problems of Children</p>	<p align="center">Processes of language development in children; specific techniques for enhancing language development in children with disabilities</p>	<p align="center">Observation of school-aged child with a diverse language/dialect in a classroom environment</p>	<p align="center">Development of a communication inventory/analysis which identifies the student's language history, classroom characteristics, and identification of communication "differences"</p>
<p align="center">SPED 312 – Assessment Procedures for Children and Youth with Disabilities</p>	<p align="center">Principles and procedures of educational assessment for preschool through secondary-level students with mild/moderate disabilities; teaching required</p>	<p align="center">30-hour practicum in an educational setting that is consistent with student's primary interests (e.g., child age, degree of disability, educational setting/model)</p>	<p align="center">Critical Analysis of a Standardized Test</p>

COURSE	DESCRIPTION	SETTING/DURATION	PRODUCTS
SPED 435 – Assessment and Instruction of Children with Severe/Profound Disabilities	Analysis of assessment, methodology, curriculum, instructional procedures, and adaptation of materials and strategies for children with severe/profound disabilities; teaching required	30-hour practicum in a preschool or primary program for children with multiple disabilities	Observations, evaluations, and IEP, a unit including lesson plans for student; creation of Augmentative Communication System for a non-speaking child in this setting; 8-10 hours with a physical therapist and/or an occupational therapist developing basic competency in positioning, handling, use of assistive devices, etc.
SPED 436 – Assessment and Instructional Alternatives for Adolescents and Young Adults with Severe/Profound Disabilities	Analysis of assessment, methodology, curriculum, instructional procedures, and adaptation of materials and strategies for adolescents and young adults with severe/profound disabilities	30-hour practicum; 15 hours in a public school secondary program for students with severe disabilities; 15 hours in a program for students with challenging behaviors	Candidates complete: observations and evaluations; task analysis and criterion referenced evaluations; Individualized Educational Plan (IEP); 3 lesson plans for individual and group instruction, including a data collection system
SPED 437 – Student Teaching in the School Program for Students with Severe/Profound Disabilities	Under supervision of College faculty and school-based teacher(s), teaching 5 full days a week in a severe/profound special education setting	Full-time placement for 7-8 weeks, 5 days a week; 210-240 total hours in a partnership school	Exit Portfolio documenting the student teaching experience, including a unit, 2 lessons, assessments, commentary, case study, and professionalism documentation

**SEQUENCE OF FIELD EXPERIENCES: SPECIAL EDUCATION: EARLY CHILDHOOD (M.ED.)**

<b>COURSE</b>	<b>DESCRIPTION</b>	<b>SETTING/DURATION</b>	<b>PRODUCTS</b>
SPED 660 – Practicum in the Education of Children with Disabilities	Concentrating in an area of specialization, fieldwork in clinical and teaching centers	Minimum 75 hours	Description of structure and organization of special education programs for infants and toddlers with disabilities
SPED 668 – Internship in Early Childhood Education	Implementation of intervention strategies for young children with disabilities in early intervention and early childhood settings	200 hours full time in an early childhood special education setting	Identification of unique needs of infants and toddlers; design, implementation, and evaluation of programs and instruction for preschoolers and their parents within framework of an Individualized Family Services Plan

**SEQUENCE OF FIELD EXPERIENCES: SPECIAL EDUCATION: ELEMENTARY SPECIAL NEEDS –  
FOCUS ON BEHAVIOR DISORDERS (M.ED.)**

<b>COURSE</b>	<b>DESCRIPTION</b>	<b>SETTING/DURATION</b>	<b>PRODUCTS</b>
SPED 660 – Practicum in the Education of Children with Disabilities	Concentrating in an area of specialization, fieldwork in clinical and teaching centers	Minimum 75 clock hours	Observation and description of program alternatives for children and youth with behavior disorders
SPED 662 – Internship in the Elementary or Middle School	Evaluating, planning, and teaching elementary and/or middle school students with mild/moderate disabilities in a special education program	200 hours full time in an elementary-or middle-level behavioral disorder special education setting	Development and implementation of Individualized Education Program based on behavioral assessments; report documenting implementation

**SEQUENCE OF FIELD EXPERIENCES: SPECIAL EDUCATION: ELEMENTARY SPECIAL NEEDS –  
FOCUS ON LEARNING DISABILITIES (M.ED.)**

<b>COURSE</b>	<b>DESCRIPTION</b>	<b>SETTING/DURATION</b>	<b>PRODUCTS</b>
SPED 660 – Practicum in the Education of Children with Disabilities	Concentrating in an area of specialization, fieldwork in clinical and teaching centers	Minimum 75 hours	Report of differential diagnosis of specific learning disabilities
SPED 662 – Internship in the Elementary or Middle School	Evaluate, plan for, and teach elementary and/or middle school students with mild/moderate disabilities in a special education program	200 hours full time in an elementary or middle level learning disabilities education setting	Report documenting development and implementation of Individualized Education Plan grounded in curriculum-based assessments

**SEQUENCE OF FIELD EXPERIENCES: SPECIAL EDUCATION: SECONDARY SPECIAL NEEDS (M.ED.)**

<b>COURSE</b>	<b>DESCRIPTION</b>	<b>SETTING/DURATION</b>	<b>PRODUCTS</b>
SPED 660 – Practicum in the Education of Children with Disabilities	Concentrating in an area of specialization, fieldwork in clinical and teaching centers	Minimum 75 hours	Observation and development of school and community-based programs for middle and secondary school students with disabilities
SPED 664 – Internship in the Middle School or Secondary Level	Evaluating, planning, and teaching middle and/or secondary school students with mild/moderate disabilities in a special education program	200 hours full time in an middle or secondary special education setting	Report on development and implementation of Individualized Education Programs (with school and work-based components) based on academic and vocational assessments

**SEQUENCE OF FIELD EXPERIENCES: SPECIAL EDUCATION: SEVERE/PROFOUND DISABILITIES (M.ED.)**

<b>COURSE</b>	<b>DESCRIPTION</b>	<b>SETTING/DURATION</b>	<b>PRODUCTS</b>
SPED 660 – Practicum in the Education of Children with Disabilities	Concentrating in an area of specialization, fieldwork in clinical and teaching centers	Minimum 75 hours	Observation and description of special education programs for children and young adults with severe disabilities
SPED 665: Internship in the School Program for Students with Severe/Profound Disabilities	Evaluating, planning, and teaching students with severe/profound disabilities in a special education program	200 hours full time in a severe/profound special education setting	Documentation of development and implementation of Individualized Education Program based on ecological inventory strategies, analyses of learning style, and description of curriculum opportunities

**SEQUENCE OF FIELD EXPERIENCES: TEACHING ENGLISH AS A SECOND LANGUAGE (M.ED.)**

COURSE	DESCRIPTION	SETTING/DURATION	PRODUCTS
<p align="center">TESL 539 Language Acquisition and Learning</p>	<p><i>Language Learning Biography Project (Part of the Second Language Analysis Assessment).</i> Candidate interviews a second language learner and his or her teacher to learn about his second language learning experience in relation to the concepts studied in the course</p>	<p align="center">5-7 (interviewing student and his/her teacher, as needed)</p>	<p>A language learning biography in which they apply the theories and concepts to a second language learner to discover what is promoting or detracting from second language learning</p>
<p align="center">TESL 541 Applied Linguistics in ESL</p>	<p><i>Language Sample Analysis Project (Part of the Second Language Analysis Assessment).</i> Candidate collects and analyzes a speech and written sample of a second language learner.</p>	<p align="center">5-7 hours (this includes just the field hours, many more hours are spent conducting the analysis)</p>	<p>Candidate collects an oral language and a written language sample and analyzes it to determine the learners oral and written expressive language needs</p>
<p align="center">TESL 507 Teaching Reading and Writing to ESL Students</p>	<p><i>Tutoring Project.</i> Candidates meet with an ESL learner for a minimum of 5 sessions to work on an identified literacy objective. Pre and post assessments are given.</p>	<p align="center">7-15 hours</p>	<p>Candidate administers a pre and post assessment, identification of a literacy objective to target for the tutoring sessions, delivery of five prepared tutoring sessions and analysis of effectiveness in changing the targeted skill area.</p>
<p align="center">Curriculum Development and Language Assessment in ESL</p>	<p><i>Case Study Assessment Project.</i> Candidates collect background information on and administer assessments to an individual ELL. They must assess all areas of language as age appropriate. <i>Needs Assessment Project.</i> In this course, candidates design a curriculum based on a comprehensive needs assessment conducted about the learners and learning context for which the curriculum is planned.</p>	<p align="center">20-30 hours`</p>	<p>Candidate collects a home language survey, and all other formal assessment data available and conducts oral language, reading, and writing assessments in order to understand the performance of an ELL learner in all skill areas in English. They conclude the report with a summary of current language development needs. In the Needs Assessment Project, a comprehensive needs assessment is conducted for a particular classroom setting in order to prepare a responsive curriculum for the learners.</p>
<p align="center">TESL 553 (formerly TESL 552)</p>	<p><i>Internship.</i> All candidates now complete a minimum of 120 hours in an appropriate field setting under the supervision of a qualified cooperating teacher and a college supervisor.</p>	<p align="center">120 hours (Formerly this requirement was met by a practicum with fewer classroom hours. Beginning in the fall of 2008, all candidates have been completing 120 hours of field experience.</p>	<p>Candidates engage in all facets of ESL teaching. A minimum of three lesson plans are produced and evaluated for the three classroom observations. Both the cooperating teacher and the college supervisor observe the teacher teaching ESL learners and give feedback for reflection. In addition, candidates prepare and give presentations in seminar on particular topics of interest to improving ESL instruction. Candidates participate in a Yahoo Group posting resources of interest to other ESL teachers. They attend ESL-specific profession development sessions. Candidates also observe and report on an expert ESL teacher and write their Philosophy of Teaching ESL</p>

\*All early field experiences are approved by and guided by the course instructor.

\*\*The final Internship in ESL is supervised by a qualified cooperating teacher and a college supervisory, generally the M.Ed. in TESL Program Coordinator to insure consistency of the standards applied to insure that candidates can perform at a satisfactory level or above as an ESL teacher.\

**SEQUENCE OF FIELD EXPERIENCES: TECHNOLOGY EDUCATION (UNDERGRADUATE)**

<b>COURSE</b>	<b>DESCRIPTION</b>	<b>SETTING/DURATION</b>	<b>PRODUCTS</b>
FNED 346 – Schooling in a Democratic Society	Through integrated class and field experiences, candidates develop a working understanding of student, school, and community differences	Minimum 9 weeks in a highly diverse urban K-12 school setting	Course artifacts demonstrating candidate reflection, student learning, and linkages between field experience and course topic/readings
TECH 300 – Orientation to Technology Education	Introduction to teaching and the field of technology education	4 classroom visits to technology education programs in local schools	4 field observation reports
TECH 406 – Methods in Technology Education	Classroom microteaching experiences; school site observations; and tutoring or teaching assistant positions.	15 weeks Observation in local urban schools; microteaching conducted with peer groups	3 field observations with structured reports; journal of tutoring/classroom experiences; textbook evaluation; videotaped microteaching lessons, reflection statement, lesson plans
TECH 407 – Practicum in Elementary Technology Education (Grades K –6)	Preparation and execution of lessons in elementary school technology education lab	12 weeks in technology education classes, assisting with instruction, preparing and teaching appropriate lessons to assigned classes	Preparing to Teach Portfolio: instructional goals, objectives, unit plan, lesson plans, videotaped lessons, lesson analysis and reflection, and examples of student work
TECH 408 – Practicum in Technology Education (Grades 7-12)	Preparation and execution of lessons at local middle and high school field sites	Sessions include 2 three-week teaching assignments in local middle school and high school technology education classrooms	Preparing to Teach Portfolio: lesson/unit plans, examples of student work, evaluation instruments implemented, and reflective essays on teaching episodes
TECH 421 – Student Teaching in Technology Education	Under supervision of College faculty and field-based teacher, teaching in middle, junior, or senior high school	14-16 weeks; 5 full days; 420-480 total hours in partnership school	Exit Portfolio documenting the student teaching experience, including a unit, 2 lessons, assessments, commentary, case study, and professionalism documentation

**SEQUENCE OF FIELD EXPERIENCES: CAREER AND TECHNICAL EDUCATION (UNDERGRADUATE)**

COURSE	DESCRIPTION	SETTING/DURATION	PRODUCTS
FNED 346 – Schooling in a Democratic Society	Through integrated class and field experiences, candidates develop a working understanding of student, school, and community differences	Minimum 15 contact hours over minimum 9 weeks in a highly diverse urban K-12 school setting	Course artifacts demonstrating candidate reflection, student learning, and linkages between field experience and course topic/readings
CTE 323 – Internship in Career and Technical Education	The first year teacher in a career and technical education is assigned a master teacher/mentor in his/ her school to assist in the learning process during the first 2 semesters of employment	2 semesters (30 weeks) in place of employment	Exit Portfolio documenting the internship experience, including a unit, 2 lessons, assessments, commentary, case study, professionalism documentation, and a portfolio of their trade.

## All Advanced Programs

### FSEHD Graduate Program Field Experiences

COURSE	CATALOG DESCRIPTION	SETTING/DURATION	DESCRIPTION OF CANDIDATE ACTIVITY AND PURPOSE OF FIELD PLACEMENT observation, practicum, field, clinical
Early Childhood Education			
ECED 502: Curriculum, Developmental Play and Programs	Development and content of curriculum and trends in research for early care and education through primary grades are examined.	These activities take place with an individual child or with a small group of children. Approximate time spent doing activities is 2 - 3 hours.	Curriculum based activities are used to evaluate the impact of the activity on the child. Involves observations, documentation, or other appropriate assessment tools.
ECED 503: Infants and Toddlers in Early Care and Education Programs	Components of quality group-care situations for infants and toddlers are analyzed. Topics include professional responsibilities and health and safety routines.	Observe in two infant-toddler early care and education programs in diverse settings. Each observation is approximately one hour for a total of two hours.	Observations of Infant-Toddler Centers. Report of observations
ECED 512: Working with Families: Building Home-School Partnerships	Students develop an understanding of parenting, of working with families within diverse contexts, and of building school, community, and family partnerships. Relevant National Board for Professional Teaching standards are reviewed.	Three observations of family staff interactions, family interviews, classroom observations, and community involvement, family case study and advocacy letter. Approximate time is 3 - 4 hours. Family Case Study and Advocacy Letter Approximate time is 8 - 10 hours.	Observation Research Report on Family Involvement  Family Case Study and Advocacy Letter: Each candidate writes an in-depth case study on one family in a diverse early care and education setting
ECED 661: Directing Early Care and Education	Quality day care and preschool programs are analyzed and the	Observations and analysis of 2 programs.	Observations: Observe two early care and education programs.

COURSE	CATALOG DESCRIPTION	SETTING/DURATION	DESCRIPTION OF CANDIDATE ACTIVITY AND PURPOSE OF FIELD PLACEMENT observation, practicum, field, clinical
Programs	administrative functions necessary to maintain them.	Approximate time is 2 - 3 hours	.
ECED 505: Early Childhood Education and Developmental Issues	This course fosters an understanding of various theoretical perspectives, issues of young children’s educational, physical, social, emotional, and cognitive development, focusing on typical and atypical growth, multicultural contexts and characteristics.	Three Classroom Observations, Case Study of Child, Observations, Home Visits. Approximate time is approximately 8 - 10 hours.	Observations in Classrooms - Candidates report on children's interactions, behaviors, routines, and learning activities. Head Start, public and private schools, and non-traditional settings and with different age groups including infant-toddler, preschool, kindergarten, and grades 1-2.
ECED 662: Seminar in Early Childhood Education Research	Students gain increased professional knowledge and competencies in finding, assessing, applying, and presenting data related to selected major topics in the field of early childhood education.	Pilot Research Study Field work varies depending upon study. Approximate time varies from 8 -10 hours  Case Study Observations. Approximate time varies from 8 -10 hours	Observations. Small-scale Research Study Project: abstract, a research question, literature review, methodology, results/findings, bibliography, and implications with a poster presentation. Research study requires field work.  Case Study: Write an in-depth case study of a young child, which addresses development in all domains, family life – including risk and protective factors – and culture. Conclusions and recommendations for intervention are to be included.
Elementary Education			
			<b>There are no field experiences built in to the program as it is expected our students are working professionals. The only time a student might be in the field would be when gathering data for the PIP.</b>
Educational Leadership			
LEAD 501 Developing Inquiry for Reflective Leadership	The roles of critical inquiry, research and evaluation in reflective leadership are explored. A field research project focusing on school system structures and processes is required <i>1 credit hours</i>	Two 9 hour shadowing experiences help frame teaching & learning from the administrative and student perspective.	Field – to collect descriptive data beyond the classroom level with focus on organizational perspectives, structures, processes. Students will interview and shadow leader; summarize the interview and experience. Students will also shadow a student identified as “problematic” in some respect. First experience in reframing lens to an administrative/leadership

COURSE	CATALOG DESCRIPTION	SETTING/DURATION	DESCRIPTION OF CANDIDATE ACTIVITY AND PURPOSE OF FIELD PLACEMENT observation, practicum, field, clinical
			perspective.
LEAD 503 Building Connections in Diverse Contexts	Students develop skill in communication, organization, and collaboration in diverse contexts. A fifty-hour field experience in an urban agency, or in a family- or youth-serving agency or school is required. Performance-based assessments are expected. <i>1 credit hours</i>	50 hour field-based experience in an urban family or youth-serving agency or school	Field – to extend learning gained in LEAD 502 related to school community relations in order to 1) promote increased engagement in education on the part of family and community members, and 2) communicate effectively with the public regarding school- related issues. Candidates have direct contact with urban family or youth in agency or school.
LEAD 511 Leadership Internship I	This initial 150-hour, school-based experience nurtures entry-level competencies in promoting positive school culture and best practice for leading learning. Competency-focused work samples and dispositional assessments are expected. <i>2 credit hours</i>	150 hour field-based experience usually in candidate’s place of employment. Entry level practice targeting ISLLC/ELCC 1, 2, 3, & 5	Internship - apply knowledge, skills and dispositions of educational leadership platform to school setting. Candidates have school-based experience; interaction with faculty and students in the context of leadership standards focusing on mission & vision, instruction, and organizational activities.
LEAD 512 Leadership Internship II	This final 150-hour, school-based experience focuses on consolidating entry-level competencies in promoting positive school culture and leading change. Submission of a competency-focused performance-based portfolio is required. <i>2 credit hours</i>	150 hour field-based experience usually in candidate’s place of employment School based experience focuses on consolidating entry-level competencies on promoting positive school culture and leading change. Extended practice targeting ISLLC 4, & 6, & ELCC 7.	Internship – apply additional knowledge, skills and dispositions in the context of leadership standards focusing on school-community relations, ethics and integrity, and a greater understanding of the external forces (social, cultural, economic, political) impacting education.
Health Ed			
<b>HED 501 – Curriculum Designs in Health Education</b>	The development of curriculum in health education programs is considered with regard to	School or Agency/TBD	<u>Field</u> - Analysis of Curriculum or instructional materials to assess currency, appropriateness, and articulation

COURSE	CATALOG DESCRIPTION	SETTING/DURATION	DESCRIPTION OF CANDIDATE ACTIVITY AND PURPOSE OF FIELD PLACEMENT observation, practicum, field, clinical
	individual and social needs. 3 credit hours.		
<b>HED 507 -Epidemiology and Biostatistics</b>	Topics covered include statistical concepts, evaluation of health research literature, outcome measurements, health surveillance, and determinants of health. 3 credit hours.	Health Agency/TBD	<p><u>Field</u> – Collect field data on existing health problem to understand process used to vital statistics data</p> <p><u>Field</u> – Identify high risk areas using census tract data to understand the surveillance activities and use of this data for intervention planning.</p>
<b>HED 505 – Program Development</b>	Focus is on techniques, processes, and models of developing health education programs in schools, communities, and worksites. Emphasis is on planning, implementation, and evaluation strategies. 3 credit hours.	School or Agency/TBD	<u>Field Interview</u> - health program director or administrator to gain insight into how program was developed, administered, funded, and evaluated.
Reading			
<i>ELED 685: Diagnosis of Reading Difficulties</i>	Through lectures, demonstrations, and experiences, students are introduced to the theory of reading difficulties and develop skill in diagnosis. This course is intended for professionals who work with disabled readers. 3 credit hours		Field - A candidate identifies a student who is experiencing reading difficulties. The candidate administers a series of diagnostic tools including tests to help in the identification of the learner's reading needs
<i>ELED 686: Treatment of Reading Difficulties</i>	Focus is on current theories, practices, and materials concerning students who have reading difficulties. This course is intended for professionals who work with disabled readers.		Field - A candidate identifies a reader who is experiencing difficulties in reading. Candidates frequently ask colleagues to identify struggling readers. Also, students in the College's PEP program participate with the candidate as the candidate designs instruction to meet the needs of a reader.
<i>ELED 663: Seminar in Education</i>	Focus is on the teacher as researcher. Applications of current instructional research are integrated into a student project.		Field - Review of reading research candidates identify a problem for their classroom and develop a research proposal. Each candidate then collects data from the classroom, analyzes this data, and writes a research report.

COURSE	CATALOG DESCRIPTION	SETTING/DURATION	DESCRIPTION OF CANDIDATE ACTIVITY AND PURPOSE OF FIELD PLACEMENT observation, practicum, field, clinical
<i>ELED 641: Administration of Reading Program</i>	The role of the reading consultant in improving reading instruction is examined. Included is a study of the concept of literacy, a review of model reading programs, the change process, and curriculum planning.		Field - Each candidate creates and administers a needs assessment for professional development in a school setting. Working with the teacher and administrators in the school, the candidate designs a professional development program by identifying program topics, arranging for presenters, establishing a budget, creating a system of evaluation, and initiating the plan with the school personnel.
ELED 629: Remedial Reading Clinic	Emphasis is on the diagnosis and treatment of reading difficulties. Students gain proficiency in using strategies for overcoming reading difficulties and practice these techniques in a six-week summer reading clinic. <i>6 credit hours</i>	30-hour clinical placement during a six-week summer reading clinic	Field - During this six-credit summer course, children seeking reading instruction attend the six-week daily clinic session. Children come from all over the state. Candidates working in teams identify reader's needs, design programs of instruction, implement the program and assess for progress. Additionally, candidates participate in coaching dyads to assist each other in servicing the needs of the readers.
<b>School Psychology</b>			
CEP 538 Clinical Practicum I	Counseling experience is offered under supervised laboratory conditions, with emphasis on observation and evaluation in a laboratory-seminar sequence. Video, audio, and process recordings are used. <i>3 credit hours</i>	15 hours	Clinical – direct intervention with a volunteer client
CEP 605 School Psychology Practicum (year long)	This is a year-long, 400-hour practicum experience. Emphasis is on supervised practice in the problem-solving approach to school psychological service. <i>6 credit hours</i>	400 hours total	Practicum - Direct intervention with students in schools
CEP 629 Internship in School Psychology (year long)	This internship consists of a 1,200-hour, one-year placement in a cooperating school system under the supervision of a certified school psychologist and a College faculty member. A weekly	1200 hours total	Internship - Direct intervention with students in schools

COURSE	CATALOG DESCRIPTION	SETTING/DURATION	DESCRIPTION OF CANDIDATE ACTIVITY AND PURPOSE OF FIELD PLACEMENT observation, practicum, field, clinical
	seminar is required. <i>12 credit hours</i>		
Special Education			
<b>SPED Cert</b>			
<b>SPED 300</b> Introduction to the Characteristics & Education of Children/Youth with Disabilities  <b>(pre-requisite course)</b>		30 hours	Observation - Students are required to complete a 30 hour observation within a classroom or program that includes children with disabilities. Within this practicum, students prepare a case study report of one child that includes a summary of assessment data, program eligibility determination, IEP content and implementation, and program evaluation.
<b>SPED 501</b> Advanced Assessment of Children/Youth with Mild/Moderate Learning & Behavior Problems	Experienced teachers develop skills in diagnostic assessment of the academic and behavioral abilities of children and adolescents with disabilities.	@10 hours	Field - The Educational Evaluation and IEP Project provide candidates the opportunity to demonstrate skills in formal and informal assessment and use the assessment to develop an individual education program (IEP) for a student with a mild/moderate disability.
<b>SPED 503</b> Positive Behavior Intervention: Students with Disabilities	Participants apply positive behavioral intervention and supports.	@10 hours	Field- The Classroom/Individual Student Management Project Behavior requires graduate candidates to learn about, describe, and come to understand factors in the social context of the special and general education settings that influence student behavior and consequently their social and academic learning. They identify previous intervention, complete a Functional Behavioral Assessment, and analyze situational factors that adversely affect students' learning. Candidates propose a new intervention plan inclusive of a student' developmental and cultural issues, and develop an evaluation process for determining the effectiveness of their redesign.
<b>SPED 505</b> Oral & Written Language—Classroom Intervention	The methods, techniques, and materials designed to help remediate oral and written language disorders in elementary and secondary school children	@10 hours	Field - During the Oral Language Project, graduate candidates observe a student with a language disability in an urban culturally diverse classroom setting to identify the effect of language difficulties on classroom performance (social, academic, behavioral).

COURSE	CATALOG DESCRIPTION	SETTING/DURATION	DESCRIPTION OF CANDIDATE ACTIVITY AND PURPOSE OF FIELD PLACEMENT observation, practicum, field, clinical
	with mild/moderate disabilities are studied.		
<b>SPED 518</b> Reading Instruction for Students with Disabilities	Students select, adapt, implement, and assess reading methods and materials for elementary through secondary level students with mild/moderate disabilities.	@10 hours	Field - Graduate candidates select, adapt, implement, and assess reading methods and materials for elementary through secondary level students with mild/moderate disabilities when completing the Word Identification Project.
<b>SPED 648</b> Interpreting & Developing Research in Special Education	Emphasis is on research and evaluation studies and design as they relate to methodology in various special education programs. This course assists the student in the formulation of an original research and evaluation project.	@5 hours	Field - For the Research Project, graduate candidates are responsible for synthesizing class content with an identified student need in their classroom. This includes identifying a research problem/need, conducting a literature review, identifying appropriate research methods, designing the research study, implementing study procedures, reviewing results, and making recommendations based on findings.
<b>Mild/Moderate &amp; Elem/Middle</b>			
<b>SPED 412</b> Assessment, Curriculum, & Methodology for Children with Mild/Moderate Disabilities at the Elementary/Middle School Levels	Curriculum and instructional approaches for children with mild/moderate disabilities at the elementary and middle school levels are analyzed. Developmental clinical methods are considered. Thirty hours of an assigned practicum is included.	30-hours	Field - The Curriculum Modification Project asks candidates to demonstrate the ability to engage in assessment procedures necessary for developing an Individual Education Program (IEP), develop an IEP, plan a curriculum unit (series of lessons around a central theme that integrates two or more content areas), implement and reflect on three lessons, and evaluate the effectiveness of the unit specific to unit objectives.
<b>SPED 662</b> Elementary/Middle Internship	The intern is required to evaluate, plan for, and teach elementary or middle school students with mild/moderate disabilities in a special education program.	8-weeks (240 hours)	Field - Graduate interns identify the learning needs of students with mild/moderate disabilities. From this understanding, an IEP for one student is developed consistent with professional practice. Interns interact with family members consistent with their preference to promote collaboration and understanding of their child's needs. Interns develop lesson plans, and capture student learning on an extended basis to identify patterns of growth and need for change. Graduate interns are responsible for curriculum planning, staff management and all professional requirements during their experience.
<b>Mild/Moderate Middle/Secondary</b>			

COURSE	CATALOG DESCRIPTION	SETTING/DURATION	DESCRIPTION OF CANDIDATE ACTIVITY AND PURPOSE OF FIELD PLACEMENT observation, practicum, field, clinical
<b>SPED 424</b> Assessment, Curriculum, & Methodology for Adolescents & Young Adults with Mild/Moderate Disabilities at the Middle/Secondary School Levels	Curriculum and instructional approaches for adolescents and young adults with mild to moderate disabilities are analyzed. Thirty hours of an assigned practicum is included.	30 hours	Field - The Assessment/IEP Unit is designed to showcase the candidate's ability to assess a student's academic and functional skills within the context of an educational program for adolescents and young adults with mild to moderate disabilities. Skill areas include functional academics, speech and language development, consumer education, personal and social adjustment, family living and recreation and leisure time activities.
<b>SPED 427</b> Career Exploration & Vocational Preparation of Middle/Secondary Level Students with Disabilities.	Focus is on assessment, curriculum, and methods and materials designed to prepare adolescents and young adult persons who have disabilities for the world of work. Observation and practicum experience are included.	@10 hours	Field - The Observation/Curriculum Participation Project focuses on assessment, curriculum, methods and materials designed to prepare adolescents and young adults who have disabilities for the world of work and transition to adult life. The project emphasizes the development of community-based instruction, work-study programs and meaningful community participation.
SPED 664: Internship in Middle or Secondary School	The intern is required to evaluate, plan for, and teach middle school and/or secondary level students with mild/moderate disabilities in a special education program.	8-weeks (240 hours)	Internship - Graduate interns identify the learning needs of adolescents with mild/moderate disabilities. From this understanding, an IEP for one student is developed consistent with professional practice. Interns interact with family members consistent with their preference to promote collaboration and understanding of exceptional needs. Interns develop lesson plans, and capture student learning on an extended basis to identify patterns of growth and need for change. Graduate interns are responsible for curriculum planning, staff management and all professional requirements during their experience.
<b>SPED Early Childhood</b>			
<b>SPED 300</b> Introduction to Exceptional Children		30 hours	Observation - Students are required to complete a 30 hour observation within a classroom or program that includes children with disabilities. Within this practicum, students prepare a case study report of one child that includes a summary of assessment data, program eligibility determination, IEP content and implementation, and program evaluation.
<b>SPED 310</b> Principles and Procedures of Behavior Management		30 hours	Practicum - This course focuses on content pertaining to effective individual, group and classroom behavior management strategies. Students are required to complete

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			a 30 hour practicum in which they identify, measure, and modify a behavior (either challenging or prosocial), and prepare a written report that documents their work.
<b>SPED 515</b> Multidisciplinary Assessment and Planning for Infants and Preschool Children with Special Needs and Students with Severe/Profound Disab.		10 hours	Field- The primary purpose of the field experience is to provide teacher candidates the opportunity to become acquainted with the process of assessment (formal and informal) of young students with disabilities. Candidates identify a student's skill, assess the skill and identify the growth of skills over a period of time. Candidates assess a student in an area of need using a formal assessment to gather additional information on student learning.
<b>SPED 516</b> Organization and Implementation of Programs for Infants and Preschool Children		10 hours	Field- Students are required to complete an analysis of an early intervention or preschool program following a specific rubric. Emphasis is placed on describing assessment methods, curriculum content and implementation, family engagement, team and interagency collaboration, and program evaluation.
<b>SPED 525</b> Development of Communication and Movement		10 hours	Field - Teacher candidates observe a student with a significant language disability and significant delays in intellectual disability. A complete language sample is developed and analyzed for pragmatic function, form, level of language learning. From this analysis a plan is developed to assist the student (incorporating assistive and augmentative technology) in increasing their ability to communicate. The plan must include instructional planning, and assessment to capture student growth.
SPED 668 Internship in Early Childhood (Early Intervention and Preschool Settings)		200 hours in each setting for a total of 400 contact hours	Internship - Graduate interns identify the needs of young children with disabilities and their families. From this understanding, an IEP for one student is developed consistent with professional practice. Graduate interns interact with family members consistent with their preference to promote collaboration and understanding of their child's needs. Graduate interns develop lesson plans,

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			and capture student learning on an extended basis to identify patterns of growth and need for change. Graduate interns are responsible for curriculum planning, staff management and all professional requirements during their experience.
<b>Exceptional Learning Needs</b>			
<b>SPED 558:</b> Math/Science Instruction: Students with Disabilities	Course focuses on strengths and needs of learners. Participants analyze math and science content, tasks, frameworks and standards. Activities are designed and adapted to support math and science student learning at all levels of education.	School Classroom @3 hours	Observation: Teacher candidates will be asked to observe students participating in math and science classes. They will identify one student to interview as they solve a particular math problem or conduct a science experiment at different intervals. Based on data gathered about student performance they will then design strategic interventions that they could use to teach that student a concept, procedure, and/or set of skills.
<b>SPED 648</b> Interpreting & Developing Research in Special Education	Emphasis is on research and evaluation studies and design as they relate to methodology in various special education programs. This course assists the student in the formulation of an original research and evaluation project.	@5 hours	Field - For the Research Project, graduate candidates are responsible for synthesizing class content with an identified student need in their classroom. This includes identifying a research problem/need, conducting a literature review, identifying appropriate research methods, designing the research study, implementing study procedures, reviewing results, and making recommendations based on findings.
<b>SPED Severe/profound</b>			
<b>SPED 525</b> Development of Communication and Movement	Patterns of human development are analyzed, with emphasis on the development of communication and movement. Alternate communication strategies for the nonverbal student are also discussed.	10 hours	Observation - Teacher candidates observe a student with a significant language disability and significant delays in intellectual disability. A complete language sample is developed and analyzed for pragmatic function, form, level of language learning,. From this analysis a plan is developed to assist the student (incorporating assistive and augmentative technology) in increasing their ability to communicate. The plan must include instructional planning, and assessment to capture student growth.
<b>SPED 526</b> Assessment, Curriculum and Methods for Children with Multiple Disabilities	Instructional and environmental adaptations pertinent to facilitating adaptive behavior in students with multiple disabilities are discussed.	10 hours	Field - The field experience provides teacher candidates the access to students with sensory impairments and intellectual disabilities. Candidates complete a functional vision evaluation and identify a

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			strategy to assist the student more effectively function within the home and/or school environment. The learning environment is evaluated and possible changes are described to increase visual functioning. Teacher candidates observe students with more complex challenges (health impairments, physical disability, hearing loss) and adapt curriculum in mathematics, language arts, science, and writing to match their learning needs.
SPED515 Multidisciplinary Assessment and Planning for Infants and Preschool Children with Special Needs and Students with Severe/Profound Disab	Interdisciplinary assessment procedures and the development of individualized education programs are studied. Emphasis is on determining the technical adequacy of diagnostic tests.	10 hours	Field - The primary purpose of the field experience is to provide teacher candidates the opportunity to become acquainted with the process of assessment (formal and informal) of young students with disabilities. Candidates identify a student's skill, assess the skill and identify the growth of skills over a period of time. Candidates assess a student in an area of need using a formal assessment to gather additional information on student learning.
SPED 435 Assessment and Instruction of Children with Severe/Profound Disabilities	This is an analysis of assessment, methodology, curriculum, instructional procedures, and adaptations of materials and strategies for children with severe and profound disabilities. Thirty hours of an assigned practicum is included.	30 hours	Field - The primary focus of field experience for SPED 435 is to develop core competencies pertinent to assessment and instruction, and provides examples pertinent to younger children with severe/profound disabilities.
SPED 436 Assessment and Instructional Alternatives for Adolescents and Young Adults with Severe/Profound Disabilities	This is an analysis of assessment, methodology, curriculum, instructional procedures, and adaptations of materials and strategies for adolescents and young adults with severe/profound disabilities. Thirty hours of an assigned practicum is included.	30 hours	Field - Functional ecological analysis, understanding of curriculum and membership opportunities in general education settings is the focus of the field experience. Candidates begin to understand the influence of family function and culture, observation and analysis of individual learning style, and the use of task analysis as the basis for criterion referenced evaluation. The field experience for SPED 436 provides candidates opportunity to interact

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			with students with severe/profound disabilities to identify situation-based routines, ecological structures that facilitate functional responses, systematic behavioral instruction, use of assistive technology, augmentative communication systems, and environmental modifications for students with physical and/or sensory disabilities.
SPED 665 Internship in the School Program for Students with Severe and Profound Disabilities	The intern is required to evaluate, plan for, and teach students with severe/profound disabilities in a special education program. <i>6 credit hours</i>	8-weeks (240 hours)	Internship - Graduate interns identify the learning needs of students with severe/profound disabilities. From this understanding, an IEP for one student is developed consistent with professional practice. Graduate interns interact with family members in a means consistent with their preference to promote collaboration and understanding of their child's needs. Graduate interns develop lesson plans, and capture student learning on an extended basis to identify patterns of growth and need for change. Graduate interns are responsible for curriculum planning, staff management and all professional requirements during their experience
SPED UMC			
SPED 651 Language Development Practicum— Exceptional Bilingual Students	Students practice assessment procedures for distinguishing speech and language differences from delays/disorders. Language intervention techniques are applied in classroom settings.	30 hours	Field - Students practice assessment procedures for distinguishing speech and language differences from delays/disorder. Language intervention techniques are applied in classroom settings
SPED 652 Literacy Development Practicum- Exceptional Bilingual Students	Students put into practice the methods used for teaching literacy to English language learners with disabilities. Literacy intervention techniques are applied in classroom settings.	30 hours	Field - Students put into practice the methods used for teaching literacy to English language learners with disabilities. Literacy intervention techniques are applied in classroom settings.
SPED 653 Assessment Practicum-Exceptional Bilingual Students	Students evaluate the linguistic, academic, and behavioral abilities of selected English language	30 hours	Field - Students evaluate the linguistic, academic, and behavioral abilities of selected English Language Learners with disabilities. They select, administer, and interpret

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	learners with disabilities. Students select, administer, and interpret multifaceted assessments and write individual educational plans.		multifaceted assessments and write individual educational plans.
SPED 654: Internship in Urban Multicultural Special Education	Students are supervised in special education settings that provide services to culturally and linguistically diverse youngsters with disabilities. Students conduct assessments, give instruction, and collaborate with professionals and parents. <i>3 credit hours</i>	16 weeks about 400 hours	Internship - Students are supervised in special education settings providing services to culturally and linguistically diverse youngsters with disabilities. They conduct assessments, plan and deliver instruction, and collaborate with professionals and parents.
Teaching English as a Second language			
TESL 539 Language Acquisition and Learning	Theory and research relating to first- and second-language acquisition and learning are examined from a pedagogical perspective. Emphasis is on variables affecting language learning and teaching.	5-7 (interviewing student and his/her teacher, as needed)	<i>Field - Language Learning Biography Project (Part of the Second Language Analysis Assessment).</i> Candidate interviews a second language learner and his or her teacher to learn about his second language learning experience in relation to the concepts studied in the course
TESL 541 Applied Linguistics in ESL	The basic sounds, structures, and transformations of contemporary English usage as a basis for teaching English as a second language are examined.	5-7 hours (this includes just the field hours. Many more hours are spent conducting the analysis)	<i>Field - Language Sample Analysis Project (Part of the Second Language Analysis Assessment).</i> Candidate collects and analyzes a speech and written sample of a second language learner.
TESL 546 ESL Methods Course	This is a methods course for students and teachers who plan to teach or are presently teaching English as a second language. The teaching techniques demonstrated reflect up-to-date research in applied linguistics.	7-15 hours	<i>Field - Tutoring Project.</i> Candidates meet with an ESL learner for a minimum of 5 sessions to work on an identified linguistic and communicative objective. Pre and post assessments are given.
TESL 551 Curriculum Development	Basic principles in ESL curriculum development and second-language assessment are	20-30 hours	<i>Field - Case Study Assessment Project.</i> Candidates collect background information on and administer assessments to

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and Language Assessment in ESL	examined.		an individual ELL. They must assess all areas of language as age appropriate. <i>Needs Assessment Project.</i> In this course, candidates design a curriculum based on a comprehensive needs assessment conducted about the learners and learning context for which the curriculum is planned.
TESL 553 Internship in English as a Second Language	Candidates are supervised in ESL settings that provide instruction to students for whom English is a second language. Candidates conduct assessments, provide instruction and collaborate with professionals and parents. Weekly seminars are included.	120 hours (Formerly this requirement was met by a practicum with fewer classroom hours. Beginning in the fall of 2008, all candidates have been completing 120 hours of field experience.	<i>Internship.</i> All candidates now complete a minimum of 120 hours in an appropriate field setting under the supervision of a qualified cooperating teacher and a college supervisor.