



College of Education Teacher Preparation Programs Practicum/Field Experience Manual

(Graduate/Undergraduate)



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Practicum/Field Experience Introduction

The practicum/field experience is an opportunity for teacher candidates to observe and participate in diverse educational settings, and to apply the theories and concepts learned in program course work. Faced with the challenge to meet the needs of PK-12 students and the national movement towards 21st century learning built around standards, a practicum/field experience affords GCU teacher candidates the unique opportunity for introspection, personal change, professional growth, and self-assessment, all of which will empower a sense of development as a professional. Our expectation is for teacher candidates to observe qualified, passionate master teachers demonstrate skill in the InTASC principles. Through these role models, our teacher candidates will solidify principles from their coursework, by actively assisting teachers, facilitating group work, and when permitted, teaching lessons of their own. Teacher candidates are to accumulate experiences in classrooms at different grade and ability levels. Through practicum/field experience teacher candidates are exposed to professional role models who work amongst diverse cultures, and will learn to recognize and meet the needs of students from different ethnicities, socio-economic and language backgrounds, genders, and exceptionalities. The College of Education routinely reviews teacher candidate assessment data on teacher candidates' ability to work with a diverse population and continually work with a candidate to improve their practice and the institution's field experiences.

College of Education Mission Statement

Professional education programs at Grand Canyon University are designed to support and promote the University's mission to prepare learners to become global citizens, critical thinkers, effective communicators and responsible leaders from the context of its Christian heritage. The College of Education inspires excellence in pedagogy and scholarship; advances reflective, innovative and collaborative teaching practices to maximize student learning and achievement; promotes servant leadership in educational communities; and engages a diverse and global community of learners with purpose and passion. The culture and Christian heritage of the University promote a spirit of servant leadership within the College's faculty, staff, and learners so they can minister to people within the broader educational community. Education is a powerful tool with which to purposefully engage a diverse, global community; the College exhorts its faculty, staff, and learners to do so with fervor. The College of Education's Arizona state-approved educator preparation programs are designed to promote the required knowledge, skills, and dispositions necessary for learners to become highly effective educational leaders in the broader educational community. Opportunities for teacher and administrator candidates to refine and apply them are integrated throughout their programs of study in practicum/field experiences, possibly culminating in Clinical Practice or internship experience dependent on the program. Non-certification programs are designed to increase the learner's knowledge and opportunities within their chosen fields of study.



Conceptual Framework

Learning, Leading, Serving



Learning:

We believe that all students can learn and that highly effective, innovative and collaborative teaching and administration maximizes best practices as well as student learning and achievement. Effective teachers and administrators are highly educated, skilled, committed and compassionate; they ensure all students learn to the best of their ability.

Leading:

We believe that education is a powerful tool with which to purposefully engage a diverse, global community. As our teacher and administrator candidates find their purpose and calling within education, they seek to lead others to reach their God-given potential in order for them to influence the changing world.

Serving:

The culture and Christian heritage of the University promotes a spirit of servant leadership within the College of Education's faculty, staff and learners so they can serve people within the broader educational community.



Alignment of Practicum/Field Experience

Practicum/Field Experiences are designed to introduce the teacher candidate to foundational concepts of teaching and learning. They are designed to give each candidate an understanding and examples of foundational teaching concepts, learn the components of a good classroom and good teacher, and have them experience and meet many of the people involved in the world of schools. Candidates spend time listening, watching, interviewing, and reflecting on the connections between what they are reading/learning about in their own courses and what they find out about what is happening in and around schools.

As Teacher Candidates progress in coursework, practicum/field experiences are designed to move a teacher candidate from an observer/learner role to one of a more intentional leading role. Experiences are designed to be done while spending time in classrooms working with PK-12 students in a variety of ways. Guidance is given for many of the experiences allowing for the leading experiences to be directly connected and applied to building on their foundational understandings. One on one, small group, and large group instructional activities allow the teacher candidate to build on their understanding and skill in working with students while under the direction of the classroom teacher. Teacher candidates will also build on their diversity understanding by targeting specific student groups and reflecting on experiences from multiple perspectives.

Practicum/Field Experience for Non Institutional Recommendation (NON-IR) Programs

Students enrolled in the Master of Education in Curriculum and Instruction: Reading, Master of Education in Curriculum and Instruction: Technology or the Master of Education in Teaching English to Students of Other Languages (TESOL) should refer to the GCU classroom, as well as, the following link for further information regarding the practicum /internship required at the culmination of the program:

[RDG/TEC/TESOL Practicum Course FAQs](#)

Accreditation

The College of Education values and embraces data-driven decision-making to inform continuous improvement and to reflect on the effectiveness of its programs. The College's operations and its teacher and administrator preparation programs are reflective of standards and principles espoused by national accrediting bodies, professional education organizations, and the Arizona Department of Education. These include the National Council for Accreditation of Teacher Education (NCATE 2008); the Interstate New Teacher Assessment and Support Consortium (INTASC 2008); the National Board Professional Teacher Standards (NBPTS); the Interstate School Leaders Licensure Consortium (ISLLC 2008); and the Arizona Professional Teacher Standards (APTS).

Disclaimer

Grand Canyon University's College of Education reserves the right to make changes of any nature to this manual when they are deemed necessary or desirable. This manual is for informational purposes and does not



constitute a contract. The Grand Canyon University Teacher Preparation Program Practicum/Field Experience Manual does not establish a contractual relationship; rather, the manual sets forth academic and other requirements that a learner must meet to be granted a degree and, in some circumstances, to continue to be enrolled at the institution. While advisors and other Grand Canyon University personnel are available to guide the learner with respect to the requirements, it is the ultimate responsibility of the learner to follow them.

Fingerprint Clearance

Prior to participation in any practicum/field experience, and in accordance with Arizona State Statute A.R.S. § 15-106, learners must have submitted a copy of an official Arizona Fingerprint Clearance Card or the official results of their federal fingerprint background clearance from their state Department of Public Safety or comparable agency or have one already on file with Grand Canyon University. Copies of this documentation should be faxed or scanned/emailed to the Teacher Education Specialists.

It is the student's responsibility to ensure that the fingerprint background clearance is current throughout the program including completion of Clinical Practice.

Note: If learners are seeking an Arizona Institutional Recommendation for teaching or administrative credential, they must have an Arizona Fingerprint Clearance Card, in addition to their own state's fingerprint or background clearance documentation.

[Fingerprint Clearance](#)

District Requirements

During the placement process, a teacher candidate may be required to complete additional district requirements which will be completed at the teacher candidate's expense. These may include:

- Interview with school district officials (which may include writing samples)
- Submission of academic resume and/or transcripts
- Physical exam
- TB test
- School Board approval
- Additional background checks

Commitment to Excellence

The College of Education requires its learners to possess essential skills that are founded on the professional standards for various educators (APTS, INTASC, CEC, and ISLLC), in addition to the specialized professional association standards for particular content areas. Learners must also demonstrate problem-solving techniques, employ assessment-based decision making, and function adeptly by employing critical and creative thinking skills and taking responsibility for their actions. Through developing a professional philosophy, demonstrating

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reflective thought and action evidenced in the e-Portfolio, and gaining an awareness of professional attributes, learners will have the opportunity to develop as professionals during the practicum/field experiences.

COE Expectations and Academic Standards

The following expectations for teacher candidates in the College of Education seeks to address the common issues and responsibilities of teacher candidates who are out in schools and school districts in a practicum/field experience and clinical practice setting. The statements are designed to be reflective of the fundamental principles and values that are desired of a teacher candidate and his/her professional and personal conduct in the practicum/field experience and clinical setting (Clinical Practice). The conduct expectations clarify conduct unbecoming of a teacher candidate, and thus are subject to disciplinary action. By addressing these issues we seek to respond to and clarify our expectations for all of our teacher candidates who are representing themselves and Grand Canyon University in their role and work with students, cooperating teachers, supervisors, and school communities.

Teacher candidates in the College of Education represent GCU's value-based liberal arts institution. All teacher candidates who go out into the field are expected to abide by the responsibilities of university citizenship and to show consideration and respect for personal freedom and property rights of members of the civic, academic, and school community. Teacher candidates are expected to abide by ethical, professional, and academic standards that are conducive to a positive learning experience. These expectations include, but are not limited to the expectation that the teacher candidate:

- Gives appropriate attention to college and site placement work
- Attends class, exercises, and engagements as required by the college and school site placement
- Acknowledges and accepts the responsibility of honorable adherence to the university's and site placement's standards, rules, policies, and procedures
- Supports and exhibits ethical behavior with teacher candidates, faculty, staff, school placement personnel, and the community
- Recognizes and embraces the diversity and personal values of others
- Exhibits self-direction and self-reliance as a college student and in the pursuit of individual and collaborative learning objectives and goals
- Acknowledges and accepts personal responsibility and accountability for his or her actions, interactions, and communication in all forms with teacher candidates, faculty, staff, school placement personnel, and the community



- Upholds confidentiality and respect for personal or professional information communicated in the placement classroom
- Adheres to college dispositional expectations, policies, and standards of academic honesty
- Represents themselves solely in all matters related to Clinical Practice performance, evaluation, assessments, disciplinary action, etc.
- Dresses according to professional attire expectations which can be interpreted as:
 - Women: slacks (dress pants), skirts (mid-calf to about two inches above the knee), blouses, shells, cardigans, blazers, dresses
 - Men: dress pants, button down shirts, polo shirts (with a collar), blazers
 - Dress not permitted: Anything that is see-through, short, tight, or shows too much skin, flip-flops, tennis shoes, jeans that are too loose fitting, ripped or faded. Teacher candidates must also follow the dress code of teachers at the school site.

Dispositional Expectations

Professional Dispositions

- High Expectations- Educators should believe that all teacher candidates can learn and should set and support realistic expectations for student success.
- Respect for the Diversity of Others- Educators should be sensitive to individual learning and social needs of teacher candidates and embrace the cultural diversity of the community.
- Justice- Educators should promote social justice and equity, maintain appropriate standards of confidentiality, and exercise fairness in all areas including assessment.
- Professional Conduct- Educators should exercise sound judgment and ethical behavior. They should be a positive role model within their community.
- Reflection- Educators should recognize that reflection combined with experience leads to growth as a professional. Educators should be thoughtful about their professional practice, critically examine it, and seek continual improvement.
- Inquiry- Educators should promote and support curiosity and encourage active inquiry. They should be able to think innovatively and creatively, using critical thinking as a problem-solving approach.



- Integrity- Educators should model integrity by their words and actions. They should be forthright with others and uphold high standards of trust, character, and integrity.
- Compassion- Educators should demonstrate professional friendliness, warmth, and genuine caring in their relationships with others while providing intellectual, emotional, and spiritual support.
- Advocacy- Teachers understand the impact of community involvement and servant leadership as it applies to the welfare of others in the educational setting.
- Dedication- Educators should be committed to the profession of teaching and learning. They should be professionally active, lifelong learners and seek opportunities for professional development.

Practicum/Field Experience Expectation Violations

The following violations clarify conduct unbecoming of teacher candidates in the College of Education. Teacher candidates are expected not to engage in such action while in a clinical setting at a school or school district. The following is a non-exhaustive list of actions that are considered clinical practice conduct violations, for which teacher candidates are subjected to disciplinary action up to and including expulsion from the university.

- Disorderly (unruly) interaction involving any individual outside of the classroom in a manner that could be perceived as inappropriate by any member of the site placement school, its extended community or university.
- Falsification, forgery, alteration, or invention of information, including, but not limited to, any document used for admission or eligibility to the university related to:
 - Admission or eligibility to Clinical Practice
 - Information regarding the site placement school, the district and/or personnel
 - Information regarding teacher candidates
 - Information regarding curriculum content in the classroom
- Disruptive behavior in any form that creates a hostile or offensive educational environment for a student, cooperating teacher, university faculty supervisor, faculty or staff
- Failure to comply promptly with any reasonable directive from a cooperating teacher, university faculty supervisor, GCU course instructor, or staff
- Failure to cooperate with an investigation
- Possession, use, distribution, or behavior under the influence of alcohol or illegal or banned drugs or substances while on school property, or as part of any school-related activity



- Communication orally, in writing, or by use of any technological device, including, and not limited to any phone or computer device, outside the classroom in a manner that could be perceived as inappropriate by any member of the site placement school, its extended community or university
- Failure to maintain a professional approach to personal relationships with the teacher candidates or the school community members

College of Education Zero Tolerance Policy

The College of Education is committed to an educational environment that is free from violence, both on-campus, off-campus, and at any field experience setting. The zero tolerance policy includes threatening statements, behaviors, or acts of violence against teacher candidates, faculty, and staff. The university prohibits and will take immediate action against:

- Acts or communication in any form whether oral or written, that threatens or violates the personal safety of others
- Action which can be interpreted as physical assault or abuse
- Threats to harm or endanger the safety of others
- Behaviors or actions interpreted by a reasonable person as carrying the potential for violence or acts of aggression

Disability Services and Special Accommodations

Students that require special accommodations for their practicum/field experience must register with the Disability Office at Grand Canyon University prior to their official placement. Students will be required to complete the steps to accommodations, which include submitting the Accommodation Request Form and providing supporting documentation of their disability. Determinations about what accommodations will be provided are based on the criteria outlined in the *University Policy Handbook* for Disability Services.

To start the accommodation process, you can contact the Disability Office as follows:

Phone: 602-639-6342 Email: disabilityoffice@gu.edu

In order to establish certain accommodations at the placement facility, the University may need to disclose information regarding the student's disability status. Notification of the approved accommodation will be given to the placement school, the supervising teacher and also to the school district in order to ensure that the accommodations are appropriately facilitated.



Participant Role for Practicum/Field Experiences

The following section addresses and defines the roles of all participants involved in threaded practicum/field experiences.

- **Classroom Teacher:** The classroom teacher is defined as the teacher hosting the teacher candidate in practicums/field experiences other than clinical practice. The classroom teacher's responsibility focuses on the students in his/her classroom, rather than on the teacher candidate. The teacher's role includes modeling effective instructional practice, planning instructional lessons with students, and providing feedback on students' performance.
- **Course Instructor:** The Course Instructor is defined as the university faculty member assigned to teach the course. Course Instructors are responsible for implementing course assignments, as required through the curriculum, which relate to the teacher candidate's practicum/field experience, particularly lesson planning and instructional design.
- **Teacher Candidate:** The teacher candidate is defined as the student who is actively enrolled in the College of Education program of study who works to fulfill all practicum/field experience requirements. The role of the teacher candidate includes observing the classroom teacher, meeting the practicum/field experience assignment competencies, and submitting assignments that demonstrate applied learning. Before the clinical practice experience (Clinical Practice), Teacher Candidates must have completed all of the required coursework as well as all associated requirements listed in the University Policy Handbook.
- **Teacher Education Specialist (TEdS):** The Teacher Education Specialist support students in meeting College of Education specific supplementary requirements throughout their program. These requirements include, but are not limited to, background clearance, testing requirements, practicums/field experiences, clinical practice, and Institutional Recommendation. The Teacher Education Specialist also ensures all required programmatic criteria necessary to participate in the clinical practice experience is met by the Teacher Candidate prior to placement, which include the prerequisite hours and coursework for clinical practice. The TEdS will work in tandem with the teacher candidates' academic counselors, finance counselors, and other offices on campus to facilitate completion of the teacher candidate's program of study.
- **Teacher Placement Specialist (TPS):** The Teacher Placement Specialist works in conjunction with the TEdS to ensure placement for practicum and completes the placement for Clinical Practice. The TPS communicates with districts and students during the Clinical Practice placement and the Clinical Practice course regarding roles and expectations of Clinical Practice.



Respect for the Diversity of Others

Educators should be sensitive to individual learning and social needs of students and embrace the cultural diversity of the community. They should develop and maintain educational communities marked by respect for others. They should interact with their students, fellow educators, administrators, parents, and other community members with courtesy and civility, and establish relationships characterized by respect and rapport.

The College of Education promotes respect for the value of community, diversity, and the rich cultural tapestry of a global society. The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Teachers in advanced programs are expected to complete practicums/field experiences in educational settings with diverse populations. In the context of practicum/field experience, the Colleges define diversity as placements that contain variance in any the following:

- cultural students whose primary language is other than English
- cultural grade or age level distribution of the school/class, district or school demographic information (e.g. cultures, ethnicities, socio-economic distribution represented)
- cultural district or school's academic performance ranking (e.g. adequate yearly progress, school report card, school label/grade)
- cultural stability of the community
- cultural qualifications of the teacher
- cultural qualifications of the teacher per, gender distribution of the class)
- cultural students with exceptionalities (e.g. students who receive services for gifted education or as specified by an IEP, ADA Section 504)

The diverse faculty and administrative staff of the College of Education work diligently to create a culture of mutual respect and fellowship within the broader educational community. Teacher candidates will have an opportunity to apply their knowledge of diversity, including students with exceptionalities, during their practicums/field experiences and clinical practice. Candidates will have an opportunity to reflect on common practices when working with schools, communities and students from diverse ethnic/racial, language, gender, and socioeconomic groups. Within the classroom and through varied practicums/field experiences, teacher candidates are taught to be professional models, and are encouraged to recognize and meet the needs of all pre-kindergarten to 12th grade students. Assessments will indicate that candidates are able to demonstrate and apply proficiencies related to diversity.

These proficiencies include:

- Embracing diversity in all individuals
- Using a diverse perspective to cast light on global awareness
- Encouraging diversity of thought and practice from others
- Celebrating the potential of diversity
- Knowing the backgrounds and cultures of students
- Promoting respect and understanding among all cultures
- Not tolerating or minimizing inappropriate behavior when observed



Documentation

As learners move through their practicum/field experiences, they will review, formulate, and refine their professional practices based on the increased development and demonstration of competencies grounded in the professional knowledge and skills of the field. This process is the essential ingredient for professional growth, as it will lead the learner from student to professional/practitioner. Through the relationships maintained with instructors, peers, and other professionals, personal, philosophical, ethical, and theoretical beliefs will be actualized. Significant decisions and choices will be determined by the learner's analytical and behavioral approaches to the practicum/field experience work. It is paramount that timely, accurate documentation of activities using required forms and documents is kept. Once a site has been selected, learners are required to log the practicum/field experience hours on the Practicum/Field Experience Observation and Activity Log (Appendix) and submit to their instructor, along with other benchmark assessment or signature assignment documentation as outlined in each course syllabus.

Incomplete hours may result in up to a twenty percent deduction for a related assignment.

- *0-99% completed = 20% module deduction*
- *Teacher candidates must complete all required practicum/field experience hours within the course timeframe. All required practicum/field experience hours not completed within the course timeframe are subject to the assignment deduction AND must be made up prior to the end of the following course.*
- *Practicum/field experience hours are mutually exclusive. Teacher candidates must complete all required hours per each course – no double-dipping.*
- *Failure to complete all practicum/field experience hours required within the program of study may result in ineligibility into the Clinical Practice portion of the program.*

The data entered into the Observation and Activity log may be audited for accuracy by a College of Education Representative. Falsifying information is a form of Academic Dishonesty and is in direct violation of GCU's Code of Conduct Policy.



Practicum/Field Experience Placement Procedures

1. Teacher Candidates must review the Practicum/Field Experience Manual as well as additional support materials related to completing practicum/field experience requirements and dispositional expectations. (<http://www.gcu.edu/College-of-Education/Clinical-Practice/General-Practicum-Information.php>)
2. With assistance from the Faculty and Teacher Education Specialist (TEdS), Teacher Candidates must research and select appropriate settings to complete practicum/field experiences as required by the course curriculum.
3. Teacher Candidates are responsible for corresponding with schools and districts directly to secure selected practicum placements. If the school or district requires university correspondence, the TEdS may assist in requesting placement, although placements are not guaranteed.
4. If Teacher Candidates are unable to secure appropriate placements, reference *Documentation of Completed Practicum/Field Experiences* as stated in this manual.

Upon request an official letter is provided to the teacher candidate who confirms the candidate attends GCU, the program enrolled, the current course, and the number of hours required for the practicum/field experience. This letter is provided by the candidate's Teacher Education Specialist and the purpose of the letter is to authenticate the student's eligibility to complete practicum/field experience requirements within their school district.

The Teacher Education Specialist supports the teacher candidate in selecting appropriate placement based on the course practicum/field placement setting requirements identified in the Benchmark Assessment resource provided in their course when selecting their site.

Candidates should contact their Teacher Education Specialist (TEdS) with any questions or concerns encountered at their site.

Be sure sites are consistent with practicum/field experience requirements, desires for skill development, and future certification or licensure criteria. In the case the teacher candidate cannot complete practicum/field experience hours within the designated perimeters, he/she will need to contact the course instructor for the necessary documentation of a practicum/field experience site modification. Although not an exhaustive list, these possible sites may be available year-round and include the following:

Public, private, and/or parochial or religiously-affiliated schools (both Title 1 and non-Title 1)

- Boys/Girls Clubs
- After School Programs
- Head Start
- Commercial Learning Centers, e.g. Sylvan, Huntington, Kumon
- Tutor Time, ChildTime, or other licensed preschool settings



- Immigration and Naturalization Service English classes
- Community college remedial courses
- YMCA and YWCA
- Jewish Social Services, Catholic Social Services, Lutheran Social Services, or other community-based continuing education opportunities
- Summer Camp programs
- Private formal tutoring classes with a certified teacher
- Home School networks with a certified teacher

The following sites may provide useful information:

- National Summer Learning Association: www.summerlearning.org
- Local School Directory (All states listed): <http://www.localschooldirectory.com/>
- State Department of Education Websites: Arizona Department of Education <http://www.ade.state.az.us/>
- Private School Review (All states listed): <http://www.privateschoolreview.com/>
- Year Round Schools on the Web <http://www.nayre.org/schools.html>

Evaluation

Informal Assessment

Throughout the practicum/field experience, the learner will be in direct contact with a teacher, who will provide informal feedback and modeling. In addition, the GCU course instructor and/or members of the College of Education are available to discuss progress, offer suggestions, help solve problems, and provide vital mentoring functions.

Formal Evaluation

The practicum/field experience classroom teacher should complete the Classroom Teacher Evaluation on the Practicum/Field Experience Observation and Activity Log (Appendix) to provide feedback on the learner's effectiveness and professionalism. Finally, all learners are evaluated by benchmark assessment/signature assignment rubrics that are designed to measure the learner's competency demonstrations of the essential professional standards.

Grading

In order to earn a final grade for the practicum/field experience and its related assessments, learners must complete all projects, forms, evaluations, and documents needed to fulfill course requirements accurately, professionally, and in a timely manner. Additionally, any and all benchmark assessments/signature assignments (including the work products, logs, forms, etc.) required for e-Portfolio submission must be submitted to TaskStream for evaluation, as well as to the appropriate drop box in the online classroom. The course instructor will use the grading scale and rubrics identified in the syllabus to determine the final grade.



References

Faiver, C., Eisengart, S., & Colonna, R. (2004). *The counselor intern's handbook*. Belmont, CA: Thompson/Brooks Cole.

Martin, G. E., Wright, W. F., & Danzig, A. B. (2003). *School leader internship: Developing, monitoring, and evaluating your leadership experience*. Larchmont, NY: Eye on Education.



Appendix

- [Practicum/Field Experience Observation and Activity Log](#)
- [IEP Observation Permission Request](#)
- [IEP Observation Permission Request \(Spanish Version\)](#)
- [Using Video Recording Permission Request](#)
- [Using Video Recording Permission Request \(Spanish Version\)](#)
- Practicum Requirements by Program (Practicum/Field Experience Fact Sheet)
(see below)

***Practicum/Field Experience requirements are dependent upon program of study, as well as, program version. Contact your Student Service Advisor for questions regarding your individual program of study and/or program version.**



Bachelor of Arts in Dance Education

Course	Practicum Hours	Setting (Refer to syllabus for further details)	Associated Assignment Description (Refer to syllabus for further details)
DAN385	10	Observe children or adolescents (PK-12) in a school or private dance organization during rehearsals for a dance concert production.	Compose journal entries, examining the following: casting choices, rehearsal preparation, choreographic process, tech rehearsal, and dress rehearsal. (See syllabus for further details.)
ESL223N	10	Field experiences of 10 hours for this course will include observing, interviewing, and being mentored by ELL instructors or administrators in a Title I setting.	Create a PowerPoint or a Prezi of 5-10 slides in which you address three instructional strategies for ELL classrooms and the conditions under which they are best utilized. <i>(Topic 4)</i> Interview the ELL instructor that you observed teach, ELL coordinator, or district representative about how placement tests are used for ELLs. Write an essay based on the interview answers. <i>(Topic 7)</i> Complete a reflection for the classroom(s) that you observed highlighting the SEI strategies utilized and the accommodations the instructor made during instruction for the cultural differences of learners. Additionally, make recommendations on what you would do to make certain that students as well as their families from all cultural experiences and backgrounds would feel valued in the class. <i>(Topic 8)</i> . (See syllabus for associated assignments and further details.)
DAN335	10	Observe children or adolescents (PK-12) in a Title I school or community dance organization that serves students from a low socio-economic level.	Compose journal entries, examining the following: ethnic diversity in the classroom, unique learning needs and solutions in the classroom, and mentor teacher's managing of legal responsibilities toward exceptional students. (See syllabus for further details.)
ARE337	20	Observe children or adolescents in a school or community arts organization.	Instruct a large group on one occasion from the lesson created in class. Students are then to compose journal entries, examining the following: Needs and activities utilized for students at the elementary grade/age, activities for different learning styles, utilization of supporting materials, mentor teacher's pacing of material, classroom management and organization, standards and their relationship to activities in the classroom, utilization of assessment tools, and mentor's feedback to students. (See syllabus for further details.)
DAN450	10	Observe children or adolescents (PK-12) in a school, community dance organization, or private dance organization.	Compose journal entries, examining instructor preparedness, application of brain-compatible learning theory, student response to instructor, and methods of teaching various genres of dance, choreography, and dance appreciation. (See syllabus for further details.)
DAN398	25	Observe students in a middle school, high school, or community dance organization.	Instruct a large group on one occasion from the unit created in class. Students are then to compose journal entries, examining the following: Needs and activities utilized for students at the secondary grade/age, activities for different learning styles, utilization of supporting materials, mentor teacher's pacing of material, classroom management and organization, standards and their relationship to activities in the classroom, utilization of assessment tools, and mentor's feedback to students. (See syllabus for further details.)



ESL433N	15	Field experiences of 15 hours for this course will include observing, interviewing, and being mentored by ELL instructors or administrators in a Title I setting.	<p>Explore the learning environment and observe the lesson within the virtual ESL classroom. For the group of students in the virtual classroom, create a new SIOP lesson plan that integrates language objectives, content objectives, and best instructional practices for ELLs, as well as authentic assessment. <i>(Topic 5)</i></p> <p>Observe and analyze at least one ELL instructor conducting at least two separate lessons for ELLs. Assess the lessons using the SIOP criteria. <i>(Topic 7)</i></p> <p>Interview and report on a local school's placement practices for ELLs. <i>(Topic 8)</i> (See syllabus for further details.)</p>
Total	100		



Bachelor of Arts in English for Secondary Education

Course	Practicum Hours	Setting (Refer to syllabus for further details)	Associated Assignment Description (Refer to syllabus for further details)
SPD200	5	See syllabus for further details.	See syllabus for further details.
ESL223N	10	Field experiences of 10 hours for this course will include observing, interviewing, and being mentored by ELL instructors or administrators in a Title I setting.	<p>Create a PowerPoint or a Prezi of 5-10 slides in which you address three instructional strategies for ELL classrooms and the conditions under which they are best utilized. <i>(Topic 4)</i></p> <p>Interview the ELL instructor that you observed teach, ELL coordinator, or district representative about how placement tests are used for ELLs. Write an essay based on the interview answers. <i>(Topic 7)</i></p> <p>Complete a reflection for the classroom(s) that you observed highlighting the SEI strategies utilized and the accommodations the instructor made during instruction for the cultural differences of learners. Additionally, make recommendations on what you would do to make certain that students as well as their families from all cultural experiences and backgrounds would feel valued in the class. <i>(Topic 8)</i>. (See syllabus for associated assignments and further details.)</p>
SEC345	15	See syllabus for further details.	See syllabus for further details.
ENG470	15	See syllabus for further details.	See syllabus for further details.
SEC355	5	See syllabus for further details.	See syllabus for further details.
SEC450	15	See syllabus for further details.	See syllabus for further details.
SEC455	10	See syllabus for further details.	See syllabus for further details.
ENG472	15	See syllabus for further details.	See syllabus for further details.
ESL433N	15	Field experiences of 15 hours for this course will include observing, interviewing, and being mentored by ELL instructors or administrators in a Title I setting.	<p>Explore the learning environment and observe the lesson within the virtual ESL classroom. For the group of students in the virtual classroom, create a new SIOP lesson plan that integrates language objectives, content objectives, and best instructional practices for ELLs, as well as authentic assessment. <i>(Topic 5)</i></p> <p>Observe and analyze at least one ELL instructor conducting at least two separate lessons for ELLs. Assess the lessons using the SIOP criteria. <i>(Topic 7)</i></p> <p>Interview and report on a local school's placement practices for ELLs. <i>(Topic 8)</i> (See syllabus for further details.)</p>
Total	105		



Bachelor of Arts in History for Secondary Education

Course	Practicum Hours	Setting (Refer to syllabus for further details)	Associated Assignment Description (Refer to syllabus for further details)
ESL223N	10	Field experiences of 10 hours for this course will include observing, interviewing, and being mentored by ELL instructors or administrators in a Title I setting.	<p>Create a PowerPoint or a Prezi of 5-10 slides in which you address three instructional strategies for ELL classrooms and the conditions under which they are best utilized. <i>(Topic 4)</i></p> <p>Interview the ELL instructor that you observed teach, ELL coordinator, or district representative about how placement tests are used for ELLs. Write an essay based on the interview answers. <i>(Topic 7)</i></p> <p>Complete a reflection for the classroom(s) that you observed highlighting the SEI strategies utilized and the accommodations the instructor made during instruction for the cultural differences of learners. Additionally, make recommendations on what you would do to make certain that students as well as their families from all cultural experiences and backgrounds would feel valued in the class. <i>(Topic 8)</i>. (See syllabus for associated assignments and further details.)</p>
SED454	30	Spend 10 hours each in three classrooms (30 hours total) in grades 7-12 classrooms. Let the classroom teachers know you are working on distinguishing and examining strategies for increasing reading in content areas. Two observations must be in different grade levels and one placement must be in a Title 1 school.	<p>Write a journal entry on each practicum observation identifying and evaluating the effectiveness of literacy strategies used by the instructors to support reading in the classroom.</p> <p>Using your practicum observations, compare and contrast how the observed classroom teachers implemented literacy strategies to support reading in the classroom. Explain how you might facilitate the same strategies in your future classroom. Select three literacy strategies from your coursework. After critiquing each strategy, create three mini-lesson plans that describe the implementation of the strategies you chose for your specific content area and educational environment. You will teach each mini-lesson with a group of students using your practicum class or teaching one student in a tutoring environment. <i>(Topic 7)</i></p> <p>Write a comparative analysis reflecting on and evaluating the literacy strategies you observed in your practicum and those you implemented in teaching your mini-lesson plans. <i>(Topic 8)</i> (See syllabus for further details.)</p>
SPE226	15	Spend a total of 15 hours (approximately 7.5 hours in each setting) in two different educational settings Each setting needs to serve students with disabilities and have at least 3 of the following 5 disabilities represented: intellectual disability, emotional disability, learning disability, physical impairments, and/or health impairment.	<p>Write an Accommodation/Lesson Plan based on your observations. Implement the modified lesson with the targeted student. Seek the mentor teacher's feedback on your teaching. Write a reflective analysis. (See syllabus for further details.)</p>
HIS304	30	See syllabus for further details.	See syllabus for further details.
SED444	30	Spend 10 hours in three classrooms each (30 hours total), grades 7–9. Let each of your mentors (three) know you are working on	Identify, analyze, and evaluate the effectiveness of strategies the mentors used to support classroom learning. Reference strategies from research and coursework. Design a complete instructional



		<p>examining and evaluating best practices in instruction. Two observations must be in different grade levels and one placement must be in a Title 1 school. Throughout the practicum, observe your mentors (three in all).</p>	<p>unit, 10 lesson plans, in your subject area. Present and defend the unit to a mentor teacher. Seek guidance on how to improve it. After revising the unit based on input from a mentor teacher, teach three of the lessons from your unit to a group of students.</p> <p>Select four best practices from your coursework and research. After critiquing each for guidance, create and teach your own lesson to a group of students (use your practicum class or teach one student in a tutoring environment).</p> <p>Write an essay in which you reflect on and evaluate the classroom teacher's use of a best-practice strategy in a lesson that you observe. Then, reflect on and self-evaluate your own use of similar strategy when teaching students.</p> <p>(See syllabus for further details.)</p>
SED435	30	<p>Spend 30 hours in a middle school or high school classroom, grades 8-12. It can be a classroom outside your content area; in fact, new environments are encouraged. Let the classroom teacher know you are there to observe adolescent students and their literacy traits.</p>	<p>Complete practicum observation journals entries in the modules in which they are performed and submit all the entries to be evaluated as part of the Benchmark Assessment.</p> <p>Observe the class as a whole. Focus on the literacy behaviors you see and interpret their general impact on the learning taking place in the classroom. Select one student to observe more closely. Look at the student's written work, listen to the student specifically in discussions, talk to the student about how reading and literacy are incorporated in the student's life, etc.</p> <p>Create a class/student profile that describes both the class (first) and your selected student (second) in terms of literacy traits.</p> <p>Construct a Venn diagram that illustrates the literacy skills the student demonstrated at the onset of the lessons (into), those that intersected (through), and those that are left to master (beyond).</p> <p>(See syllabus for further details.)</p>
SED455	20	<p>Spend 20 hours in a grade 10-12 classroom. Let your mentor know you are working on developing your lesson planning skills. Throughout the practicum, observe and interview your mentor as he or she teaches a variety of subjects.</p>	<p>An observation reflection will be required, documenting your observations four times during your practicum. In these particular reflections, you are required to analyze curriculum trends, issues, implementation observations, etc (<i>Topics 4-7</i>)</p> <p>Teacher candidates will develop a 10-day (two-week) UbD curriculum unit of study in their content area for a group of students in their Practicum Placement. A lesson plan will be written for each day of the unit that incorporates the following criteria based on Hunter's Essential Elements of Instruction lesson plan model: specifies learning objectives, specifies materials and media, includes an anticipatory set, outlines teaching/presentation, offers guided practice, provides closure, and highlights independent. Post a copy of your 10-Day UbD curriculum unit in your CLC discussion board along with a reflection of the strengths and weaknesses of your unit. Discuss in your CLC assigned group the strengths and weaknesses of each curriculum unit posted. (<i>Topic 7</i>)</p> <p>Solicit feedback from your mentor teacher about your 10-day UbD curriculum unit plan. Revise the original unit plan based on</p>



			the feedback received from the mentor teacher and the information received from all the CLC group members. <i>(Topic 8)</i>
ESL433N	15	Field experiences of 15 hours for this course will include observing, interviewing, and being mentored by ELL instructors or administrators in a Title I setting.	<p>Explore the learning environment and observe the lesson within the virtual ESL classroom. For the group of students in the virtual classroom, create a new SIOP lesson plan that integrates language objectives, content objectives, and best instructional practices for ELLs, as well as authentic assessment. <i>(Topic 5)</i></p> <p>Observe and analyze at least one ELL instructor conducting at least two separate lessons for ELLs. Assess the lessons using the SIOP criteria. <i>(Topic 7)</i></p> <p>Interview and report on a local school's placement practices for ELLs. <i>(Topic 8)</i> (See syllabus for further details.)</p>
Total	180		



Bachelor of Arts in Music Education – Choral: Voice/Piano

Course	Practicum Hours	Setting (Refer to syllabus for further details)	Associated Assignment Description (Refer to syllabus for further details)
MUS330	15	Observe children or adolescents (PK-12) in a Title 1 school or community music organization that serves students from a low socio-economic level during music class or rehearsals for a music concert production.	Create a written communication (i.e. newsletter or flyer) related to a school or community music organization that you observed. The communication can be targeted to the students, their parents, the community at large, or any other appropriate audience. The subject of the communication can be an upcoming event and/or the class's activities and accomplishments that have already occurred. (See syllabus for further details.)
ESL223N	10	Field experiences of 10 hours for this course will include observing, interviewing, and being mentored by ELL instructors or administrators in a Title I setting.	Create a PowerPoint or a Prezi of 5-10 slides in which you address three instructional strategies for ELL classrooms and the conditions under which they are best utilized. (Topic 4) Interview the ELL instructor that you observed teach, ELL coordinator, or district representative about how placement tests are used for ELLs. Write an essay based on the interview answers. (Topic 7) Complete a reflection for the classroom(s) that you observed highlighting the SEI strategies utilized and the accommodations the instructor made during instruction for the cultural differences of learners. Additionally, make recommendations on what you would do to make certain that students as well as their families from all cultural experiences and backgrounds would feel valued in the class. (Topic 8). (See syllabus for associated assignments and further details.)
ESL433N	15	Field experiences of 15 hours for this course will include observing, interviewing, and being mentored by ELL instructors or administrators in a Title I setting.	Explore the learning environment and observe the lesson within the virtual ESL classroom. For the group of students in the virtual classroom, create a new SIOP lesson plan that integrates language objectives, content objectives, and best instructional practices for ELLs, as well as authentic assessment. (Topic 5) Observe and analyze at least one ELL instructor conducting at least two separate lessons for ELLs. Assess the lessons using the SIOP criteria. (Topic 7) Interview and report on a local school's placement practices for ELLs. (Topic 8) (See syllabus for further details.)
MED360	30	Observe children or adolescents in a school (PK-12) or private music organization during music class or rehearsals for a music concert production.	Design and build two Performance Lesson Plans. You will teach one of the lessons to your peers, reflect on the outcome, and modify it, as needed. You will then teach the same lesson to your elementary school students. After delivery of the lesson to both groups, you will write a Self-Evaluation discussing the lesson effectiveness and what you learned from teaching the lesson plan to your field experience students. (See syllabus for further details.)



MED370	30	Observe children or adolescents (PK-12) in a school or private music organization during class or rehearsals for a music concert production.	Design and build a Unit Plan comprised of five related lesson plans. You will teach one of the lessons to your peers, reflect on the outcome, and modify it, as needed. You will then teach the same lesson to your middle/high school students. After delivery of the lesson to both groups, you will write a Self-Evaluation discussing the lesson effectiveness and what you learned from teaching the unit lesson plan to your field experience students. (See syllabus for further details.)
Total	100		



Bachelor of Arts in Music Education - Instrumental

Course	Practicum Hours	Setting (Refer to syllabus for further details)	Associated Assignment Description (Refer to syllabus for further details)
MUS330	15	Observe children or adolescents (PK-12) in a Title 1 school or community music organization that serves students from a low socio-economic level during music class or rehearsals for a music concert production.	Create a written communication (i.e. newsletter or flyer) related to a school or community music organization that you observed. The communication can be targeted to the students, their parents, the community at large, or any other appropriate audience. The subject of the communication can be an upcoming event and/or the class's activities and accomplishments that have already occurred. (See syllabus for further details.)
ESL223N	10	Field experiences of 10 hours for this course will include observing, interviewing, and being mentored by ELL instructors or administrators in a Title I setting.	Create a PowerPoint or a Prezi of 5-10 slides in which you address three instructional strategies for ELL classrooms and the conditions under which they are best utilized. <i>(Topic 4)</i> Interview the ELL instructor that you observed teach, ELL coordinator, or district representative about how placement tests are used for ELLs. Write an essay based on the interview answers. <i>(Topic 7)</i> Complete a reflection for the classroom(s) that you observed highlighting the SEI strategies utilized and the accommodations the instructor made during instruction for the cultural differences of learners. Additionally, make recommendations on what you would do to make certain that students as well as their families from all cultural experiences and backgrounds would feel valued in the class. <i>(Topic 8)</i> . (See syllabus for associated assignments and further details.)
ESL433N	15	Field experiences of 15 hours for this course will include observing, interviewing, and being mentored by ELL instructors or administrators in a Title I setting.	Explore the learning environment and observe the lesson within the virtual ESL classroom. For the group of students in the virtual classroom, create a new SIOP lesson plan that integrates language objectives, content objectives, and best instructional practices for ELLs, as well as authentic assessment. <i>(Topic 5)</i> Observe and analyze at least one ELL instructor conducting at least two separate lessons for ELLs. Assess the lessons using the SIOP criteria. <i>(Topic 7)</i> Interview and report on a local school's placement practices for ELLs. <i>(Topic 8)</i> (See syllabus for further details.)
MED370	30	Observe children or adolescents in a school (PK-12) or private music organization during class or rehearsals for a music concert production.	Design and build a Unit Plan comprised of five related lesson plans. You will teach one of the lessons to your peers, reflect on the outcome, and modify it, as needed. You will then teach the same lesson to your middle/high school students. After delivery of the lesson to both groups, you will write a Self-Evaluation discussing the lesson effectiveness and what you learned from teaching the unit lesson plan to your field experience students. (See syllabus for further details.)
Total	70		



Bachelor of Arts in Theatre Education

Course	Practicum Hours	Setting (Refer to syllabus for further details)	Associated Assignment Description (Refer to syllabus for further details)
TRE439	10	Observe instruction in a private arts organization or PK-12 School.	Write a series of journal entries. Base your observations on items listed in the Field Experience Journal Theatre Class Observation Topics. (See syllabus for further details.)
TRE327	10	Observe instruction in a private arts organization or PK-12 School.	Create a rubric to guide your classroom observation. Define how you will measure the criteria listed in the first column of the rubric. Use the information from your rubric and your observation notes to write a paper of 750-1,000 words that summarizes your classroom observations. Write a series of journal entries. Base your observations on items listed in the Field Experience Journal Theatre Class Observation Topics. (See syllabus for further details.)
ARE337	20	Observe children or adolescents in a school (PK-12) or community arts organization. Instruct a large group on one occasion from the lesson created in class.	Complete two lesson plans and a written, self-evaluation of the lesson plan delivered in the field experience. (See syllabus for further details.)
TRE347	25	Observe students in a middle school, high school, or community arts organization.	Instruct a large group on 5 occasions from the unit created in class. (See syllabus for further details.)
TRE421	10	Observe children or adolescents in a Title I school (PK-12) or community arts organization that serves students from a low socio-economic level.	Create a written communication (i.e. newsletter or flyer) related to a school or community dance organization that you observed. Write a series of journal entries. Base your observations on items listed in the Field Experience Journal Theatre Class Observation Topics. (See syllabus for further details.)
ESL223N	10	Field experiences of 10 hours for this course will include observing, interviewing, and being mentored by ELL instructors or administrators in a Title I setting.	Create a PowerPoint or a Prezi of 5-10 slides in which you address three instructional strategies for ELL classrooms and the conditions under which they are best utilized. <i>(Topic 4)</i> Interview the ELL instructor that you observed teach, ELL coordinator, or district representative about how placement tests are used for ELLs. Write an essay based on the interview answers. <i>(Topic 7)</i> Complete a reflection for the classroom(s) that you observed highlighting the SEI strategies utilized and the accommodations the instructor made during instruction for the cultural differences of learners. Additionally, make recommendations on what you would do to make certain that students as well as their families from all cultural experiences and backgrounds would feel valued in the class. <i>(Topic 8)</i> . (See syllabus for associated assignments and further details.)
ESL433N	15	Field experiences of 15 hours for this course will include observing, interviewing, and being mentored by ELL instructors or administrators in a Title I setting.	Explore the learning environment and observe the lesson within the virtual ESL classroom. For the group of students in the virtual classroom, create a new SIOP lesson plan that integrates language objectives, content objectives, and best instructional practices for ELLs, as well as authentic assessment. <i>(Topic 5)</i>



			<p>Observe and analyze at least one ELL instructor conducting at least two separate lessons for ELLs. Assess the lessons using the SIOP criteria. <i>(Topic 7)</i></p> <p>Interview and report on a local school's placement practices for ELLs. <i>(Topic 8)</i> (See syllabus for further details.)</p>
Total	100		



Bachelor of Science in Biology for Secondary Education

Course	Practicum Hours	Setting (Refer to syllabus for further details)	Associated Assignment Description (Refer to syllabus for further details)
ESL223N	10	Field experiences of 10 hours for this course will include observing, interviewing, and being mentored by ELL instructors or administrators in a Title I setting.	<p>Create a PowerPoint or a Prezi of 5-10 slides in which you address three instructional strategies for ELL classrooms and the conditions under which they are best utilized. <i>(Topic 4)</i></p> <p>Interview the ELL instructor that you observed teach, ELL coordinator, or district representative about how placement tests are used for ELLs. Write an essay based on the interview answers. <i>(Topic 7)</i></p> <p>Complete a reflection for the classroom(s) that you observed highlighting the SEI strategies utilized and the accommodations the instructor made during instruction for the cultural differences of learners. Additionally, make recommendations on what you would do to make certain that students as well as their families from all cultural experiences and backgrounds would feel valued in the class. <i>(Topic 8)</i>. (See syllabus for associated assignments and further details.)</p>
SPD200	5	See syllabus for further details.	See syllabus for further details.
SEC345	15	See syllabus for further details.	See syllabus for further details.
SEC355	5	See syllabus for further details.	See syllabus for further details.
ESL433N	15	Field experiences of 15 hours for this course will include observing, interviewing, and being mentored by ELL instructors or administrators in a Title I setting.	<p>Explore the learning environment and observe the lesson within the virtual ESL classroom. For the group of students in the virtual classroom, create a new SIOP lesson plan that integrates language objectives, content objectives, and best instructional practices for ELLs, as well as authentic assessment. <i>(Topic 5)</i></p> <p>Observe and analyze at least one ELL instructor conducting at least two separate lessons for ELLs. Assess the lessons using the SIOP criteria. <i>(Topic 7)</i></p> <p>Interview and report on a local school's placement practices for ELLs. <i>(Topic 8)</i> (See syllabus for further details.)</p>
SEC450	15	See syllabus for further details.	See syllabus for further details.
SEC455	10	See syllabus for further details.	See syllabus for further details.
SCI480	15	See syllabus for further details.	See syllabus for further details.
Total	90		



Bachelor of Science in Business for Secondary Education

Course	Practicum Hours	Setting (Refer to syllabus for further details)	Associated Assignment Description (Refer to syllabus for further details)
SPD200	5	See syllabus for further details.	See syllabus for further details.
ESL223N	10	Field experiences of 10 hours for this course will include observing, interviewing, and being mentored by ELL instructors or administrators in a Title I setting.	<p>Create a PowerPoint or a Prezi of 5-10 slides in which you address three instructional strategies for ELL classrooms and the conditions under which they are best utilized. <i>(Topic 4)</i></p> <p>Interview the ELL instructor that you observed teach, ELL coordinator, or district representative about how placement tests are used for ELLs. Write an essay based on the interview answers. <i>(Topic 7)</i></p> <p>Complete a reflection for the classroom(s) that you observed highlighting the SEI strategies utilized and the accommodations the instructor made during instruction for the cultural differences of learners. Additionally, make recommendations on what you would do to make certain that students as well as their families from all cultural experiences and backgrounds would feel valued in the class. <i>(Topic 8)</i>. (See syllabus for associated assignments and further details.)</p>
SEC345	15	See syllabus for further details.	See syllabus for further details.
SEC355	5	See syllabus for further details.	See syllabus for further details.
SEC450	15	See syllabus for further details.	See syllabus for further details.
SEC455	10	See syllabus for further details.	See syllabus for further details.
BUS435	15	See syllabus for further details.	See syllabus for further details.
ESL433N	15	Field experiences of 15 hours for this course will include observing, interviewing, and being mentored by ELL instructors or administrators in a Title I setting.	<p>Explore the learning environment and observe the lesson within the virtual ESL classroom. For the group of students in the virtual classroom, create a new SIOP lesson plan that integrates language objectives, content objectives, and best instructional practices for ELLs, as well as authentic assessment. <i>(Topic 5)</i></p> <p>Observe and analyze at least one ELL instructor conducting at least two separate lessons for ELLs. Assess the lessons using the SIOP criteria. <i>(Topic 7)</i></p> <p>Interview and report on a local school's placement practices for ELLs. <i>(Topic 8)</i> (See syllabus for further details.)</p>
Total	90		



Bachelor of Science in Chemistry for Secondary Education

Course	Practicum Hours	Setting (Refer to syllabus for further details)	Associated Assignment Description (Refer to syllabus for further details)
SPD200	5	See syllabus for further details.	See syllabus for further details.
ESL223N	10	Field experiences of 10 hours for this course will include observing, interviewing, and being mentored by ELL instructors or administrators in a Title I setting.	<p>Create a PowerPoint or a Prezi of 5-10 slides in which you address three instructional strategies for ELL classrooms and the conditions under which they are best utilized. <i>(Topic 4)</i></p> <p>Interview the ELL instructor that you observed teach, ELL coordinator, or district representative about how placement tests are used for ELLs. Write an essay based on the interview answers. <i>(Topic 7)</i></p> <p>Complete a reflection for the classroom(s) that you observed highlighting the SEI strategies utilized and the accommodations the instructor made during instruction for the cultural differences of learners. Additionally, make recommendations on what you would do to make certain that students as well as their families from all cultural experiences and backgrounds would feel valued in the class. <i>(Topic 8)</i>. (See syllabus for associated assignments and further details.)</p>
SEC345	15	See syllabus for further details.	See syllabus for further details.
ESL433N	15	Field experiences of 15 hours for this course will include observing, interviewing, and being mentored by ELL instructors or administrators in a Title I setting.	<p>Explore the learning environment and observe the lesson within the virtual ESL classroom. For the group of students in the virtual classroom, create a new SIOP lesson plan that integrates language objectives, content objectives, and best instructional practices for ELLs, as well as authentic assessment. <i>(Topic 5)</i></p> <p>Observe and analyze at least one ELL instructor conducting at least two separate lessons for ELLs. Assess the lessons using the SIOP criteria. <i>(Topic 7)</i></p> <p>Interview and report on a local school's placement practices for ELLs. <i>(Topic 8)</i> (See syllabus for further details.)</p>
SEC355	5	See syllabus for further details.	See syllabus for further details.
SEC450	15	See syllabus for further details.	See syllabus for further details.
SEC455	10	See syllabus for further details.	See syllabus for further details.
SCI480	15	See syllabus for further details.	See syllabus for further details.
Total	90		



Bachelor of Science in Early Childhood Education (Program started prior to November 3, 2014)

Course	Practicum Hours	Setting (Refer to syllabus for further details)	Associated Assignment Description (Refer to syllabus for further details)
SPE226	15	Spend a total of 15 hours (approximately 7.5 hours in each setting) in two different educational settings. Each setting needs to serve students with disabilities and have at least 3 of the following 5 disabilities represented: intellectual disability, emotional disability, learning disability, physical impairments, and/or health impairment.	Write an Accommodation/Lesson Plan based on your observations. Implement the modified lesson with the targeted student. Seek the mentor teacher's feedback on your teaching. Write a reflective analysis. (See syllabus for further details.)
ECH125	20	Spend 10 hours in two different classrooms (20 total hours). Observe one Birth-PK and one K-3 (Title 1 school) early learning practitioner.	Examine a variety of early childhood learning theories and begin to articulate your own personal learning philosophy. (See syllabus for further details.)
ECH135	20	Spend 10 hours in two classrooms (20 total hours). Observe and interview your mentors as to their best practices. One observation must be in Birth-PK environment and one must be in a Title 1 school that includes K-3.	Design a visual classroom environment plan that includes the physical arrangement and organization of materials and resources. Be creative: there are no money or size constraints. (See syllabus for further details.)
ECH225	20	Spend 10 hours in two classrooms (20 total hours). Observe and interview your mentors. Observations must be in a K-3 environment and one must be in a Title 1 school.	Use your practicum/field experience to write an essay identifying, analyzing, and critiquing the instructional and behavioral support strategies that affect the learning of a typical, an atypical, and a gifted student. (See syllabus for further details.)
ECH235	20	Spend 20 hours total in Birth to Grade 3 setting(s) to complete the four associated assignments.	<p>Learning Environments – Discuss with your classroom teacher activity transitions in the learning environment for infants and toddlers compared to children 3- to 5-years-old and explain strategies to ensure as little disruption as possible in your future classroom.</p> <p>Health and Physical Activity – Discuss with your classroom teacher the creation of a presentation for a family workshop with ideas for promoting family involvement in a health and physical activity workshop for one age group, Birth to Age 5/Pre-K or K to Age 8/Grade 3.</p> <p>Physical Ability Assessment – With your classroom teacher, select students from your practicum setting to complete a physical ability assessment and comment on how each child approached the tasks.</p> <p>Fun and Fitness Field Day – Create a flyer and a design for a field day plan of events appropriate for the young children in your practicum setting that can be used in your future classroom, then write a narrative based on feedback from your classroom teacher about the feasibility of what you created. (See syllabus for further details.)</p>



ESL223N	10	Field experiences of 10 hours for this course will include observing, interviewing, and being mentored by ELL instructors or administrators in a Title I setting.	<p>Create a PowerPoint or a Prezi of 5-10 slides in which you address three instructional strategies for ELL classrooms and the conditions under which they are best utilized. <i>(Topic 4)</i></p> <p>Interview the ELL instructor that you observed teach, ELL coordinator, or district representative about how placement tests are used for ELLs. Write an essay based on the interview answers. <i>(Topic 7)</i></p> <p>Complete a reflection for the classroom(s) that you observed highlighting the SEI strategies utilized and the accommodations the instructor made during instruction for the cultural differences of learners. Additionally, make recommendations on what you would do to make certain that students as well as their families from all cultural experiences and backgrounds would feel valued in the class. <i>(Topic 8)</i>. (See syllabus for associated assignments and further details.)</p>
ECH335	20	Spend 10 hours in two classrooms (20 total hours). Let your mentors know that you are working on developing lesson plans that demonstrate best practices in developing a healthy, supportive environment for learning in the five disciplines covered in this course. Throughout the practicum/field experience, observe and interview your mentors as to these best practices. One observation must be in Birth-PK environment and one placement must be in a Title 1 school that includes K-3.	<p>Design a whole group or small group reading lesson plan for PK students. Ensure you have used one of the lesson plan templates available on the College of Education's page in the Student Success Center. You will teach this lesson to the class for which it was created and your mentor teacher will videotape your presentation of the lesson. View the video with your mentor teacher and together analyze your strengths and weaknesses. Reflect on your practice. Write a reflective essay analyzing the effectiveness of the lesson. Evaluate your strengths and weaknesses. (See syllabus for further details.)</p>
ESL433N	15	Field experiences of 15 hours for this course will include observing, interviewing, and being mentored by ELL instructors or administrators in a Title I setting.	<p>Explore the learning environment and observe the lesson within the virtual ESL classroom. For the group of students in the virtual classroom, create a new SIOP lesson plan that integrates language objectives, content objectives, and best instructional practices for ELLs, as well as authentic assessment. <i>(Topic 5)</i></p> <p>Observe and analyze at least one ELL instructor conducting at least two separate lessons for ELLs. Assess the lessons using the SIOP criteria. <i>(Topic 7)</i></p> <p>Interview and report on a local school's placement practices for ELLs. <i>(Topic 8)</i> (See syllabus for further details.)</p>
TOTAL	140		



Bachelor of Science in Early Childhood Education (Program started on or after November 3, 2014)

Course	Practicum Hours	Setting (Refer to syllabus for further details)	Associated Assignment Description (Refer to syllabus for further details)
ECH125	20	Spend 10 hours in two different classrooms (20 total hours). Observe one Birth-PK and one K-3 (Title 1 school) early learning practitioner.	Examine a variety of early childhood learning theories and begin to articulate your own personal learning philosophy. (See syllabus for further details.)
ECH235	20	Spend 20 hours total in Birth to Grade 3 setting(s) to complete the four associated assignments.	<p>Learning Environments – Discuss with your classroom teacher activity transitions in the learning environment for infants and toddlers compared to children 3- to 5-years-old and explain strategies to ensure as little disruption as possible in your future classroom.</p> <p>Health and Physical Activity – Discuss with your classroom teacher the creation of a presentation for a family workshop with ideas for promoting family involvement in a health and physical activity workshop for one age group, Birth to Age 5/Pre-K or K to Age 8/Grade 3.</p> <p>Physical Ability Assessment – With your classroom teacher, select students from your practicum setting to complete a physical ability assessment and comment on how each child approached the tasks.</p> <p>Fun and Fitness Field Day – Create a flyer and a design for a field day plan of events appropriate for the young children in your practicum setting that can be used in your future classroom, then write a narrative based on feedback from your classroom teacher about the feasibility of what you created. (See syllabus for further details.)</p>
ECH135	20	Spend 10 hours in two classrooms (20 total hours). Observe and interview your mentors as to their best practices. One observation must be in Birth-PK environment and one must be in a Title 1 school that includes K-3.	Design a visual classroom environment plan that includes the physical arrangement and organization of materials and resources. Be creative: there are no money or size constraints. (See syllabus for further details.)
ECH220	20	Spend 10 hours each in two different classrooms: Birth to Age 5/Pre-K and K to Age 8/Grade 3 (20 total hours). Inform your classroom teachers you are working on developing and delivering a lesson plan that demonstrates best practices and a cross-content focus. Throughout the practicum/field experience, observe and interview the classroom teachers to attain knowledge of best practices relevant.	Use your practicum/field experience to write an essay identifying, analyzing, and critiquing the instructional and behavioral support strategies that affect the learning of a typical, an atypical, and a gifted student. (See syllabus for further details.)
ESL223N	10	Field experiences of 10 hours for this course will include observing, interviewing, and being mentored by ELL instructors or administrators in a Title I setting.	<p>Create a PowerPoint or a Prezi of 5-10 slides in which you address three instructional strategies for ELL classrooms and the conditions under which they are best utilized. (<i>Topic 4</i>)</p> <p>Interview the ELL instructor that you observed teach, ELL coordinator, or district representative about how placement tests are used for ELLs. Write an essay based on the interview answers. (<i>Topic 7</i>)</p> <p>Complete a reflection for the classroom(s) that you observed highlighting the SEI strategies utilized and the accommodations</p>



			the instructor made during instruction for the cultural differences of learners. Additionally, make recommendations on what you would do to make certain that students as well as their families from all cultural experiences and backgrounds would feel valued in the class. <i>(Topic 8)</i> . (See syllabus for associated assignments and further details.)
ECH345	10	Field experiences of 10 hours for this course will include time spent with Birth- age 2, age 3-4, age 5-6 and age 7-8.	Plan a Family Math Game Event. Create five to seven interactive math games for one of the following age groups: Birth to Age 5/Pre-K or K to Age 8/Grade 3. (See syllabus for further details.)
ECH350	10	Spend 5 hours each in two different classrooms: Birth to Age 5/Pre-K and K to Age 8/Grade 3 (10 total hours). Throughout the practicum/field experience, observe and interview the classroom teachers to attain knowledge of best practices relevant to instructional planning, instructional delivery, assessment, and reflection, in addition to learning appropriate methods to integrate content from one academic area into another.	Create and deliver a science lesson plan that integrates math, physical education, and health for Birth to Age 5/Pre-K or K to Age 8/Grade 3. After implementing the lesson, you will write a reflection of your experience. (See syllabus for further details.)
ECH340	10	Spend 5 hours each in two different classrooms: Birth to Age 5/Pre-K and K to Age 8/Grade 3 (10 total hours). Throughout the practicum/field experience, observe and interview the classroom teachers to attain knowledge of best practices relevant to instructional planning, instructional delivery, assessment, and reflection, in addition to learning appropriate methods to integrate content from one academic area into another.	Implement a revised lesson plan for listening, speaking, reading, and writing. After implementing the revised lesson plan, you will assess student learning. You will reflect on the lesson implementation and use of the assessment results to inform future lessons. (See syllabus for further details.)
ECH355	10	Field experiences of 10 hours for this course will include time spent with age groups between Birth – Grade 3.	Create a newsletter with at-home activities that will engage families in the development of children’s social studies awareness. (See syllabus for further details.)
ECH360	10	Spend 5 hours each in two different classrooms: Birth to Age 5/Pre-K and K to Age 8/Grade 3 (10 total hours). Throughout the practicum/field experience, observe and interview the classroom teachers to attain knowledge of best practices relevant to instructional planning, instructional delivery, assessment, and reflection, in addition to learning appropriate methods to integrate content from one academic area into another.	Create and deliver an art lesson plan that integrates social studies and language arts. After implementing the lesson, you will write a reflection of your experience. (See syllabus for further details.)
ESL433N	15	Field experiences of 15 hours for this course will include observing, interviewing, and being mentored by ELL instructors or administrators in a Title I setting.	Explore the learning environment and observe the lesson within the virtual ESL classroom. For the group of students in the virtual classroom, create a new SIOP lesson plan that integrates language objectives, content objectives, and best instructional practices for ELLs, as well as authentic assessment. <i>(Topic 5)</i>



		<p>Observe and analyze at least one ELL instructor conducting at least two separate lessons for ELLs. Assess the lessons using the SLOP criteria. <i>(Topic 7)</i></p> <p>Interview and report on a local school's placement practices for ELLs. <i>(Topic 8)</i> (See syllabus for further details.)</p>
TOTAL	155	



Bachelor of Science in Educational Studies

Course	Practicum Hours	Setting (Refer to syllabus for further details)	Associated Assignment Description (Refer to syllabus for further details)
SPE226	15	Spend a total of 15 hours (approximately 7.5 hours in each setting) in two different educational settings Each setting needs to serve students with disabilities and have at least 3 of the following 5 disabilities represented: intellectual disability, emotional disability, learning disability, physical impairments, and/or health impairment.	Write an Accommodation/Lesson Plan based on your observations. Implement the modified lesson with the targeted student. Seek the mentor teacher's feedback on your teaching. Write a reflective analysis. (See syllabus for further details.)
EED475	20	Spend 3 hours each in three reading classrooms (9 hours total), grades 4-8. Two observations must be in different grade levels and one placement must be in a Title 1 school.	Write a Practicum Reflection that includes the following: A synopsis of your observations in the reading classrooms, and how they influenced your Language Arts Unit Plan, A reflection on the Language Arts Unit after you taught it. What were its strengths and weaknesses? What would you change and why? What did you learn about teaching from your mentor teacher? Include this reflection with your Unit Plan. (See syllabus for further details.)
SED435	30	Spend 30 hours in a middle school or high school classroom, grades 8-12. It can be a classroom outside your content area.	Observe students as they demonstrate different literacy traits. Individual and whole class literacy profiles are completed and analyzed. (See syllabus for further details.)
TOTAL	65		



Bachelor of Science in Elementary Education

Course	Practicum Hours	Setting (Refer to syllabus for further details)	Associated Assignment Description (Refer to syllabus for further details)
SPE226	15	Spend a total of 15 hours (approximately 7.5 hours in each setting) in two different educational settings. Each setting needs to serve students with disabilities and have at least 3 of the following 5 disabilities represented: intellectual disability, emotional disability, learning disability, physical impairments, and/or health impairment.	Write an Accommodation/Lesson Plan based on your observations. Implement the modified lesson with the targeted student. Seek the mentor teacher's feedback on your teaching. Write a reflective analysis. (See syllabus for further details.)
ESL223N	10	Field experiences of 10 hours for this course will include observing, interviewing, and being mentored by ELL instructors or administrators in a Title I setting.	<p>Create a PowerPoint or a Prezi of 5-10 slides in which you address three instructional strategies for ELL classrooms and the conditions under which they are best utilized. (<i>Topic 4</i>)</p> <p>Interview the ELL instructor that you observed teach, ELL coordinator, or district representative about how placement tests are used for ELLs. Write an essay based on the interview answers. (<i>Topic 7</i>)</p> <p>Complete a reflection for the classroom(s) that you observed highlighting the SEI strategies utilized and the accommodations the instructor made during instruction for the cultural differences of learners. Additionally, make recommendations on what you would do to make certain that students as well as their families from all cultural experiences and backgrounds would feel valued in the class. (<i>Topic 8</i>). (See syllabus for associated assignments and further details.)</p>
EED465	20	Spend time in at least two different elementary social studies classrooms. Let your mentors know that you are working on developing your lesson planning skills. Throughout the practicum, observe and interview your mentors as to best practices for teaching social studies. Two observations must be in different grade levels and at least one observation must take place in a Title 1 school.	Choose a specific grade and concepts from the Social Studies Standards. You will need to select one (1) particular concept from each of the Social Studies strands: American History, World History, Civics/Government, Geography, and Economics. Design a five-day WebQuest that could be used to teach and assess one (1) particular concept from each of the Social Studies strands listed above. Write a reflection on why you think the WebQuest you have devised represents best practices for teaching social studies and how your mentor teacher's practices influenced your design. (See syllabus for further details.)
EED364	20	Observe and interview two (20 hours total) math and/or science 4-8 classrooms within two different grade levels and one placement must be in a Title 1 school.	Create a unit of study integrating science and math content of fractions, decimals, and/or percents. Write a narrative that addresses the assignment criteria, gives specific examples from the unit of study, and state your rationale. (See syllabus for further details.)



EED470	20	Observe, interview, and instruct a (20 hours total) 1-3 classroom paying attention to: observations only; look for differentiation techniques for ELL's and special needs students, phonemic awareness and phonics, word study and fluency, vocabulary development, and comprehension. A pre and posttest will be administered to one student.	Write an essay summarizing: Your learning experience during the practicum, Assessment administration- the pre and post assessment data, challenges and strengths, Data analysis, Include a chart or graphic organizer, Specific activities with the student during instruction, Progress made to be notated in the chart, Collaboration with the classroom teacher, Your reflection on how assessment guides instruction. Explain how data was used to target the needs of the student and to plan instruction. Combine all of your assessment data, copies of your lesson plans for each of the literacy areas, and reflection paper under one APA-style title page. (See syllabus for further details.)
EED475	20	Spend 3 hours each in three reading classrooms (9 hours total), grades 4-8. Two observations must be in different grade levels and one placement must be in a Title 1 school.	Write a Practicum Reflection that includes the following: A synopsis of your observations in the reading classrooms, and how they influenced your Language Arts Unit Plan, A reflection on the Language Arts Unit after you taught it. What were its strengths and weaknesses? What would you change and why? What did you learn about teaching from your mentor teacher? Include this reflection with your Unit Plan. (See syllabus for further details.)
ESL433N	15	Field experiences of 15 hours for this course will include observing, interviewing, and being mentored by ELL instructors or administrators in a Title I setting.	Explore the learning environment and observe the lesson within the virtual ESL classroom. For the group of students in the virtual classroom, create a new SIOP lesson plan that integrates language objectives, content objectives, and best instructional practices for ELLs, as well as authentic assessment. <i>(Topic 5)</i> Observe and analyze at least one ELL instructor conducting at least two separate lessons for ELLs. Assess the lessons using the SIOP criteria. <i>(Topic 7)</i> Interview and report on a local school's placement practices for ELLs. <i>(Topic 8)</i> (See syllabus for further details.)
TOTAL	120		
ECH EMPHASIS			
ECH235	20	Spend 20 hours total in Birth to Grade 3 setting(s) to complete the four associated assignments.	Learning Environments – Discuss with your classroom teacher activity transitions in the learning environment for infants and toddlers compared to children 3- to 5-years-old and explain strategies to ensure as little disruption as possible in your future classroom. Health and Physical Activity – Discuss with your classroom teacher the creation of a presentation for a family workshop with ideas for promoting family involvement in a health and physical activity workshop for one age group, Birth to Age 5/Pre-K or K to Age 8/Grade 3. Physical Ability Assessment – With your classroom teacher, select students from your practicum setting to complete a



			<p>physical ability assessment and comment on how each child approached the tasks.</p> <p>Fun and Fitness Field Day – Create a flyer and a design for a field day plan of events appropriate for the young children in your practicum setting that can be used in your future classroom, then write a narrative based on feedback from your classroom teacher about the feasibility of what you created. (See syllabus for further details.)</p>
ECH335	20	Spend 10 hours in two classrooms (20 total hours). Observe and interview your mentors as to their best practices. One observation must be in Birth-PK environment and one placement must be in a Title 1 school that includes 1-3.	<p>Design a whole group or small group reading lesson plan for PK students. Ensure you have used one of the lesson plan templates available on the College of Education’s page in the Student Success Center. You will teach this lesson to the class for which it was created and your mentor teacher will videotape your presentation of the lesson. View the video with your mentor teacher and together analyze your strengths and weaknesses. Reflect on your practice. Write a reflective essay analyzing the effectiveness of the lesson. Evaluate your strengths and weaknesses. (See syllabus for further details.)</p>
TOTAL	160		



Bachelors of Science in Elementary Education & Special Education (Dual Degree)

Course	Practicum Hours	Setting (Refer to syllabus for further details)	Associated Assignment Description (Refer to syllabus for further details)
SPE226	15	Spend a total of 15 hours (approximately 7.5 hours in each setting) in two different educational settings Each setting needs to serve students with disabilities and have at least 3 of the following 5 disabilities represented: intellectual disability, emotional disability, learning disability, physical impairments, and/or health impairment.	Write an Accommodation/Lesson Plan based on your observations. Implement the modified lesson with the targeted student. Seek the mentor teacher's feedback on your teaching. Write a reflective analysis. (See syllabus for further details.)
ESL223N	10	Field experiences of 10 hours for this course will include observing, interviewing, and being mentored by ELL instructors or administrators in a Title I setting.	<p>Create a PowerPoint or a Prezi of 5-10 slides in which you address three instructional strategies for ELL classrooms and the conditions under which they are best utilized. <i>(Topic 4)</i></p> <p>Interview the ELL instructor that you observed teach, ELL coordinator, or district representative about how placement tests are used for ELLs. Write an essay based on the interview answers. <i>(Topic 7)</i></p> <p>Complete a reflection for the classroom(s) that you observed highlighting the SEI strategies utilized and the accommodations the instructor made during instruction for the cultural differences of learners. Additionally, make recommendations on what you would do to make certain that students as well as their families from all cultural experiences and backgrounds would feel valued in the class. <i>(Topic 8)</i>. (See syllabus for associated assignments and further details.)</p>
SPE330	15	Spend 15 hours in the practicum experience. Let each of your mentors know that you are working on developing your personal special education philosophy. Two observations must be in different grade levels and one placement must be in a Title 1 school.	Observe and Interview the following: One teacher who has an inclusive classroom, and one teacher who has a self-contained classroom. Based on what you learned about inclusive and self-contained classrooms from the interviews and course work, write an essay communicating your special educational philosophy. (See syllabus for further details.)
EED465	20	Spend time in at least two different elementary social studies classrooms. Let your mentors know that you are working on developing your lesson planning skills. Throughout the practicum, observe and interview your mentors as to best practices for teaching social studies. Two observations must be in different grade levels and at least one observation must take place in a Title 1 school.	Choose a specific grade and concepts from the Social Studies Standards. You will need to select one (1) particular concept from each of the Social Studies strands: American History, World History, Civics/Government, Geography, and Economics. Design a five-day WebQuest that could be used to teach and assess one (1) particular concept from each of the Social Studies strands listed above. Write a reflection on why you think the WebQuest you have devised represents best practices for teaching social studies and how your mentor teacher's practices influenced your design. (See syllabus for further details.)
EED364	20	Observe and interview two (20 hours total) math and/or science 4-8 classrooms within two different grade levels and one placement must be in a Title 1 school.	Create a unit of study integrating science and math content of fractions, decimals, and/or percents. Write a narrative that addresses the assignment criteria, gives specific examples from the unit of study, and state your rationale. (See syllabus for further details.)



SPE359	20	Spend 20 hours in a setting that serves a student with a learning disability. This setting can be resource room or a regular educational setting in which the student is mainstreamed.	Identify a student who has a learning disability. Identify one area in which the student academically struggles. Implement the lesson plan with the student and provide, in written form, a reflection with regard to effectiveness of the strategies. Also, please include a reflection indicating what you would do the same/different if you were to use this strategy again. Write an essay in which you include information from each of the 3 parts. (See syllabus for further details.)
SPE357	20	Spend 20 hours in a self-contained setting that serves individuals with emotional disabilities.	Make a three-column chart with the following column headings: Observation, Reflection, and Recommendation. Using your notes from your practicum experience, complete the chart. (See syllabus for further details.)
SPE351	20	Observe and interview a (20 hours total) classroom comprised of students with intellectual disability. Interview a teacher of students with intellectual disability. Attend an IEP meeting and/or conference for a student with intellectual disability.	Interview a teacher of students with intellectual disability. Specifically, focus your interview questions concerning the impact an individual with intellectual disability has on family structure. You may also want to center your questions on the collaborative skills necessary for teachers to possess when interacting with families who have a child with intellectual disability. Next, attend an IEP meeting and/or conference for a student with intellectual disability. Write an essay that chronicles your observations and reactions, using your text and notes from lectures, and your recommendations to foster better collaboration with regard to what you observed in the meeting. (See syllabus for further details.)
SPE358	20	Select 3 classrooms that serve students with physical and/or health impairments. Two observations must be in different grade levels and one placement must be in a Title 1 school. Each observation will be a minimum of 5 hours (20 hours total practicum experience). Let the classroom teacher know you are working to identify and evaluate instructional, behavioral, and social skills accommodations/modifications for students with physical and/or health impairments. Note: You may choose to do one of the 5-hour observations in a regular educational setting which serves at least one student with a physical and/or health impairment.	Identify a minimum of 10 accommodations and/or modifications that the teachers used to assist students with physical and/or health impairments. Describe them in detail and then evaluate them according to research findings from a minimum of five references. Select three accommodations/modifications to implement with a student who has physical or health impairment (you may use three different students if desired). Obtain parental permission to access the student's IEP (or choose one of the three students). Analyze the student's IEP. Write an essay that encompasses the three sections. (See syllabus for further details.)
EED470	20	Observe, interview, and instruct a (20 hours total) 1-3 classroom paying attention to: observations only; look for differentiation techniques for ELL's and special needs students, phonemic awareness and phonics, word study and fluency, vocabulary development, and comprehension. A pre and posttest will be administered to one student.	Write an essay summarizing: Your learning experience during the practicum, Assessment administration- the pre and post assessment data, challenges and strengths, Data analysis, Include a chart or graphic organizer, Specific activities with the student during instruction, Progress made to be notated in the chart, Collaboration with the classroom teacher, Your reflection on how assessment guides instruction. Explain how data was used to target the needs of the student and to plan instruction. Combine all of your assessment data, copies of your lesson plans for each of the literacy areas, and reflection paper under one APA-style title page. (See syllabus for further details.)



EED475	20	Spend 3 hours each in three reading classrooms (9 hours total), grades 4-8. Two observations must be in different grade levels and one placement must be in a Title 1 school.	Write a Practicum Reflection that includes the following: A synopsis of your observations in the reading classrooms, and how they influenced your Language Arts Unit Plan, A reflection on the Language Arts Unit after you taught it. What were its strengths and weaknesses? What would you change and why? What did you learn about teaching from your mentor teacher? Include this reflection with your Unit Plan. (See syllabus for further details.)
ESL433N	15	Field experiences of 15 hours for this course will include observing, interviewing, and being mentored by ELL instructors or administrators in a Title I setting.	Explore the learning environment and observe the lesson within the virtual ESL classroom. For the group of students in the virtual classroom, create a new SIOP lesson plan that integrates language objectives, content objectives, and best instructional practices for ELLs, as well as authentic assessment. <i>(Topic 5)</i> Observe and analyze at least one ELL instructor conducting at least two separate lessons for ELLs. Assess the lessons using the SIOP criteria. <i>(Topic 7)</i> Interview and report on a local school's placement practices for ELLs. <i>(Topic 8)</i> (See syllabus for further details.)
TOTAL	215		



Bachelor of Science in Elementary Education with an Emphasis in English as a Second Language

Course	Practicum Hours	Setting (Refer to syllabus for further details)	Associated Assignment Description (Refer to syllabus for further details)
SPD200	5	See syllabus for further details.	See syllabus for further details.
ELM210	5	See syllabus for further details.	See syllabus for further details.
ELM250	5	See syllabus for further details.	See syllabus for further details.
ESL223N	10	Field experiences of 10 hours for this course will include observing, interviewing, and being mentored by ELL instructors or administrators in a Title I setting.	<p>Create a PowerPoint or a Prezi of 5-10 slides in which you address three instructional strategies for ELL classrooms and the conditions under which they are best utilized. <i>(Topic 4)</i></p> <p>Interview the ELL instructor that you observed teach, ELL coordinator, or district representative about how placement tests are used for ELLs. Write an essay based on the interview answers. <i>(Topic 7)</i></p> <p>Complete a reflection for the classroom(s) that you observed highlighting the SEI strategies utilized and the accommodations the instructor made during instruction for the cultural differences of learners. Additionally, make recommendations on what you would do to make certain that students as well as their families from all cultural experiences and backgrounds would feel valued in the class. <i>(Topic 8)</i>. (See syllabus for associated assignments and further details.)</p>
ESL250	10	See syllabus for further details.	See syllabus for further details.
EDU470	15	See syllabus for further details.	See syllabus for further details.
ESL352	10	See syllabus for further details.	See syllabus for further details.
ELM305	20	See syllabus for further details.	See syllabus for further details.
ESL358	10	See syllabus for further details.	See syllabus for further details.
ELM360	10	See syllabus for further details.	See syllabus for further details.
ELM350	10	See syllabus for further details.	See syllabus for further details.
ESL365	10	See syllabus for further details.	See syllabus for further details.
EDU480	15	See syllabus for further details.	See syllabus for further details.
ESL433N	15	Field experiences of 15 hours for this course will include observing, interviewing, and being mentored by ELL instructors or administrators in a Title I setting.	<p>Explore the learning environment and observe the lesson within the virtual ESL classroom. For the group of students in the virtual classroom, create a new SIOP lesson plan that integrates language objectives, content objectives, and best instructional practices for ELLs, as well as authentic assessment. <i>(Topic 5)</i></p> <p>Observe and analyze at least one ELL instructor conducting at least two separate lessons for ELLs. Assess the lessons using the SIOP criteria. <i>(Topic 7)</i></p> <p>Interview and report on a local school's placement practices for ELLs. <i>(Topic 8)</i> (See syllabus for further details.)</p>
Total	150		



Bachelor of Science in Mathematics for Secondary Education

Course	Practicum Hours	Setting (Refer to syllabus for further details)	Associated Assignment Description (Refer to syllabus for further details)
SPD200	5	See syllabus for further details.	See syllabus for further details.
ESL223N	10	Field experiences of 10 hours for this course will include observing, interviewing, and being mentored by ELL instructors or administrators in a Title I setting.	<p>Create a PowerPoint or a Prezi of 5-10 slides in which you address three instructional strategies for ELL classrooms and the conditions under which they are best utilized. <i>(Topic 4)</i></p> <p>Interview the ELL instructor that you observed teach, ELL coordinator, or district representative about how placement tests are used for ELLs. Write an essay based on the interview answers. <i>(Topic 7)</i></p> <p>Complete a reflection for the classroom(s) that you observed highlighting the SEI strategies utilized and the accommodations the instructor made during instruction for the cultural differences of learners. Additionally, make recommendations on what you would do to make certain that students as well as their families from all cultural experiences and backgrounds would feel valued in the class. <i>(Topic 8)</i>. (See syllabus for associated assignments and further details.)</p>
SEC345	15	See syllabus for further details.	See syllabus for further details.
SEC355	5	See syllabus for further details.	See syllabus for further details.
SEC450	15	See syllabus for further details.	See syllabus for further details.
SEC455	10	See syllabus for further details.	See syllabus for further details.
MAT480	15	See syllabus for further details.	See syllabus for further details.
ESL433N	15	Field experiences of 15 hours for this course will include observing, interviewing, and being mentored by ELL instructors or administrators in a Title I setting.	<p>Explore the learning environment and observe the lesson within the virtual ESL classroom. For the group of students in the virtual classroom, create a new SIOP lesson plan that integrates language objectives, content objectives, and best instructional practices for ELLs, as well as authentic assessment. <i>(Topic 5)</i></p> <p>Observe and analyze at least one ELL instructor conducting at least two separate lessons for ELLs. Assess the lessons using the SIOP criteria. <i>(Topic 7)</i></p> <p>Interview and report on a local school's placement practices for ELLs. <i>(Topic 8)</i> (See syllabus for further details.)</p>
Total	90		



Bachelor of Science in Secondary Education

Course	Practicum Hours	Setting (Refer to syllabus for further details)	Associated Assignment Description (Refer to syllabus for further details)
CORE			
SPE226	15	Spend a total of 15 hours (approximately 7.5 hours in each setting) in two different educational settings Each setting needs to serve students with disabilities and have at least 3 of the following 5 disabilities represented: intellectual disability, emotional disability, learning disability, physical impairments, and/or health impairment.	Write an Accommodation/Lesson Plan based on your observations. Implement the modified lesson with the targeted student. Seek the mentor teacher's feedback on your teaching. Write a reflective analysis. (See syllabus for further details.)
ESL223N	10	Field experiences of 10 hours for this course will include observing, interviewing, and being mentored by ELL instructors or administrators in a Title I setting.	<p>Create a PowerPoint or a Prezi of 5-10 slides in which you address three instructional strategies for ELL classrooms and the conditions under which they are best utilized. <i>(Topic 4)</i></p> <p>Interview the ELL instructor that you observed teach, ELL coordinator, or district representative about how placement tests are used for ELLs. Write an essay based on the interview answers. <i>(Topic 7)</i></p> <p>Complete a reflection for the classroom(s) that you observed highlighting the SEI strategies utilized and the accommodations the instructor made during instruction for the cultural differences of learners. Additionally, make recommendations on what you would do to make certain that students as well as their families from all cultural experiences and backgrounds would feel valued in the class. <i>(Topic 8)</i>. (See syllabus for associated assignments and further details.)</p>
SED444	30	Spend 10 hours in three classrooms each (30 hours total), grades 6–9. Two observations must be in different grade levels and one placement must be in a Title 1 school. Throughout the practicum, observe your mentors (three in all).	Design a complete instructional unit, 10 lesson plans, in your subject area. Present and defend the unit to a mentor teacher. After revising the unit based on input from a mentor teacher, teach three of the lessons from your unit to a group of students. (See syllabus for further details.)
SED435	30	Spend 30 hours in a middle school or high school classroom, grades 8-12. It can be a classroom outside your content area.	Observe students as they demonstrate different literacy traits. Individual and whole class literacy profiles are completed and analyzed. (See syllabus for further details.)
SED455	20	Spend 20 hours in a grade 10-12 classroom.	Teacher candidates will develop a 10-day (two-week) UbD curriculum unit of study in their content area for a group of students in their Practicum Placement. Solicit feedback from your mentor teacher about your 10-day UbD curriculum unit plan. (See syllabus for further details.)
ESL433N	15	Field experiences of 15 hours for this course will include observing, interviewing, and being mentored by ELL instructors or administrators in a Title I setting.	Explore the learning environment and observe the lesson within the virtual ESL classroom. For the group of students in the virtual classroom, create a new SIOP lesson plan that integrates language objectives, content objectives, and best



			<p>instructional practices for ELLs, as well as authentic assessment. <i>(Topic 5)</i></p> <p>Observe and analyze at least one ELL instructor conducting at least two separate lessons for ELLs. Assess the lessons using the SIOP criteria. <i>(Topic 7)</i></p> <p>Interview and report on a local school's placement practices for ELLs. <i>(Topic 8)</i> (See syllabus for further details.)</p>
TOTAL	120		
Physical Education			
Total	120		
SOCIAL STUDIES			
SED485	30	Spend 10 hours in three classrooms (30 total hours), grades 9-12. Two observations must be in different grade levels and one placement must be in a Title 1 school	Design a five-day WebQuest that could be used to teach and assess one particular concept from each of the Social Studies strands. (See syllabus for further details.)
Total	150		
BIOLOGY			
SED483	15	Observe and interview three (15 hours total) 9-12 Science classrooms within two different grade levels, and with one placement being in a Title 1 school	Choose a "Big Idea" in science and develop a Thematic Unit composed of five lesson plans, which will comprehensively address the Big Idea through a meaningful experience/real-world experience. (See syllabus for further details.)
Total	135		
BUSINESS			
SED454	30	Spend 10 hours in three classrooms each (30 hours total) in grade 6-12 classrooms. Two observations must be in different grade levels and one placement must be in a Title 1 school.	Using your practicum observations, compare and contrast how the observed classroom teachers implemented literacy strategies to support reading in the classroom. After critiquing each strategy, create three mini-lesson plans that describe the implementation of the strategies you chose for your specific content area. Teach each mini-lesson with a group of students using your practicum class or teaching one student in a tutoring environment. (See syllabus for further details.)
Total	150		
CHEMISTRY			



SED482	15	Observe and interview three (15 hours total) 9-12 Math classrooms within two different grade levels, and with one placement being in a Title 1 school.	Create a unit of study addressing five different mathematic strands. (See syllabus for further details.)
SED483	15	Observe and interview three (15 hours total) 9-12 Science classrooms within two different grade levels, and with one placement being in a Title 1 school	Choose a “Big Idea” in science and develop a Thematic Unit composed of five lesson plans, which will comprehensively address the Big Idea through a meaningful experience/ real-world experience. (See syllabus for further details.)
Total	150		
ENGLISH			
SED454	30	Spend 10 hours in three classrooms each (30 hours total) in grade 6-12 classrooms. Two observations must be in different grade levels and one placement must be in a Title 1 school.	Using your practicum observations, compare and contrast how the observed classroom teachers implemented literacy strategies to support reading in the classroom. After critiquing each strategy, create three mini-lesson plans that describe the implementation of the strategies you chose for your specific content area. Teach each mini-lesson with a group of students using your practicum class or teaching one student in a tutoring environment. (See syllabus for further details.)
Total	150		
MATH			
SED482	15	Observe and interview three (15 hours total) 9-12 Math classrooms within two different grade levels, and with one placement being in a Title 1 school.	Create a unit of study addressing five different mathematic strands. (See syllabus for further details.)
Total	135		



Master of Arts in Autism Spectrum Disorders

Course	Practicum Hours	Setting (Refer to syllabus for further details)	Associated Assignment Description (Refer to syllabus for further details)
SPD505	10	<p>Interview a school psychologist regarding assessments and assessment criteria that are used to identify autism spectrum disorder. <i>(Topic 3, 5 hours)</i></p> <p>Interview a minimum of three different sources, such as: School administrator, General education teacher, Special education teacher, Paraeducator, Parents. <i>(Topic 4, 5 hours)</i></p>	<p>Inquire about the roles and responsibilities of teachers and school staff related to assessment and diagnosis for an individual suspected of having ASD, including what they do to reduce or eliminate bias in the administration and interpretation of the assessments. Write an essay that addresses the following; Compare and contrast assessments and assessment criteria used to help identify ASD in children. <i>(Topic 3)</i></p> <p>Out of the list of concerns below, ask the interviewees what their top two areas of concern are, as they relate to educating students with ASD. Ask them to describe their concerns as well as any ideas for addressing or improving them. Possible areas of concern are: Legal issues, Parental concerns (for the non-parent interviewees), Curriculum, Faculty, para educator, and administrator training, Faculty and para educator staffing. Create a PowerPoint presentation for a faculty in-service that describes the concerns of the people you interviewed. Also make research-based recommendations for possible solutions to the concerns. Recommendations may be your own or based upon information gleaned in the interviews, but they must be supported by research. <i>(See syllabus for further details.)</i></p>
SPD515	15	<p>Visit an educational setting that includes one or more students with an ASD diagnosis</p>	<p>Part I: Design and Implement an Intervention. Identify and observe a student with an ASD diagnosis. Identify a social-skill-related behavior that requires intervention and a rationale for changing the behavior. Consider how the behavior affects the student's relationships (teacher-student, peer-to-peer) and the classroom environment. Research three evidence-based practices related to social skills instruction. Select the practice you believe would be best for meeting the needs of this student. Based on your observations and research, write an objective for a target behavior in one complete sentence. This objective must include: A description of the behavior in observable, measurable terms; Conditions under which the target behavior is expected to occur; Criteria for mastery in observable measurable terms; and Measurable verb (behavior). Select an assessment tool to assess the student. Implement the assessment and identify baseline data for the student. Develop an intervention strategy. Implement the intervention strategy three or more times and record the results. Create a graph or chart comparing the baseline and intervention data.</p>



		Visit an educational setting that includes one or more students with an ASD diagnosis.	<p>Part II: Write a summary of the intervention experience. Include the following: Demographics and student background; Behavior you selected for the intervention and your rationale for selecting it; Research you conducted, the intervention practice you selected, and your rationale for selecting it; Objective for the targeted behavior; Assessment tool you used and the baseline data you collected; Intervention plan you implemented and how you implemented it; Results of the intervention; Analysis comparing the baseline and intervention data, making reference to your graph or chart; and Final evaluation regarding what worked and what you would do differently next time. <i>(Topic 5)</i> (See syllabus for further details.)</p>
SPD525	15	<p>Meet with three members of an IEP team and select a student with ASD as a focus for the Field Experience/Benchmark. Interview the IEP team members in order to complete copies of the Underlying Characteristics Checklist (UCC) and Individual Strengths and Skills Inventory (ISSI) for the student selected. <i>(Topic 2, 5 hours)</i></p> <p>Return to the site with the student with ASD and present your intervention plan. <i>(Topic 6, 10 hours)</i></p>	<p>Compile the information into one UCC and ISSI. Create a functional behavioral assessment (FBA), implementing interventions based on the FBA, and reflecting upon the results of the FBA interventions. Continuing the work you began in your field experience, observe the student for at least 90 minutes and begin drafting a Functional Behavioral Assessment (FBA). <i>(Topic 2)</i></p> <p>Implement the Intervention plan. After implementing the plan, write a reflective essay discussing the following: What you revised in the plan based upon IEP team feedback?; Results of the intervention; Discussion of which interventions were successful and which interventions failed; What you learned from your experiences; and Evaluate your progress in using the Ziggurat model to service the needs of an individual with ASD. <i>(Topic 6)</i> (See syllabus for further details.)</p>
SPD535	10	See syllabus for further details.	See syllabus for further details.
SPD545	5	See syllabus for further details.	See syllabus for further details.
SPD565	10	See syllabus for further details.	See syllabus for further details.
Total	65		



Master of Arts in Gifted Education

Course	Practicum Hours	Setting (Refer to syllabus for further details)	Associated Assignment Description (Refer to syllabus for further details)
SPD553	5	See syllabus for further details.	See syllabus for further details.
SPD513	10	See syllabus for further details.	See syllabus for further details.
SPD523	5	See syllabus for further details.	See syllabus for further details.
SPD563	10	See syllabus for further details.	See syllabus for further details.
SPD573	5	See syllabus for further details.	See syllabus for further details.
SPD583	10	See syllabus for further details.	See syllabus for further details.
SPD593	30	See syllabus for further details.	See syllabus for further details.
Total	75		



Master of Arts in Curriculum & Instruction

Course	Practicum Hours	Setting (Refer to syllabus for further details)	Associated Assignment Description (Refer to syllabus for further details)
EDU524	10	See syllabus for further details.	See syllabus for further details.
EDU551	10	See syllabus for further details.	See syllabus for further details.
EDU537	10	See syllabus for further details.	See syllabus for further details.
EDU546	10	See syllabus for further details.	See syllabus for further details.
EDU554	10	See syllabus for further details.	See syllabus for further details.
EDU588	30	See syllabus for further details.	See syllabus for further details.
Total	80		



Master of Arts in Reading with an Emphasis in Elementary Education

Course	Practicum Hours	Setting (Refer to syllabus for further details)	Associated Assignment Description (Refer to syllabus for further details)
REA500	10	Elementary school setting.	<p>Use 5 of your field experience hours to present the Historical Summary Presentation and administer a post- presentation evaluation. Reflect on your evaluative feedback in a written summary. <i>(Field Experience A, Topic 4)</i></p> <p>Use your remaining 5 field experience hours to review the feedback information you received from the post- presentation evaluation presented in Topic 4. Develop a 15-minute digital presentation and present this digital presentation to the teaching staff using a modified evaluation feedback survey. Summarize the feedback from your presentation and how your research on best practices in reading and writing has or will change your work as a reading specialist/literacy coach. <i>(Field Experience B, Topic 6)</i> (See syllabus for further details.)</p>
REA510	10	Elementary school setting.	<p>Use 5 of your field experience hours to complete Field Experience A. Working with your classroom teacher, administer the ARI Quick Assessment with Classroom Reading Material to a student who struggles with reading and writing in your chosen grade level. Compose a reflection of your experience analyzing the results and determining the instructional and independent reading levels. Share the data with the classroom teacher. <i>(Field Experience A, Topic 4)</i></p> <p>Use 5 of your field experience hours to complete Field Experience B. Using the Oral Reading Miscues in the ARI text, administer a miscue analysis to a student in the grade of your choice (K-5 or 6-12). Work with your classroom teacher to select a student for the analysis along with a 100-word section that is grade appropriate. <i>(Field Experience B, Topic 6)</i> (See syllabus for further details.)</p>



<p>REA515</p>	<p>10</p>	<p>Elementary school setting.</p>	<p>Use 2 of your field experience hours to complete Field Experience A. Select a student receiving reading intervention services in grades K-8. Observe the student for an entire reading intervention session. Interview the provider of the reading intervention services for any additional information needed to complete the first page of the Learner Assessment Profile (LAP) “Identifying Information” section. Complete the <i>first entry</i> under the “Observations and Insights During Instruction” section on the LAP form. (<i>Field Experience A, Topic 1</i>)</p> <p>Use 3 of your field experience hours to complete Field Experience B. Using the student selected for your field experience in Topic 1, administer a reading assessment and collect data to complete the “Assessment Information” section of the Learner Assessment Profile (LAP). Observe the student for the complete duration of a reading intervention session. Complete the <i>second entry</i> under the “Observations and Insights during Instruction” section on the LAP form. (<i>Field Experience B, Topic 2</i>)</p>
			<p>Use 3 of your field experience hours to complete Field Experience C. Using the student selected for the field experience in Topic 1, administer a second assessment and collect data to complete the “Assessment Information” section of the Learner Assessment Profile (LAP). Observe the student for the complete duration of a reading intervention session or lesson. Complete the <i>third entry</i> under the “Observations and Insights During Instruction” section on the LAP form. (<i>Field Experience C, Topic 3</i>)</p> <p>Use 2 of your field experience hours to complete Field Experience. Present the Digital Graphic Design you created in Topic 4 to the chosen grade level’s staff. Distribute and collect the presentation evaluation form following your presentation. Compose a written reflection of your presentation and summarize feedback received from the collected evaluation forms. (<i>Field Experience D, Topic 5</i>)</p> <p>(See syllabus for further details.)</p>



REA550	10	See syllabus for further details.	See syllabus for further details.
REA560	10	See syllabus for further details.	See syllabus for further details.
REA520	10	See syllabus for further details.	See syllabus for further details.
REA540	10	See syllabus for further details.	See syllabus for further details.
REA570	75	See syllabus for further details.	See syllabus for further details.
Total	145		



Master of Arts in Reading with an Emphasis in Secondary Education

Course	Practicum Hours	Setting (Refer to syllabus for further details)	Associated Assignment Description (Refer to syllabus for further details)
REA500	10	Secondary school setting.	<p>Use 5 of your field experience hours to present the Historical Summary Presentation and administer a post- presentation evaluation. Reflect on your evaluative feedback in a written summary. <i>(Field Experience A, Topic 4)</i></p> <p>Use your remaining 5 field experience hours to review the feedback information you received from the post- presentation evaluation presented in Topic 4. Develop a 15-minute digital presentation and present this digital presentation to the teaching staff using a modified evaluation feedback survey. Summarize the feedback from your presentation and how your research on best practices in reading and writing has or will change your work as a reading specialist/literacy coach. <i>(Field Experience B, Topic 6)</i></p>
REA510	10	Secondary school setting.	<p>Use 5 of your field experience hours to complete Field Experience A. Working with your classroom teacher, administer the ARI Quick Assessment with Classroom Reading Material to a student who struggles with reading and writing in your chosen grade level. Compose a reflection of your experience analyzing the results and determining the instructional and independent reading levels. Share the data with the classroom teacher. <i>(Field Experience A, Topic 4)</i></p> <p>Use 5 of your field experience hours to complete Field Experience B. Using the Oral Reading Miscues in the ARI text, administer a miscue analysis to a student in the grade of your choice (K-5 or 6-12). Work with your classroom teacher to select a student for the analysis along with a 100-word section that is grade appropriate. <i>(Field Experience B, Topic 6)</i> (See syllabus for further details.)</p>



REA515	10	Secondary school setting.	<p>Use 2 of your field experience hours to complete Field Experience A. Select a student receiving a form of reading intervention services in grades 7-12 and observe the student for an entire reading intervention session. Interview the provider of the reading intervention services for any additional information needed to complete the first page of the Learner Assessment Profile (LAP) "Identifying Information" section. Complete the <i>first entry</i> under the "Observations and Insights During Instruction" section of the LAP form. (<i>Field Experience A, Topic 1</i>)</p> <p>Use 3 hours of your field experience hours to complete Field Experience B. Using the student selected for your field experience in Topic 1, administer a reading assessment and collect data to complete the "Assessment Information" section of the Learner Assessment Profile (LAP). Observe the student for the complete duration of a reading intervention session. Complete the second entry under the "Observations and Insights during Instruction" section on the LAP form. (<i>Field Experience B, Topic 2</i>)</p> <p>Use 3 of your field experience hours to complete Field Experience C. Using the student selected for the field experience in Topic 1, administer a second assessment and collect data to complete the "Assessment Information" section of the Learner Assessment Profile (LAP). Observe the student for the complete duration of a reading intervention session or lesson. Complete the <i>third entry</i> under the "Observations and Insights During Instruction" section on the LAP form. (<i>Field Experience C, Topic 3</i>)</p> <p>Use 2 of your field experience hours to complete Field Experience. Present the Digital Graphic Design you created in Topic 4 to the chosen grade level's staff. Distribute and collect the presentation evaluation form following your presentation. Compose a written reflection of your presentation and summarize feedback received from the collected evaluation forms. (<i>Field Experience D, Topic 5</i>)</p> <p>(See syllabus for further details.)</p>
REA550	10	See syllabus for further details.	See syllabus for further details.
REA560	10	See syllabus for further details.	See syllabus for further details.
REA525	10	See syllabus for further details.	See syllabus for further details.
REA545	10	See syllabus for further details.	See syllabus for further details.
REA575	75	See syllabus for further details.	See syllabus for further details.
Total	145		





Master of Arts in Teaching English to Speakers of Other Languages (TESOL)

Course	Practicum Hours	Setting (Refer to syllabus for further details)	Associated Assignment Description (Refer to syllabus for further details)
TSL550	10	See syllabus for further details.	See syllabus for further details.
TSL552	10	See syllabus for further details.	See syllabus for further details.
TSL558	10	See syllabus for further details.	See syllabus for further details.
TSL565	10	See syllabus for further details.	See syllabus for further details.
TSL567	10	See syllabus for further details.	See syllabus for further details.
TSL590	60	See syllabus for further details.	See syllabus for further details.
Total	110		



Master of Education in Early Childhood Education

Course	Practicum Hours	Setting (Refer to syllabus for further details)	Associated Assignment Description (Refer to syllabus for further details)
ESL523	10	Field experiences of 10 hours for this course will include observing, interviewing, and being mentored by ELL instructors or administrators in a Title I setting.	<p>Interview the ELL instructor that you will observed teach, an ELL coordinator, or a district representative about how placement tests are used for ELLs. Write an essay based on the interview answers. <i>(Topic 3)</i></p> <p>Explore the learning environment and observe the lesson within the virtual ESL classroom. Chart the five instructional strategies for ELL classrooms and the conditions under which they are best utilized. <i>(Topic 4)</i></p> <p>Complete a practicum/field experience reflection for the classroom or classrooms you observed highlighting the SEI strategies utilized and the accommodations the instructor made during instruction for the cultural differences of the learners. <i>(Topic 6)</i> (See syllabus for further details.)</p>
ECH520	20	Spend 10 hours in two different classrooms (20 total hours). Observe one Birth-PK and one K-3(Title 1 school) early learning practitioner.	<p>Examine a variety of early childhood learning theories and begin to articulate your own personal learning philosophy. Use course readings, as well as the GCU e-Library for scholarly articles that can be used in support of it. Discuss with your mentor teachers and write an essay. (See syllabus for further details.)</p>
ECH525	20	Spend 10 hours in two classrooms (20 total hours). One observation must be in Birth-PK environment and one must be in a Title 1 school that includes K-3.	<p>Design a visual classroom environment plan that includes the physical arrangement and organization of materials and resources. Be creative: there are no money or size constraints. (See syllabus for further details.)</p>
ECH530	20	Spend 10 hours in two classrooms (20 total hours) that allow for the opportunity to observe a typical, special needs and gifted learner. One observation must be in Birth –PK and one must be in K-3 (10 hours each setting).	<p>Write a summary of your observations and interview.</p> <p>Summarize the observation and analyze the child’s strengths and challenges. Include what methods the classroom teacher uses to address the developmental skills for the child observed.</p> <p>Write a reflection based on the feedback you received from your classroom teacher and personal observations about the experience.</p> <p>For each child observed (a typical, a special needs student, and a gifted student)word reflection, include the following for each child:</p> <ul style="list-style-type: none"> Describe the classroom/student demographics, including the diversity of learners, cultural background, gender, family and community socioeconomic factors, etc. Describe how you would use this information to promote student outcomes. Identify and explain the developmental milestones and multiple influences on early development and learning.



			<ul style="list-style-type: none"> Describe how you would differentiate classroom instruction with the integration of a broad repertoire of developmentally appropriate teaching/learning approaches to meet the needs of the observed student. Provide specific examples of the differentiation strategies. Explain what incentives and Positive Behavioral Supports (PBS) are in place within the classroom and how the observed students respond. What changes would you make to the PBS? Describe how instruction, assessments (e.g., formal and informal), and behavioral supports are aligned to the early learning standards, curriculum, and learning plans goals. Explain how you would build instruction that uses effective strategies and resources, including the appropriate use of technology, to meet the needs of children with special needs. <p>(See syllabus for further details.)</p>
ECH635	20	Spend 10 hours in two classrooms, (20 hours total). One observation must be in Birth-PK environment and one must be in a school that includes K-3.	Create a multi-media presentation that includes information outlining the five areas of assessment for early childhood students. (See syllabus for further details.)
ESL533	15	Field experiences of 15 hours for this course will include observing, interviewing, and being mentored by ELL instructors or administrators in a Title I setting.	Explore the learning environment and observe the lesson within the virtual ESL classroom. For the group of students in the virtual classroom, create a new SIOP lesson plan that integrates language objectives, content objectives, and best instructional practices for ELLs, as well as authentic assessment. <i>(Topic 5)</i> Interview and report on a local school's placement practices for ELLs. <i>(Topic 6)</i> (See syllabus for further details.)
ECH640	20	Spend 10 hours in two classrooms (20 total hours). One observation must be in Birth-PK environment and one placement must be in a Title 1 school that includes K-3.	Based on your experience of teaching the content area lesson and from the feedback of your mentor teacher, revise the lesson plan. Ensure you have used one of the lesson plan templates available on the College of Education's page in the Student Success Center. Write a 1250-1500 word reflective essay analyzing the effectiveness of the lesson. (See syllabus for further details.)
TOTAL	125		



Master of Education in Elementary Education (Program started prior to April 3, 2014)

Course	Practicum Hours	Setting (Refer to syllabus for further details)	Associated Assignment Description (Refer to syllabus for further details)
SPE526	15	Observe and instruct a student in the resource or self-contained Title I classroom (or a regular classroom that serves 3 out of the 5 disability areas) who has a current individualized education plan (IEP).	Create a Lesson Plan with accommodations based on observing a learner with special needs. (See syllabus for further details.)
ESL523	10	Field experiences of 10 hours for this course will include observing, interviewing, and being mentored by ELL instructors or administrators in a Title I setting.	Interview the ELL instructor that you will observed teach, an ELL coordinator, or a district representative about how placement tests are used for ELLs. Write an essay based on the interview answers. <i>(Topic 3)</i> Explore the learning environment and observe the lesson within the virtual ESL classroom. Chart the five instructional strategies for ELL classrooms and the conditions under which they are best utilized. <i>(Topic 4)</i> Complete a practicum/field experience reflection for the classroom or classrooms you observed highlighting the SEI strategies utilized and the accommodations the instructor made during instruction for the cultural differences of the learners. <i>(Topic 6)</i> (See syllabus for further details.)
ESL533	15	Field experiences of 15 hours for this course will include observing, interviewing, and being mentored by ELL instructors or administrators in a Title I setting.	Explore the learning environment and observe the lesson within the virtual ESL classroom. For the group of students in the virtual classroom, create a new SIOP lesson plan that integrates language objectives, content objectives, and best instructional practices for ELLs, as well as authentic assessment. <i>(Topic 5)</i> Interview and report on a local school's placement practices for ELLs. <i>(Topic 6)</i> (See syllabus for further details.)
EED544	20	Observe and interview a (20 hours total) 1-3 classroom.	Write an essay summarizing your learning experience during the practicum, assessment administration and data analysis, student instruction, collaboration with the classroom teacher, and a reflection on how assessment guides instruction. (See syllabus for further details.)
EED525	15	Spend 3 hours each in three reading classrooms (9 hours total), grades 4-8. Two observations must be in different grade levels and one placement must be in a Title 1 school. Spend 6 hours designing and teaching a week-long (5 day) unit plan.	Design and teach a week-long (5 day) unit plan using a single piece of text that is appropriate for the chosen grade level and based on the language arts academic standards. Write a Practicum Reflection. (See syllabus for further details.)
EED510	20	Observe and interview two (20 hours total) 4-8 math and science classrooms within two different grade levels and one placement must be in a Title 1 school.	Create a unit of study integrating science and math content of fractions, decimals, and/or percents. Write a narrative that addresses the assignment criteria, gives specific examples from the unit of study, and state your rationale. (See syllabus for further details.)



EED570	15	Spend 5 hours in three classrooms (15 total hours), grades 6-8. Two observations must be in different grade levels and one placement must be in a Title 1 school.	Design a 5-day WebQuest that could be used to teach and assess one particular concept from each of the social studies strands. (See syllabus for further details.)
TOTAL	110		

Master of Education in Elementary Education – **New Program (Program started on or after April 3, 2014)**

Course	Practicum Hours	Setting (Refer to syllabus for further details)	Associated Assignment Description (Refer to syllabus for further details)
EDU525	6	<p>Volunteer for a total of 6 hours with one or more organizations in your community that help elementary-age students and their families live healthy, more productive lives. <i>(Option A)</i></p> <p>Spend 6 hours investigating the following: The nearest public, private, and charter elementary schools; Before- and after-school activities offered for elementary-age students at the schools identified above; How well these before- and after-school activities promote intellectual, social, emotional, and physical growth of elementary-age students; Community resources that provide services to elementary-age students; and How well these community resources promote intellectual, social, emotional, and physical growth of elementary-age students. <i>(Option B)</i></p>	<p>Write an essay discussing your frames of reference (e.g., culture, gender, language, abilities and ways of knowing) and whether they changed or stayed the same based on your service activities. What expectations did you have before your experience? How have your frames of reference affected your expectations throughout this experience? Based on this experience, reflect on any takeaways that would be well-suited for teaching practices. <i>(Option A, Topic 6)</i></p> <p>Write an essay discussing your findings and reflect on your frames of reference (e.g., culture, gender, language, abilities and ways of knowing) and whether they changed or stayed the same during your investigation of the schools and community resources. What expectations did you have before this investigation? How have your frames of reference affected your expectations throughout this investigation? Based on your findings, reflect on any takeaways that would be well suited for teaching practices. <i>(Option B, Topic 6)</i> (See syllabus for further details.)</p>
ELM500	6	<p>Visit a toy store or section of a department store that contains a variety of toys and games. Select a grade level between first and eighth. Locate a variety of toys and games marketed toward that grade level. <i>(Field Experience A, 1.5 hours, Topic 3)</i></p> <p>Select and watch a Saturday morning children’s television program and the commercials that air during this program. <i>(Field Experience B, 1.5 hours, Topic 4)</i></p> <p>Interview three certified 1-8 teacher – see syllabus for specific interview questions. <i>(Field Experience C, 3 hours, Topic 5)</i></p>	<p>Select two toys/games and complete a 250--word description and reflection that addresses the following for each: How is the toy/game packaged?; What are the tasks the elementary-age child would be asked to perform in playing with the toy/game?; What types of prior knowledge and skills would an elementary-age child need to possess to be successful in playing with the toy/game?; Is the toy/game marketed toward the correct grade level? <i>(Field Experience A, Topic 3)</i></p> <p>Complete a reflection that addresses the following: A description of the programming and advertising. What is the targeted age range for the programming and advertising? Describe specific visual and auditory aspects of the programming and advertising that support your conclusions. Defend your response with support from the various theories covered in this course related to cognitive, linguistic, social, emotional, and physical development. <i>(Field Experience B, Topic 4)</i></p>



			<p>From the three interviews, complete a reflection that includes the following: Brief summary of each interview. Conclusions you drew from the interviews. Incorporate support from your course textbook (with in-text citations only; full reference list is not required). Applications of the conclusions you have drawn to your practice as a future teaching professional. <i>(Field Experience C, Topic 5)</i> (See syllabus for further details.)</p>
ELM510	6	<p>Interview a certified elementary or middle school teacher about the school's behavior expectations for students, the school's behavior management program, and how these expectations are shared and made visible across the campus and in the classroom. (Part I)</p> <p>Conduct research on a parent's expectations regarding classroom management and communication by interviewing a parent who has a child attending an elementary or middle school. (Part II)</p>	<p>Your interview questions should probe:</p> <ul style="list-style-type: none"> • The type, number, and degree to which the expectations are stated in positive language and the rationales for these expectations. • The forms and locations in which the expectations are posted on the school grounds and in the classroom. • How expectations are initially taught, reinforced, and monitored school wide and at the classroom level. • How students who enroll after the start of the year are taught the school's behavioral expectations. • The teacher's reflections on the overall degree of effectiveness of his or her school's behavior-management program. • The teacher's recommendations for changes to the school's behavior-management program based on personal experiences <i>(Part I, Topic 6)</i> <p>Your interview questions should probe:</p> <ul style="list-style-type: none"> • How classroom and school-wide behavioral expectations are communicated to the parent • The type and frequency of communications between the parent and the classroom teacher(s) • The type and frequency of communications between the parent and the school • The parent's understanding of how his or her child is taught the school's behavioral expectations • The parent's reflections on the overall degree of effectiveness of his or her school's behavior-management program



			<ul style="list-style-type: none"> The parent's recommendations for change to the school's behavior management program based on personal experiences (Part II, Topic 6) <p>Ask additional questions and follow-up questions as appropriate. Retain a copy of the questions asked and responses received. (See syllabus for further details.)</p>
ELM520	6	<p>Review the children's section at a local public library. (Field Experience A, 2 hours, Topic 3)</p> <p>Review the children's section at a local bookstore. (Field Experience B, 2 hours, Topic 4)</p> <p>Visit a local bookstore or public library for a literacy event hosted for children. Observe who attends each event as well as the range of activities. All interactions must involve individual, small, or large groups of elementary-aged children. (Field Experience C, 2 hours, Topic 5)</p>	<p>Consider and reflect upon the following questions: What is included in the collection? How does the collection support cultural and linguistic diversity, language development, and reading acquisition in young adolescents? Observe and reflect upon the range of books available, genres. How does the space within the library encourage children's engagement with high quality literature, high quality informational texts, and electronic sources? (Field Experience A, Topic 3)</p> <p>Consider and reflect upon the following questions: What is included in the collection? How does the collection support cultural and linguistic diversity, language development, and reading acquisition in young adolescents? Observe and reflect upon the range of books available, genres. Does the space within the bookstore encourage children's engagement with high-quality literature, high-quality informational texts, and electronic sources? If so, how? (Field Experience B, Topic 4)</p> <p>Base your written response on the Quick Reference Guide of the "Early Beginnings" reading. Be sure to note and describe the specific reading instructional strategies the library/bookstore used related to phoneme awareness, syntax, semantics, phonics, fluency, meaning-based strategies, word recognition, comprehension monitoring, and/or text analysis and interpretation. (Field Experience C, Topic 5) (See syllabus for further details.)</p>
ELM530	6	<p>Conduct research on district-wide assessment practices by interviewing a certified administrator from a district office. (Field Experience A, 2 hours, Topic 5)</p> <p>From the same district, interview a certified administrator at a school regarding district-wide assessment practices. (Field Experience A, 2 hours, Topic 5)</p> <p>From the same district, interview a certified teacher's practices and attitudes regarding district-wide testing and assessment practice. (Field Experience A, 2 hours, Topic 5)</p>	<p>Refer to syllabus for probing interview questions. Ask additional questions and follow-up questions as appropriate. Retain a copy of the questions asked and responses received. Summarize your interview experience in a written response. (Field Experience A, Topic 5) (See syllabus for further details.)</p>
POS500	3	Attend a school board meeting for a local school district.	Write a written reflection about your experience, address the following: Items addressed at the board meeting; Meeting



			<p>attendees; Who presented; What you learned at this board meeting; and How you will use what you learned as a teacher. (See syllabus for further details.)</p>
ELM540	6	<p>View the video "Thalia Learns the Details." (<i>Field Experience A, 1.5 hours, Topic 2</i>)</p> <p>View the video "Cassandra Becomes a Fluent Reader." (<i>Field Experience B, 1.5 hours, Topic 3</i>)</p> <p>View the video "William Finds His Base." (<i>Field Experience C, 1.5 hours, Topic 4</i>)</p> <p>View the video "Students Making Choices." (<i>Field Experience D, 1.5 hours, Topic 5</i>)</p>	<p>Based on your observations of "Thalia Learns the Details" video complete a reflection that incorporates the following: Thalia's Progress; Home/School Connection; Applications to Practice. (<i>Field Experience A, Topic 2</i>)</p> <p>Based on your observations of "Cassandra Becomes a Fluent Reader" video complete a reflection that incorporates the following: Cassandra's Progress; Home/School Connection; Applications to Practice. (<i>Field Experience B, Topic 3</i>)</p> <p>Based on your observations of "William Finds his Base" video complete a reflection that incorporates the following: William's Progress; Classroom Environment; Applications to Practice. (<i>Field Experience C, Topic 4</i>)</p> <p>Based on your observations of "Students Making Choices" video complete a written reflection. (<i>Field Experience D, Topic 5</i>) (See syllabus for further details.)</p>
ESL523	10	<p>Field experiences of 10 hours for this course will include observing, interviewing, and being mentored by ELL instructors or administrators in a Title I setting.</p>	<p>Interview the ELL instructor that you will observed teach, an ELL coordinator, or a district representative about how placement tests are used for ELLs. Write an essay based on the interview answers. (<i>Topic 3</i>)</p> <p>Explore the learning environment and observe the lesson within the virtual ESL classroom. Chart the five instructional strategies for ELL classrooms and the conditions under which they are best utilized. (<i>Topic 4</i>)</p> <p>Complete a practicum/field experience reflection for the classroom or classrooms you observed highlighting the SEI strategies utilized and the accommodations the instructor made during instruction for the cultural differences of the learners. (<i>Topic 6</i>) (See syllabus for further details.)</p>
ESL533	15	<p>Field experiences of 15 hours for this course will include observing, interviewing, and being mentored by ELL instructors or administrators in a Title I setting.</p>	<p>Explore the learning environment and observe the lesson within the virtual ESL classroom. For the group of students in the virtual classroom, create a new SIOP lesson plan that integrates language objectives, content objectives, and best instructional practices for ELLs, as well as authentic assessment. (<i>Topic 5</i>)</p> <p>Interview and report on a local school's placement practices for ELLs. (<i>Topic 6</i>) (See syllabus for further details.)</p>
ELM550	12	<p>Observe a minimum of three social studies lessons led by a certified teacher.</p>	<p>While observing, take detailed notes so you will have the information you need to complete this assignment. After observing the three lessons, choose one to deconstruct from beginning to end by writing a lesson plan of what you observed</p>



			<p>using the GCU Lesson Plan located on the College of Education's page in the Student Success Center. <i>(Part 1, Topic 6)</i></p> <p>Write a reflection regarding the instructional strategies implemented during the observed lesson. Include the following items in your reflection: Elaborate on the use of instructional strategies; Evaluate the effectiveness of the teacher's instructional strategies; Describe what you would do differently regarding choice of instructional strategies. <i>(Part 2, Topic 6)</i></p> <p>Part 3: Rewrite the lesson plan incorporating the revisions you described in Part 2 using the GCU Lesson Plan <i>(Part 3, Topic 6)</i> (See syllabus for further details.)</p>
ELM560	12	<p>Observing a minimum of three math lessons led by a certified teacher. Utilize a 1-8 grade level classroom setting. <i>(Field Experience A, 3 hours, Topic 2)</i></p> <p>Spent 9 field experience hours in a 1-8 classroom, one-on-one, small group, and/or whole classroom setting. <i>(Field Experience B, 9 hours, Topic 6)</i></p>	<p>After observing the three lessons, choose one to deconstruct from beginning to end by writing a lesson plan of what you observed using the GCU Lesson Plan located on the College of Education site in the Student Success Center. Write a reflection regarding the instructional strategies implemented during the observed lesson. Include the following items in your reflection; Elaborate on the use of instructional strategies and academic language; Evaluate the effectiveness of the teacher's instructional strategies and academic language; Describe what you would do differently regarding choices in instructional strategies and academic language. <i>(Field Experience A, Topic 2)</i></p> <p>Select at least one field experience from each of the InTASC Standard Focused Field Experience Activity Lists: Content Knowledge [InTASC 4] and Application of Content [InTASC 5] <i>(Field Experience B, Topic 5)</i> (See syllabus for further details.)</p>
ELM570	12	<p>Observe a minimum of four lessons, two science and two health/PE/nutrition (an integrated health and science lesson may count for either requirement), led by certified 1-8 grade teachers. If possible, observe more than one classroom/teacher. Observe additional science and health lessons as needed. <i>(Field Experience A, 4 hours, Topic 2)</i></p> <p>Attend a faculty meeting, professional development session, and/or professional conference/workshop. <i>(Field Experience B, 4 hours, Topic 3)</i></p> <p>Engage in a collaborative school event, attend a public event that advocates for students, the school or the profession, and/or assist a</p>	<p>While observing take note of student engagement and safety. Write a written reflection of one of the observed lessons, describing the following: Student engagement strategies and safety procedures that were implemented during the observed lesson; Use of student engagement strategies and safety procedures; Effectiveness of the teacher's choices on student engagement strategies and safety procedures; and What you would do differently regarding choices on student engagement strategies and safety procedures. Support your analysis with 1-3 research-based best practices. <i>(Field Experience A, Topic 2)</i></p> <p>Select at least one field experience from the Focused Field Experience Activity List B. Reflect upon your field experience in a written summary. <i>(Field Experience B, Topic 3)</i></p> <p>Select at least one field experience from the Focused Field Experience Activity List C. Reflect upon your field experience in</p>



		school/teacher by utilizing technology strategies <i>(Field Experience C, 4 hours, Topic 4)</i>	a written summary. <i>(Field Experience C, Topic 4)</i> (See syllabus for further details.)
ELM580	12	Spent 9 field experience hours in a 1-8 classroom, one-on-one, small group, and/or whole classroom setting. <i>(Field Experience A, 9 hours, Topic 3)</i> Observe a minimum of two English Language Arts lessons led by a certified teacher. If possible, observe more than one classroom/teacher. Observe additional English language lessons as needed. <i>(Field Experience B, 3 hours, Topic 4).</i>	Select at least one field experience from the Focused Field Experience Activity List. Reflect upon your field experience choices in a 250-500-word summary. <i>(Field Experience A, Topic 3)</i> While observing, take note of assessments. Write a 250-500-word reflection on one of the observed lessons, in which you do the following: Elaborate on the use of assessments; Evaluate the effectiveness of the teacher's assessment choices; and Describe what you would do differently regarding assessment choices. Support your analysis with at least one research-based best practice. <i>(Field Experience B, Topic 4)</i> (See syllabus for further details.)
Total	115		



Master of Education in Secondary Education

Course	Practicum Hours	Setting (Refer to syllabus for further details)	Associated Assignment Description (Refer to syllabus for further details)
SPE526	15	Observe and instruct a student in the resource or self-contained Title I classroom (or a regular classroom that serves 3 out of the 5 disability areas) who has a current individualized education plan (IEP).	Create a Lesson Plan with accommodations based on observing a learner with special needs. (See syllabus for further details.)
ESL523	10	Field experiences of 10 hours for this course will include observing, interviewing, and being mentored by ELL instructors or administrators in a Title I setting.	Interview the ELL instructor that you will observed teach, an ELL coordinator, or a district representative about how placement tests are used for ELLs. Write an essay based on the interview answers. <i>(Topic 3)</i> Explore the learning environment and observe the lesson within the virtual ESL classroom. Chart the five instructional strategies for ELL classrooms and the conditions under which they are best utilized. <i>(Topic 4)</i> Complete a practicum/field experience reflection for the classroom or classrooms you observed highlighting the SEI strategies utilized and the accommodations the instructor made during instruction for the cultural differences of the learners. <i>(Topic 6)</i> (See syllabus for further details.)
ESL533	15	Field experiences of 15 hours for this course will include observing, interviewing, and being mentored by ELL instructors or administrators in a Title I setting.	Explore the learning environment and observe the lesson within the virtual ESL classroom. For the group of students in the virtual classroom, create a new SIOP lesson plan that integrates language objectives, content objectives, and best instructional practices for ELLs, as well as authentic assessment. <i>(Topic 5)</i> Interview and report on a local school's placement practices for ELLs. <i>(Topic 6)</i> (See syllabus for further details.)
SED535	30	Spend 30 hours in a middle school or high school classroom, grades 6-12. It can be a classroom outside your content area; in fact; new environments are encouraged.	Observe students as they demonstrate different literacy traits. Individual and whole class literacy profiles are completed and analyzed. (See syllabus for further details.)
SED553	30	Spend 10 hours in three classrooms each (30 hours total) in grade 6-12 classrooms. Two observations must be in different grade levels and one placement must be in a Title 1 school.	Using your practicum observations, compare and contrast how the observed classroom teachers implemented literacy strategies to support reading in the classroom. Teach three mini-lessons with a group of students using your practicum class or teaching one student in a tutoring environment. (See syllabus for further details.)



SED541	15	Spend 5 hours in three classrooms (5 hours per classroom, 15 hours total), grades 10-12. Let each of your mentors (three) know you are working on examining and evaluating best practices in instruction. Two observations must be in different grade levels and one placement must be in a Title 1 school. Throughout the practicum, observe your mentors (three in all).	Design a complete instructional unit, 10 lesson plans, in your subject area. Present and defend the unit to a mentor teacher. After revising the unit based on input from a mentor teacher, teach three of the lessons from your unit to a group of students (use a practicum class or teach one student in a tutoring environment). (See syllabus for further details.)
SED544	15	Spend 15 hours in a grade 6- 9 classroom	Develop a 10-day (two-week) UbD curriculum unit of study in their content area for a group of students in their practicum placement. Solicit feedback from your mentor teacher about your 10-day UbD curriculum unit plan. (See syllabus for further details.)
TOTAL	130		



Master of Education in Special Education (Cross-Categorical)

Course	Practicum Hours	Setting (Refer to syllabus for further details)	Associated Assignment Description (Refer to syllabus for further details)
ESL523	10	Field experiences of 10 hours for this course will include observing, interviewing, and being mentored by ELL instructors or administrators in a Title I setting.	<p>Interview the ELL instructor that you will observed teach, an ELL coordinator, or a district representative about how placement tests are used for ELLs. Write an essay based on the interview answers. <i>(Topic 3)</i></p> <p>Explore the learning environment and observe the lesson within the virtual ESL classroom. Chart the five instructional strategies for ELL classrooms and the conditions under which they are best utilized. <i>(Topic 4)</i></p> <p>Complete a practicum/field experience reflection for the classroom or classrooms you observed highlighting the SEI strategies utilized and the accommodations the instructor made during instruction for the cultural differences of the learners. <i>(Topic 6)</i> (See syllabus for further details.)</p>
ESL533	15	Field experiences of 15 hours for this course will include observing, interviewing, and being mentored by ELL instructors or administrators in a Title I setting.	<p>Explore the learning environment and observe the lesson within the virtual ESL classroom. For the group of students in the virtual classroom, create a new SIOP lesson plan that integrates language objectives, content objectives, and best instructional practices for ELLs, as well as authentic assessment. <i>(Topic 5)</i></p> <p>Interview and report on a local school's placement practices for ELLs. <i>(Topic 6)</i> (See syllabus for further details.)</p>
SPE536	20	Observe (20 hours total) in two special education classrooms: one that serves early childhood and one that serves high school students in special education. Interview an educator or evaluator for each of the two settings and view the evaluation report for each of the two students chosen for the case study assignment (one in each setting).	Write two case studies, one on each of the two students selected for this assignment, a student in early childhood special education and a secondary student who is in the process of transitioning, but who does not yet have a transition plan in place. Do not use the student's name in the case study. <i>(See syllabus for further details.)</i>
SPE557	20	Spend 20 hours in a collaborative, resource or self-contained setting that serves individuals with learning disabilities.	Write a report that includes a vivid picture of the classrooms and interactions of the students and teachers. <i>(See syllabus for further details.)</i>
SPE558	20	Spend 20 hours in a self-contained setting that serves individuals with emotional disabilities. During this time, note instructional practices and behavior interventions that appear to be effective and ineffective when working with students with emotional disabilities. Also, observe the various systems for behavior modification (their purpose, the way in which they are operated/enforced, etc.).	Make a 3-column chart with the following titles: Observation, Reflection, and Recommendation. Using your notes from your practicum experience, complete the columns. <i>(See syllabus for further details.)</i>



SPE553	20	Spend 20 hours in a setting that serves a student with ID. This setting can be a resource room or a regular educational setting in which the student is mainstreamed.	Interview a teacher of students with intellectual disability. Specifically, focus your interview questions on the impact an individual with intellectual disability has on family structure. You may also want to focus your questions on the collaborative skills necessary for teachers to possess when interacting with families who have a child with intellectual disability. Next, attend an IEP meeting and/or conference for a student with intellectual disability. Write an essay that describes your observations and reactions, using your text and notes from lectures, and your recommendations to foster better collaboration with regard to what you observed in the meeting. (See syllabus for further details.)
SPE573	20	Select 3 classrooms that serve students with physical and/or health impairments. Two observations must be in different grade levels and one placement must be in a Title 1 school. (20 hours total practicum experience).	Identify a minimum of 10 accommodations and/or modifications that the teachers used to assist students with physical and/or health impairments. Select three accommodations/modifications to implement with a student who has physical or health impairment (you may use three different students if desired). Implement them under the auspices of the mentor teacher. Write an essay that encompasses the three sections. (See syllabus for further details.)
TOTAL	125		



Master of Education in Special Education – New Program (Program started on or after July 10, 2014)

Course	Practicum Hours	Setting (Refer to syllabus for further details)	Associated Assignment Description (Refer to syllabus for further details)
EDU535	6	<p>Volunteer for a total of 6 hours with one or more organizations in your community that help elementary-age students and their families live healthy, more productive lives. <i>(Option A, Topic 6)</i></p> <p>Spend 6 hours investigating the following: The nearest public, private, and charter elementary schools; Before- and after-school activities offered for elementary-age students at the schools identified above; How well these before- and after-school activities promote intellectual, social, emotional, and physical growth of elementary-age students; Community resources that provide services to elementary-age students; and How well these community resources promote intellectual, social, emotional, and physical growth of elementary-age students. <i>(Option B Topic 6)</i></p>	<p>Write an essay discussing your frames of reference (e.g., culture, gender, language, abilities and ways of knowing) and whether they changed or stayed the same based on your service activities. What expectations did you have before your experience? How have your frames of reference affected your expectations throughout this experience? Based on this experience, reflect on any takeaways that would be well-suited for teaching practices. <i>(Option A, Topic 6)</i></p> <p>Write an essay discussing your findings and reflect on your frames of reference (e.g., culture, gender, language, abilities and ways of knowing) and whether they changed or stayed the same during your investigation of the schools and community resources. What expectations did you have before this investigation? How have your frames of reference affected your expectations throughout this investigation? Based on your findings, reflect on any takeaways that would be well suited for teaching practices. <i>(Option B, Topic 6)</i> (See syllabus for further details.)</p>
SPD500	6	<p>Select and view a film from the list found on the IRIS Center webpage that features a character with exceptionality.</p> <p>Select a television series or episode that features a character with exceptionality. <i>(Part I & Part II Field Experience A, 4 hours, Topic 1)</i></p> <p>View the video, "Misunderstood Minds." <i>(Field Experience B, 2 hours, Topic 6)</i></p>	<p>As you watch the film/television show, note: Was the person with disabilities portrayed in a positive or negative light? How did you feel about the way the character(s) was depicted? Explain. After seeing the film/television show, do you believe audiences come away having a better understanding of the disability and the challenges it presents? Why or why not? <i>(Field Experience A, Topic 1)</i></p> <p>In a written analysis, discuss how exceptional learning conditions interact with: Family beliefs, traditions and culture; relationships with and among students, family, and school community; and impacts upon individual ability to learn and interact socially. <i>(Field Experience B, Topic 6)</i> (See syllabus for further details.)</p>



<p>SPD510</p>	<p>6</p>	<p>View the "The IEP Process Videos". <i>(Field Experience A, 2 hours, Topic 1)</i></p> <p>View the "Christopher's Story" video. <i>(Field Experience B, 1 hour, Topic 3)</i></p> <p>View the video "Marvin and Jack" <i>(Field Experience C, 1 hour, Topic 4)</i></p> <p>Visit a local disability advocacy organization and interview an administrator <i>(Field Experience D, 2 hours, Topic 5)</i></p>	<p>Address the following in a written essay: Make a list of 10 team members required by IDEA 2004 to be present at every IEP meeting; From the chapter 5 video, note whether the required team members were present, as well as what other members were present for the meeting; and Describe each team member, his or her role in the meeting, and what they contributed to the IEP meeting during the video. <i>(Field Experience A, Topic 1)</i></p> <p>Respond to the following in writing: What are your thoughts about inclusion based on the video? What is the significance of inclusive services in "natural environments" for individuals with disabilities, their families, and providers? Who were key collaborators in providing services to Christopher? What are strategies that were utilized to provide coordinated, comprehensive, and family-centered services? <i>(Field Experience B, Topic 3)</i></p> <p>Answer the following questions in writing: Why is it important to develop long-term visions for individuals with disabilities? What impacts are realized from involving individuals with disabilities in their program for the children, the families, and the service providers? What strategies can be utilized to involve individuals with disabilities in their program? <i>(Field Experience C, Topic 4)</i></p> <p>Interview an administrator regarding: Relationship of special education to the organization, and function of educational agencies; Continuum of placement and services available for individuals with exceptionalities; Publications relevant to individuals with exceptionalities; Information provided on exceptionalities; Activities relevant to individuals with exceptionalities; Culturally responsive factors that promote effective communication and collaboration with individuals with exceptionalities, families, school personnel, and community members; Roles of professional groups and referral agencies in identifying, assessing, and providing services to individuals with exceptionalities; and Any resources to assist in programming for individuals with exceptionalities. Summarize your findings in a written essay. <i>(Field Experience D, Topic 5)</i> <i>(See syllabus for further details.)</i></p>
<p>SPD520</p>	<p>6</p>	<p>Interview a principal, special education director, or school psychologist about the IEP process and his or her role in the process. <i>(Field Experience A, 2 hours, Topic 3)</i></p> <p>View the "Embrace Possibilities (Building Relationships with Families, When Concerns Arise)" video. <i>(Field Experience B, 1.5 hours, Topic 4)</i></p>	<p>Your interview should address the following prompts:</p> <ul style="list-style-type: none"> • The rights and responsibilities of individuals with exceptionalities, parents, teachers, and other professionals, and schools related to exceptionalities; • Identify the role of families, community members, and school professionals in the educational process;



		<p>View the "Teaming to Make a Difference" video. <i>(Field Experience C, 2.5 hours, Topic 5)</i></p>	<ul style="list-style-type: none"> • Any issues, assurances, and due process rights related to assessment, eligibility, and placement within a continuum of services; • How the individual upholds high standards of competence and integrity and exercises sound judgment in the practice of the professional; • How the individual addresses ethics in advocating for appropriate services; • How the individual uses verbal, nonverbal, and written language effectively in communicating with IEP team members; • How the individual utilizes models and strategies of consultation and collaboration; • How the individual addresses concerns of families of individuals with exceptionalities and strategies used to help address these concerns; • How the individual uses group problem-solving skills to develop, implement, and evaluate collaborative activities. Summarize and reflect upon your interview in a written essay. <i>(Field Experience A, Topic 3)</i> <p>In a written essay, identify strategies that: Families have identified as being effective when discussing concerns about a child's development, and promote family-centered, collaborative practices that include information and referrals for resources and support. <i>(Field Experience B, Topic 4)</i></p> <p>In a written response, address the following: What are the four skills and examples discussed in the video that are necessary for successful teaming and integration of services for individuals with disabilities and their families? What are the different perspectives that individual team members offered on inclusion? What is the value of each team member and the importance of her or his contributions to their collective effort? Research a journal article for best practices on successful teaming and integration of services for individuals with disabilities and their families. Does the article support the video? Explain and provide the citation to your article. <i>(Field Experience C, Topic 5)</i> <i>(See syllabus for further details.)</i></p>
SPD530	6	<p>Interview a certified K-12 classroom teacher about pre-referral assessments and his or her role in the response to intervention (RTI) process <i>(Field Experience A, 2 hours, Topic 2)</i></p> <p>Interview a school psychologist about diagnostic assessments and his or her role in the process of evaluating individuals with exceptionalities. <i>(Field Experience B, 2 hours, Topic 3)</i></p>	<p>Your interview should address the following prompts: The criteria and distinguishing factors of RTI level one, RTI level two, and RTI level three; Examples of and how RTI level one, RTI level two, and RTI level three are administered to students; How the classroom teacher records and interprets information from the RTIs; How the RTI information is used in making eligibility, program and placement decisions for individuals with exceptionalities; and Strategies in communicating RTI results to various stakeholders. Summarize and reflect upon</p>



		<p>Interview a school specialist (occupational therapist, physical therapist, or speech pathologist) about diagnostic assessments and his or her role in the process of evaluating individuals with exceptionalities. <i>(Field Experience C, 2 hours, Topic 4)</i></p>	<p>your interview. <i>(Field Experience A, Topic 2)</i></p> <p>Your interview should address the following prompts: The criteria and distinguishing factors of nonbiased formal and informal diagnostic assessments; Examples of and how nonbiased formal diagnostic assessments are administered to individuals with exceptionalities, including any legal and ethical requirements; Examples of and how nonbiased informal diagnostic assessments are administered to individuals with exceptionalities, including any legal and ethical requirements; How the school psychologist interprets information from a nonbiased formal diagnostic assessment; How the school psychologist interprets information from a nonbiased informal diagnostic assessment; How the assessment information is used in making eligibility, program and placement decisions for individuals with exceptionalities; and Strategies in communicating assessment results to various stakeholders. Summarize and reflect upon your interview. <i>(Field Experience B, Topic 3)</i></p> <p>Your interview should address the following prompts: The criteria and distinguishing factors of nonbiased formal and informal specialized diagnostic assessments; Examples of and how nonbiased formal specialized diagnostic assessments are administered to individuals with exceptionalities, including any legal and ethical requirements; How the school specialist interprets information from a nonbiased formal specialized diagnostic assessment; How the school specialist interprets information from a nonbiased informal specialized diagnostic assessment; How the assessment information is used in making eligibility, program and placement decisions for individuals with exceptionalities; How the students need met if the assessment information does not result in a finding of a disability; and Strategies in communicating specialized assessment results to various stakeholders. Summarize and reflect upon your interview. <i>(Field Experience C, Topic 4)</i> <i>(See syllabus for further details.)</i></p>
POS500	3	Attend a school board meeting for a local school district.	Write a written reflection about your experience, address the following: Items addressed at the board meeting; Meeting attendees; Who presented; What you learned at this board meeting; and How you will use what you learned as a teacher. <i>(Topic 6)</i> <i>(See syllabus for further details.)</i>
SPD540	9	<p>Conduct 9 hours of research on learning environments for individuals with exceptionalities in the following settings:</p> <ul style="list-style-type: none"> • Setting 1: 4.5 hours in a K-8 classroom that services individuals with 	<p>Within each setting, observe the following:</p> <p>Demands of the learning environment, including:</p> <ul style="list-style-type: none"> • Learning demands • Social expectations • Demands on the teacher <p>Demands on the student(s) with exceptionalities:</p>



		<p>exceptionalities and may include an inclusion classroom, resource room, and/or a self-contained classroom.</p> <ul style="list-style-type: none"> Setting 2: 4.5 hours in a 9-12 classroom that services individuals with exceptionalities and may include an inclusion classroom, resource room, and/or a self-contained classroom. 	<ul style="list-style-type: none"> Demands on the other students in the environment; Classroom management theories and strategies employed for individuals with exceptionalities; Expectations for personal and social behavior in the learning environment; How the learning environment is designed to encourage active participation in individual and group activities; Whether the least intensive behavior management strategy was used and is consistent with the needs of individuals with exceptionalities; How the learning environment supported positive intracultural and intercultural experiences; and How the activities of paraeducators, volunteers, and tutors were structured, directed, and supported. <p>Based on your clinical field experiences in both settings, summarize your findings in written reflection. Within your reflection:</p> <ul style="list-style-type: none"> Summarize the findings of the observations. Draw conclusions from the observations. <p>Apply the conclusions you have drawn to your practice as a professional. (<i>Topic 5</i>) (See syllabus for further details.)</p>
SPD550	9	<p>Field experiences of 9 hours should include a mix of K-8 and 9-12 grade level settings, as well as a mix of students that are intellectually disabled, learning disabled, emotionally disabled, have orthopedic impairments, or other health impairments.</p>	<p>Complete two or more field experiences from the Focused Field Experience Activity List A. Reflect upon your clinical field experience choices in a written summary. (<i>Field Experience A, Topic 1</i>)</p> <p>Complete two or more field experiences from the Focused Field Experience Activity List B. (<i>Field Experience B, Topic 4</i>) (See syllabus for further details.)</p>
SPD560	9	<p>Field experiences of 9 hours should include a mix of K-8 and 9-12 grade level settings and students with language disabilities. Allocate 3 hours for each Field Experience - A, B, and C.</p>	<p>Complete one or more field experiences from the Focused Field Experience Activity List A. Reflect upon your field experience choices in a written summary. (<i>Field Experience A, Topic 5</i>)</p> <p>Complete one or more field experiences from the Focused Field Experience Activity List B. Reflect upon your field experience choices in a written summary. (<i>Field Experience B, Topic 5</i>)</p> <p>Complete one or more field experiences from the Focused Field Experience Activity List C. Reflect upon your field experience choices in a written summary. (<i>Field Experience C, Topic 5</i>) (See syllabus for further details.)</p>



ESL523	10	Field experiences of 10 hours for this course will include observing, interviewing, and being mentored by ELL instructors or administrators in a Title I setting.	<p>Interview the ELL instructor that you will observed teach, an ELL coordinator, or a district representative about how placement tests are used for ELLs. Write an essay based on the interview answers. <i>(Topic 3)</i></p> <p>Explore the learning environment and observe the lesson within the virtual ESL classroom. Chart the five instructional strategies for ELL classrooms and the conditions under which they are best utilized. <i>(Topic 4)</i></p> <p>Complete a practicum/field experience reflection for the classroom or classrooms you observed highlighting the SEI strategies utilized and the accommodations the instructor made during instruction for the cultural differences of the learners. <i>(Topic 6)</i> (See syllabus for further details.)</p>
ESL533	15	Field experiences of 15 hours for this course will include observing, interviewing, and being mentored by ELL instructors or administrators in a Title I setting.	<p>Explore the learning environment and observe the lesson within the virtual ESL classroom. For the group of students in the virtual classroom, create a new SIOP lesson plan that integrates language objectives, content objectives, and best instructional practices for ELLs, as well as authentic assessment. <i>(Topic 5)</i></p> <p>Interview and report on a local school’s placement practices for ELLs. <i>(Topic 6)</i> (See syllabus for further details.)</p>
SPD570	12	Field experiences of 12 hours should include a combination of K-8 and 9-12 grade level settings and students with exceptionalities. Allocate 3 hours for each Field Experience - A, B,C and D.	<p>Complete two or more field experiences from the Focused Field Experience Activity List A. Reflect upon your field experience choices in a written summary. <i>(Field Experience A, Topic 6)</i></p> <p>Complete two or more field experiences from the Focused Field Experience Activity List B. Reflect upon your field experience choices in a written summary. <i>(Field Experience B, Topic 6)</i></p> <p>Complete two or more field experiences from the Focused Field Experience Activity List C. Reflect upon your field experience choices in a written summary. <i>(Field Experience C, Topic 6)</i></p> <p>Complete two or more field experiences from the Focused Field Experience Activity List C. Reflect upon your field experience choices in a written summary. <i>(Field Experience D, Topic 6)</i> (See syllabus for further details.)</p>
SPD580	12	Utilize a K-12 grade level classroom setting that includes student(s) with language disabilities.	<p>Select two or more field experiences from the Focused Field Experience Activity List A. Reflect upon your field experience choices in a written summary. <i>(Field Experience A, 3 hours, Topic 1)</i></p>



		<p>Complete two or more field experiences from the Focused Field Experience Activity List B. Reflect upon your field experience choices in a written summary. (<i>Field Experience B, 3 hours, Topic 2</i>)</p> <p>Complete two or more field experiences from the Focused Field Experience Activity List C. Reflect upon your field experience choices in a written summary. (<i>Field Experience C, 3 hours, Topic 3</i>)</p> <p>Complete two or more field experiences from the Focused Field Experience Activity List D. Reflect upon your field experience choices in a written summary. (<i>Field Experience D, 3 hours, Topic 4</i>) (See syllabus for further details.)</p>
TOTAL	109	



Master of Education in Education Administration (Program started prior to March 19, 2015)

Course	Practicum Hours	Setting (Refer to syllabus for further details)	Associated Assignment Description (Refer to syllabus for further details)
EDA577	15	15-hour practicum/field experience in this course is framed by Action Inquiry and takes place in a Title I school.	With the guidance of the principal mentor, identify a problem that needs to be addressed or changed (e.g. school safety, class size, dropout rates, attendance patterns, discipline issues, homework, student motivation, etc.). Consider using the focus of the Action Inquiry process in the course. Develop a school improvement plan using the Plan-Do-Study-Act (PDSA) methodology. (See syllabus for further details.)
EDA555	15	15-hour practicum/field experience in this course is framed by Action Inquiry and takes place in a Title I school.	Analyze a scenario based on complaint of alleged unprofessional conduct. Assume the principal's role and develop a plan of action for an investigation into the allegations of possible misconduct on the part of Mr. Smithson. Write a plan of action. (See syllabus for further details.)
EDA535	15	15-hour practicum/field experience in this course is framed by Action Inquiry and may take place in your school. (Shadow principal).	Present a budget reduction plan. Assume the principal's role and develop a budget reduction plan with justifications based on specific line items. (See syllabus for further details.)
EDA551	15	15-hour practicum/field experience in this course is framed by Action Inquiry and takes place in a Title I school.	Analyze a scenario based on letter from a parent about a teacher. Assume the principal's role and develop a plan of action for an investigation into the allegations of possible misconduct on the part of the teacher. (See syllabus for further details.)
EDA561	20	20-hour practicum/field experience in this course is framed by Action Inquiry and takes place in a Title I school.	Respond to a letter from a concerned parent about the curriculum in your school. Include your justification for your response to the parent and your own reactions to the letter. (See syllabus for further details.)
EDA585	20	20-hour practicum/field experience in this course is framed by Action Inquiry and takes place in a Title I school.	Develop a School Excellence Plan. There are three primary sections to this assignment: Section One: School Profile and Current State of School; Section Two: Desired State of School; and Section Three: Suggested Improvement Plan. (See syllabus for further details.)
TOTAL	100		



Master of Education in Educational Administration / Master of Education in Educational Leadership (Program started on or after March 19, 2015)

Course	Practicum Hours	Setting (Refer to syllabus for further details)	Associated Assignment Description (Refer to syllabus for further details)
EAD501	10	Practicum/field experiences of 10 hours will include observing and participating with a principal.	<p>Discuss with your mentor principal the following topics: Program overview, candidate expectations, mentor expectations, field experiences and networking opportunities. Summarize your findings by completing a Critical Event Reflection (<i>Field Experience A, 1 hour</i>).</p> <p>Spend at least 6 of your field experience hours in the field to complete Field Experience B. Shadow your mentor principal for a day or a total of six (6) hours based on your and your principal's availability. Record what happens during the day and identify key decision points in relation to ISLLC standards to the function level, as well as the ethical standards for school administrators. Conclude the observation with an interview. Use the key decision points as discussion topics during your interview. Complete a Critical Event Reflection. (<i>Field Experience B, 6 hours</i>).</p> <p>Candidates will need to complete 3 remaining field experience hours to meet the required 10 hours. Hours may include attendance at a Governing Board Meeting, Council Meeting, etc. (See syllabus for further details.)</p>
EAD505	10	Practicum/field experiences of 10 hours will include observing and participating with a principal.	<p>Review the school board policy manual for your district. Interview a cabinet-level district official and discuss the process for creating and updating the manual. In the interview, discuss major areas that affect the day-to-day duties and functions of school principals. At the conclusion of the field experience, complete a Critical Event Reflection. (<i>Field Experience A, 2 hours</i>)</p> <p>Interview a principal regarding: (1) Some of the most common legal dilemmas he or she has to address. (2) The decision-making processes he or she uses to solve a legal dilemma. (3) His or her methods of communicating decisions. (4) An instance when he or she had to change a decision due to unintended outcomes. At the conclusion of the field experience, complete a Critical Event Reflection. (<i>Field Experience B, 3 hours</i>)</p> <p>Review the requirements for the current Individuals with Disabilities Education Improvement Act (IDEA) and meet with a special education director, school psychologist, or special education teacher. In the meeting, discuss the responsibilities</p>



			<p>of principals in meeting the IDEA guidelines. Compile a list of principal functions that are needed for a school to meet IDEA guidelines and best serve special education students. Include a brief list of community resources identified by the person you interviewed. Using the Critical Event Reflection form, summarize the interview and write a short narrative summarizing how your findings might affect your own practice as a principal. <i>(Field Experience C, 2 hours)</i></p> <p>Identify a current safety-related issue in your school. Present the issue to your mentor principal. Create a PowerPoint or Prezi presentation that you would present to Site Council explaining the issue and requesting ideas and concerns related to the issue. <i>(Field Experience, 3 hours)</i> (See syllabus for further details.)</p>
EAD510	10	<p>Practicum/field experiences of 10 hours will include observing and participating with a principal.</p>	<p>Interview the teacher, staff or volunteer who runs the program for which you are conducting a needs assessment in this topic's assignment. Include the following: Information on the success of the program's current budget; Needs the small group currently has and expects to have in the upcoming year; How the small group sponsor could envision those needs being met in the upcoming year; How the small group is aligned to the school's mission and values; and How the small group sponsor believes the course supports the success of students. At the conclusion of the field experience, complete a Critical Event Reflection. <i>(Field Experience A, 2 hours)</i></p> <p>Review at least one small group or classroom budget at your school. Discuss the chosen budget with the teacher or leader who is responsible for the development and administration of said budget. In your conversation, find out how the budget was developed, shared with stakeholders, and implemented. Using the Critical Event Reflection form, writing a short narrative explain how your findings might affect your own practice as a principal. Include how this small group budget supports the school's mission and vision. <i>(Field Experience B, 2 hours)</i></p> <p>Review the site budget at your school and interview the principal or other member of the Site Council who was involved in its construction. Include the following: Successes of the current budget; Data used in identifying and analyzing needs for the next 3 years; and Needs the school currently has and expects in the upcoming year based on previous years' needs analyses. At the conclusion of the field experience,</p>



			<p>complete a Critical Event Reflection. (<i>Field Experience C, 2 hours</i>)</p> <p>Interview your principal or another school principal about planning a site budget and request to review the school's current and previous year's budget. Ask the principal to describe how the current budget was developed, including the timeframe, who was involved, and the defense and modification process. In addition, review the differences between the current and previous budget, asking the principal to provide insight on any differences. At the conclusion of the field experience, complete a Critical Event Reflection. (<i>Field Experience D, 2 hours</i>)</p> <p>Candidates will need to complete 2 remaining field experience hours to meet the required 10 hours. Hours may include attendance at a Governing Board Meeting, Council Meeting, etc. (See syllabus for further details.)</p>
EAD513	10	<p>Practicum/field experiences of 10 hours will include observing and participating with a principal.</p>	<p>Observe basic classroom routines of two different teachers. Analyze specific classroom routines, activities, and environmental factors that support a positive student-centered culture. Following the observations, write 2-3 research-based recommendations for one teacher to promote a more positive student-centered culture. Incorporate 2-3 evidence-centered research articles. In your recommendations include: How to implement the strategy; What are the expected effects; and How will the recommendations align to the school's vision. Submit the recommendations to your mentor administrator for feedback. Write a summary of your observations and the researched-based recommendations you made for the teacher. Incorporate your mentor's feedback. (<i>Field Experience A, 3 hours</i>)</p> <p>Interview three to four school staff members determining how each supports the school's vision and mission in shaping school culture. In addition, inquire how each staff member promotes the school's vision and mission with other stakeholder groups such as district representatives and community members. Summarize your findings in a Critical Event Reflection. (<i>Field Experience B, 4 hours</i>)</p> <p>Comprehensively review and evaluate your school's student code of conduct and discipline management plan in terms of how the plan ensures social justice, equity, confidentiality, acceptance, and respect between and among students and</p>



			<p>faculty within the school. Collect additional information related to student code of conduct and discipline management plans by interviewing staff, reviewing documents and artifacts, and thoroughly researching the topic. Briefly summarize artifacts and interview sessions and evaluate how the items collected align with the school mission and vision statements. <i>(Field Experience C, 3 hours)</i></p> <p>(See syllabus for further details.)</p>
EAD520	10	<p>Practicum/field experiences of 10 hours will include observing and participating with a principal.</p>	<p>Interview three teachers from at least two different school settings (public vs. charter vs. private). Ask the teachers about: Instructional challenges and curricular demands of one core content area or grade level; How they utilize technology to support diverse learners; How they maximize the learning opportunities for all students; How the curriculum and instruction is related to the school's vision and mission. In addition, review at least one lesson plan and supplemental material from the identified content area. At the conclusion of the field experience, complete a Critical Event Reflection. <i>(Field Experience A, 3 hours)</i></p> <p>Interview at least one teacher regarding improvements he or she has made to integrate curriculum across content areas. Consider the following: Content and learning objectives; Alignment to the state academic standards; Pre- and post-test data; and Strategies for improvement. At the conclusion of the field experience, complete a Critical Event Reflection. <i>(Field Experience B, 2 hours)</i></p> <p>Interview two different individuals who have gone through a textbook selection process; one from the district and one from the site. Request details about the experience, including: the process that was used; who was involved (position and role, internal and external); collaboration aspects; whether the materials were reviewed for cultural bias; how the standards were incorporated into the process, what worked well, and what did not; and If the person has recommendations for the future. At the conclusion of the field experience, complete a Critical Event Reflection. <i>(Field Experience C, 2 hours)</i></p> <p>Analyze the curriculum at your school site by surveying a group of teachers who teach the same area (e.g., grade level or content area). Ask where they feel there are holes in the curriculum they are given to implement and what they do to fill in those holes. At the conclusion of the field experience, complete a Critical Event Reflection. <i>(Field Experience D, 3 hours)</i></p>



EAD523	10	<p>Practicum/field experiences of 10 hours will include observing and participating with a principal.</p>	<p>(See syllabus for further details.)</p> <p>Interview your principal or another instructional leader on the topic of professional development. Consider: What topics are present in the professional development program? How was the program developed and who were the participants in the development process? How does professional development support the school's Continuous Improvement Plan? Submit the question set along with a Critical Event Reflection. <i>(Field Experience A, 1 hour)</i></p> <p>Share the professional development session outline and evaluation described in the preceding assignment with your principal mentor, seeking feedback. Complete a 150-250-word Critical Event Reflection on the presentation. <i>(Field Experience B, 1 hour)</i></p> <p>Collaborate with your mentor principal to identify a teacher who is willing to work with you on this particular process. Interview a teacher new to the school, and gather information about their induction or welcoming to the school. Ask questions such as: What went well? What could be improved? What do they know now that they wish they knew then? Include any topic the teacher adds during the interview that might enhance the induction process. Complete a Critical Event Reflection on the interview. <i>(Field Experience C, 2 hours)</i></p> <p>Present the "Developing Teachers to Improve Unit Plans Using Technology" presentation you developed to the subgroup identified. Gain feedback, using the previously created evaluation form, from all professional development participants. After presenting your professional development and reflecting upon the evaluations received, complete a Critical Event Reflection. <i>(Field Experience D, 2 hours)</i></p> <p>Revise a professional development session and deliver it to at least two teachers and your mentor principal. The session must be designed to increase the capacity of faculty in a way that aligns to the school vision and mission and promotes student learning. It must also incorporate school-based data and/or evidence-based research to substantiate it. Using any of the professional development assignments submitted earlier in this course: Revise your submission utilizing feedback you received from your mentor principal, site teachers, peers, and course instructor. Design the session to increase the capacity of faculty in a way that aligns to the school vision and mission and promotes student learning. Include how you will communicate this information to community members.</p>
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			<p>Incorporate school-based data and/or evidence-based research to substantiate it. Deliver the revised version to at least two teachers and your mentor principal. Provide participants an evaluation form to give you feedback. Write a summary of the presentation, the feedback you received, improvements to be made based on the feedback, and next steps you would take as a principal to ensure the skills learned in the professional development are embedded in classroom instruction. <i>(Field Experience D, 4 hours)</i> (See syllabus for further details.)</p>
EAD530	10	<p>Practicum/field experiences of 10 hours will include observing and participating with a principal.</p>	<p>This assignment is focused on observation and not evaluation or coaching. Working in conjunction with your mentor principal, conduct two short observations of two different teachers, during instructional time. Each observation should be approximately 10 minutes long and focus on the effectiveness of instruction and quality instructional environment. Share your written observations with your mentor principal, and discuss similar and different findings (inter-rater reliability). Did you and your mentor principal focus on the same things? Summarize your findings in a Critical Event Reflection. <i>(Field Experience A, 2 hours)</i></p> <p>Schedule and conduct an informal observation of a proficient teacher. Coordinate with your mentor principal to conduct the observation, and review your observation comments. With your mentor, conduct a collaborative post-conference with the teacher. Allow the teacher to reflect upon the activities and outcomes that took place during the observation, ask clarifying questions if needed, and share your feedback. Summarize your findings in a Critical Event Reflection. <i>(Field Experience B, 1 hour)</i></p> <p>In collaboration with your mentor principal, if possible observe a pre-conference and observation of a special education teacher. Collaboratively reflect upon the teacher's performance including agreed upon ideas for enhancing instructional delivery and student learning outcomes. Summarize your findings in a Critical Event Reflection. <i>(Field Experience C, 1 hour)</i></p>



			<p>In a summary, consider the following:</p> <ol style="list-style-type: none"> 1. How would you describe the classroom environment and climate during these three observations? 2. What instructional strategies were utilized during these three observations? 3. Describe the student engagement strategies utilized by the teacher and discuss their effectiveness. 4. What strategies, if any, were used to differentiate instruction during these three observations? 5. How did the teacher check for understanding? 6. Identify examples during the observations that reinforce students using higher-order thinking skills. 7. What technology resources, if any, were demonstrated during the observations? How were they utilized? 8. After each observation, what positive feedback did you give this teacher? Be specific in justifying your feedback. 9. After each observation, what constructive feedback did you give this teacher? What evidence would you cite to justify this feedback? 10. What improvements did you notice between the first observation and the last? 11. What additional coaching strategies would you employ with this teacher? <p>Cite 2-3 resources to support your feedback. Include a self-reflection about your role in coaching a teacher. <i>(Field Experience D, 4 hours)</i></p> <p>Schedule and conduct formal observations of teachers in elective or special areas. Summarize your findings in a Critical Event Reflection. <i>(Field Experience E, 2 hours)</i></p> <p><i>(See syllabus for further details.)</i></p>
EAD533	10	Practicum/field experiences of 10 hours will include observing and participating with a principal.	<p>Observe a leader of a school-based group and assess the leader's guidance, participation, and demonstrated behaviors while the leader is working with the group. At the conclusion of the field experience, complete a Critical Event Reflection based on your observation. <i>(Field Experience A, 2 hours)</i></p> <p>Evaluate an instructional leader's analysis of academic data and meet with that leader to discuss the analysis process and possible actions based on the data. At the conclusion of the field experience, complete a Critical Event Reflection. <i>(Field Experience B, 2 hours)</i></p>



			<p>Obtain permission from a teacher to allow you and an instructional leader to conduct a peer observation. Your role is to be present during the peer observation while the instructional leader observes and collects data. Allow the instructional leader time to create the observation feedback documentation. Provide feedback to the instructional leader regarding written peer observation feedback of the teacher. Discuss your observations with the instructional leader. At the conclusion of the field experience, complete a Critical Event Reflection. <i>(Field Experience C, 2 hours)</i></p> <p>Complete two cycles of pre-conferencing, observing, and evaluating an instructional leader giving peer feedback to a teacher on his or her performance in the classroom. Consider: How did the instructional leader establish rapport with the teacher? What instructional strategies were suggested during these observations? Describe the teacher engagement strategies utilized by the instructional leader and discuss their effectiveness. What strategies, if any, were suggested to the teacher to differentiate instruction during the observations? What positive feedback did the instructional leader give the teachers? Be specific in justifying your feedback. What constructive feedback did the instructional leader give the teachers? What evidence would you cite to justify this feedback? What additional coaching strategies would you employ with the teachers? How might you use coaching strategies to develop the teacher? What suggestions, if any, did you provide to the instructional leader? <i>(Field Experience D, 4 hours)</i></p> <p><i>(See syllabus for further details.)</i></p>
EAD536	10	See syllabus for further details.	See syllabus for further details.
TOTAL	90		



Master of Education in Educational Leadership (Program started prior to March 19, 2015)

Course	Practicum Hours	Setting (Refer to syllabus for further details)	Associated Assignment Description (Refer to syllabus for further details)
EDA577	15	15-hour practicum/field experience in this course is framed by Action Inquiry and takes place in a Title I school.	With the guidance of the principal mentor, identify a problem that needs to be addressed or changed (e.g. school safety, class size, dropout rates, attendance patterns, discipline issues, homework, student motivation, etc.). Consider using the focus of the Action Inquiry process in the course. Develop a school improvement plan using the Plan-Do-Study-Act (PDSA) methodology. (See syllabus for further details.)
EDA555	15	15-hour practicum/field experience in this course is framed by Action Inquiry and takes place in a Title I school.	Analyze a scenario based on complaint of alleged unprofessional conduct. Assume the principal's role and develop a plan of action for an investigation into the allegations of possible misconduct on the part of Mr. Smithson. Write a plan of action. (See syllabus for further details.)
EDA535	15	15-hour practicum/field experience in this course is framed by Action Inquiry and may take place in your school. (Shadow principal).	Present a budget reduction plan. Assume the principal's role and develop a budget reduction plan with justifications based on specific line items. (See syllabus for further details.)
EDA551	15	15-hour practicum/field experience in this course is framed by Action Inquiry and takes place in a Title I school.	Analyze a scenario based on letter from a parent about a teacher. Assume the principal's role and develop a plan of action for an investigation into the allegations of possible misconduct on the part of the teacher. (See syllabus for further details.)
EDA561	20	20-hour practicum/field experience in this course is framed by Action Inquiry and takes place in a Title I school.	Respond to a letter from a concerned parent about the curriculum in your school. Include your justification for your response to the parent and your own reactions to the letter. (See syllabus for further details.)
TOTAL	80		



Master of Education in Special Education for Certified Special Educators

Course	Practicum Hours	Setting (Refer to syllabus for further details)	Associated Assignment Description (Refer to syllabus for further details)
SPE510	15	Spend 15 hours in a setting that serves a student with a learning disability. This setting can be a resource room or a regular educational setting in which the student is mainstreamed.	<p>1) Research “what is a learning disability” and “how do individuals with learning disabilities process information? What are the challenges related to those individuals process information?” by using the GCU eLibrary and the Internet.</p> <p>2) Identify a student who has a learning disability and answer the following questions: In which academic areas does the student struggle? In which academic areas does the student have strengths? How does the student’s disability influence the ability to socially interact with others (social skills)?</p> <p>3) Identify one area in which the student academically struggles. Write and implement a lesson plan following these steps based on Hunter’s model</p> <p>4) Write an essay in which you include information from each of the three parts above. (See syllabus for further details.)</p>
SPE512	15	Spend 15 hours in the practicum experience for this course. Before beginning the assignment, you must first identify students with one or more of the following disabilities: LD, ED, PI, HI, and/or ID. You must identify one student in early childhood special education and one secondary student.	<p>Write two case studies, one on each of the two students selected for this assignment, a student in early childhood special education and a secondary student who is in the process of transitioning, but who does not yet have a transition plan in place. (See syllabus for further details.)</p>
SPE513	15	Spend 15 hours in a self-contained setting that serves individuals with emotional disabilities.	<p>Make a 3-column chart with the following titles: Observation, Reflection, and Recommendation. Using your notes from your practicum experience, complete the columns according to the following:</p> <p>In the Observation column, write that which you observed in terms of instructional practice, behavior interventions and modifications, and systems.</p> <p>In the Reflection column, write your reflection in terms of whether or not you believe this instruction, behavior, or system to be effective.</p> <p>In the Recommendation column, discuss what you would recommend in terms of improving that which you observed (be specific). (See syllabus for further details.)</p>



SPE539	15	<p>Select three classrooms that serve students with physical and/or health impairments. Two observations must be in different grade levels and one placement must be in a Title 1 school. Each observation will be 5 hours (15 hours total practicum experience). You will be working to identify and evaluate instructional, behavioral, and social skills accommodations/modifications for students with physical and/or health impairments.</p> <p>You may choose to do one of the 5-hour observations in a regular educational setting which serves at least one student with a physical and/or health impairment.</p>	<p>1) Identify a minimum of 10 accommodations and/or modifications that teachers use to assist students with physical and/or health impairments. Describe them in detail and then evaluate them according to research findings using a minimum of 10 references.</p> <p>2) Select three accommodations/modifications to implement with a student who has physical or health impairment (you may use three different students if desired). Implement them under the auspices of the mentor teacher.</p> <p>3) Obtain parental permission to access the student's IEP (or choose one of the three students). Analyze the student's IEP.</p> <p>4) Write an essay that encompasses the three sections. Ensure that responses to the above questions are inherent within the essay and not simply supplied as short answers. (See syllabus for further details.)</p>
TOTAL	60		



Master of Education in Curriculum & Instruction: Reading

Course	Practicum Hours	Setting (Refer to syllabus for further details)	Associated Assignment Description (Refer to syllabus for further details)
Elementary Emphasis			
RDG-581	90	As practicing educators, learners have the option of completing the practicum hours within their own classroom. Please visit the link below for additional site options: http://www.gcu.edu/College-of-Education/Clinical-Practice/General-Practicum-Information/RDG-TEC-TESOL-Practicum-Course-FAQs.php	Identify a subject or group of subjects in your (1st – 8th grade) classroom or tutoring environment who is (are) struggling in reading. You will conduct a case study research project. Your practicum hours (90) will be used to facilitate that process. Create and implement a 4-week plan of action to improve the literacy of the student(s). (See syllabus for further details.)
Secondary Emphasis			
RDG-586	90	As practicing educators, learners have the option of completing the practicum hours within their own classroom. Please visit the link below for additional site options: http://www.gcu.edu/College-of-Education/Clinical-Practice/General-Practicum-Information/RDG-TEC-TESOL-Practicum-Course-FAQs.php	Identify a subject or group of subjects in your (6th – 12th grade) classroom or tutoring environment who is (are) struggling in reading. You will conduct a case study research project. Your practicum hours (90) will be used to facilitate that process. Create and implement a 4-week plan of action to improve the literacy of the student(s). (See syllabus for further details.)



Master of Education in Curriculum & Instruction: Technology

Course	Practicum Hours	Setting (Refer to syllabus for further details)	Associated Assignment Description (Refer to syllabus for further details)
TEC-591	90	As practicing educators, learners have the option of completing the practicum hours within their own classroom. Please visit the link below for additional site options: http://www.gcu.edu/College-of-Education/Clinical-Practice/General-Practicum-Information/RDG-TEC-TESOL-Practicum-Course-FAQs.php	Students spend purposeful time in a technology-rich classroom. Create a Practicum Action Plan and implement the use of technology within the set parameters of the personal plan. (See syllabus for further details.)

Master of Education in Curriculum & Instruction: TESOL

Course	Practicum Hours	Setting (Refer to syllabus for further details)	Associated Assignment Description (Refer to syllabus for further details)
TSL-560	60	As practicing educators, learners have the option of completing the practicum hours within their own classroom. Please visit the link below for additional site options: http://www.gcu.edu/College-of-Education/Clinical-Practice/General-Practicum-Information/RDG-TEC-TESOL-Practicum-Course-FAQs.php	Plan and design pre-assessments, lesson design and delivery, formative assessment, and summative assessment of the English as Second Language (ESL) student(s). As a final step, review your activities and reflect on your contributions over the past 8 weeks. (See syllabus for further details.)

Practicum/Field Experience requirements are dependent upon program of study, as well as, program version. Contact your Student Service Advisor for questions regarding your individual program of study and/or program version.