

University of Louisiana at Lafayette

College of Education

Field Experience Handbook

Spring 2004

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COLLEGE OF EDUCATION MISSION STATEMENT

The mission of the College of Education at the University of Louisiana at Lafayette is built on the three pillars of the academy: Teaching, Scholarship, and Service. A commitment to high standards in each of these areas enables the College to be responsive to community, regional, and state needs while addressing national and international concerns. Through Teaching, Scholarship, and Service, the College strives to prepare outstanding teachers, educational leaders, and other professionals in related domains, while developing viable public and private partnerships which systematically improve education. This mission, being fundamental and timeless, represents the professional and ethical imperative of the College of Education to be attentive to the needs of contemporary college students and to the challenges of serving a diverse, modern society.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK: THE RESPONSIVE PROFESSIONAL

The Conceptual Framework of the UL Lafayette College of Education is designed to expand upon the institution's commitment to be a responsive university. The College strives for excellence in the production of **Responsive Professionals** – individuals who serve the community with professionalism and leadership in Education and allied fields. The College of Education's Conceptual Framework forms a foundation for innovative, interdisciplinary, and research-based curricula dedicated to the development of reflective practitioners who demonstrate expertise in knowledge and practice. Through these programs, the College fosters a respect for diversity and a commitment to professionalism.

**CONCEPTUAL FRAMEWORK UNIT OUTCOMES ALIGNED
WITH KNOWLEDGE, SKILLS, AND DISPOSITIONS**

	KNOWLEDGE	SKILLS	DISPOSITIONS
<p>KNOWLEDGE AND EXPERTISE IN PRACTICE</p> <p>The <i>Responsive Professional</i> demonstrates knowledge of content disciplines and engages in effective pedagogical practices.</p>	<p>CF-K1 Knows, understands, and applies multiple theoretical perspectives on human development and learning..</p> <p>CF-K2 Demonstrates knowledge of content discipline and related standards.</p> <p>CF-K3 Knows and demonstrates appropriate use of instructional resources and instructional methodologies for subject matter content</p> <p>CF-K7 Uses and integrates technology as appropriate</p> <p>CF-K9 Identifies and articulates relevant education policies and laws.</p>	<p>CF-K1 Knows, understands, and applies multiple theoretical perspectives on human development and learning.</p> <p>CF-K3 Knows and demonstrates appropriate use of instructional resources and methodologies for subject matter content.</p> <p>CF-K4 Plans and implements effective standards-based learning experiences.</p> <p>CF-K5 Applies a variety of appropriate and effective assessment techniques to facilitate and monitor student academic growth and program improvement.</p> <p>CF-K6 Demonstrates effective management skills.</p> <p>CF-K7 Uses and integrates technology as appropriate.</p> <p>CF-K8 Models and utilizes effective planning that incorporates higher order thinking.</p>	<p>Disp. 1. Candidates demonstrate commitment to professionalism.</p> <p>Disp. 2. Candidates identify and demonstrate appreciation of the importance of diversity and its impact.</p> <p>Disp. 3. Candidates demonstrate commitment to learning and to participation in professional organizations and currency in the field.</p> <p>Disp. 6. Candidates demonstrate collaboration with other professionals to affect student learning.</p> <p>Disp. 7. Candidates demonstrate commitment to critical thinking and problem solving.</p> <p>Disp 8. Candidates value the use of data to inform decisions.</p>
<p>REFLECTION</p> <p>The <i>Responsive Professional</i> actively, persistently, and carefully considers practice, experiences, and available alternatives to guide decision-making.</p>	<p>CF-R2 Uses assessment and evaluation to inform instruction.</p>	<p>CF-R1 Reviews systematically one's own educational practices and learns from experience.</p> <p>CF-R2 Uses assessment and evaluation to inform instruction</p> <p>CF-R3 Searches persistently for information and solutions to problems.</p>	<p>Disp. 4 Candidates demonstrate self-direction in learning and practice.</p> <p>Disp 7 Candidates demonstrate commitment to critical thinking and problem solving.</p> <p>Disp 8 Candidates value the use of data to inform decisions.</p>
<p>DIVERSITY</p> <p>The <i>Responsive Professional</i> articulates an understanding that beliefs, traditions, and values across and within cultures can affect both learning and relationships with learners, their families and the community.</p>	<p>CF-D2 Accommodates learning styles and individual needs through developmentally appropriate practices.</p> <p>CF-D5 Is informed about and responsive to cultural differences.</p>	<p>CF-D1 Fosters inclusive learning environments in which diversity is valued and learners are taught to live harmoniously.</p> <p>CF-D2 Accommodates learning styles and individual needs through developmentally appropriate practices..</p> <p>CF-D3 Engages and involves students in relevant and challenging learning experiences.</p>	<p>Disp. 2 Candidates identify and demonstrate appreciation of the importance of diversity and its impact.</p> <p>Disp. 5 Candidates value the role of community and of the family in the learning process.</p>
<p>PROFESSIONALISM</p> <p>The <i>Responsive Professional</i> actively seeks opportunities to grow professionally, collaborates to meet complex needs of learners, advocates educational principles, and models leadership skills.</p>	<p>CF-P4 Demonstrates problem solving, interpersonal communication, and decision-making skills in leadership roles.</p>	<p>CF-P1 Collaborates effectively with students, parents, and colleagues.</p> <p>CF-P4 Demonstrates problem solving, interpersonal communication, and decision-making skills in leadership roles.</p>	<p>Disp.1 Candidates demonstrate commitment to professionalism.</p> <p>Disp. 2 Candidates identify and demonstrate appreciation of the importance of diversity and its impact.</p> <p>Disp. 3 Candidates demonstrate commitment to learning and to participation in professional organizations and currency in the field.</p> <p>Disp. 4 Candidates</p>

			<p>demonstrate self-direction in learning and practice.</p> <p>Disp. 5 Candidates value the role of community and of the family in the learning process.</p> <p>Disp. 6 Candidates demonstrate collaboration with other professionals to affect student learning.</p> <p>Disp. 7. Candidates demonstrate commitment to critical thinking and problem solving.</p> <p>Disp. 8 Candidates value the use of data to inform decisions.</p>
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SECTION 1 INTRODUCTION

The purpose of the Field Experience Handbook is to describe the Field Experience Program in the College of Education at the University of Louisiana at Lafayette. Field experiences are an integral part of UL Lafayette's Teacher Education Program. The Field Experience Program meets LCET, INTASC, and NBPTS standards.¹ As part of its recent revision of teacher certification guidelines, Louisiana mandates the following standard for field experiences:

In addition to the student teaching experience, students should be provided actual teaching experience (in addition to observations) in classroom settings during their sophomore, junior, and senior years within schools with varied socioeconomic and cultural characteristics. It is recommended that preservice teachers be provided a minimum of 180 hours of direct teaching experience in field-based settings prior to student teaching.²

Definition and Purpose of the Field Experience Program

The Field Experience Program is the component of the Teacher Education Program that provides teacher candidates with systematic and realistic contacts with teaching in K-12 instructional settings before student teaching. Field experiences enrich academic coursework by providing candidates with opportunities to observe and participate in the day-to-day life of instruction at participating schools and related instructional settings. Through reflection, candidates begin to learn how to implement and demonstrate expertise in knowledge and practice in real world environments. Field experiences promote awareness and understanding of diversity in the community. In addition, it is through field experiences that candidates begin their lifelong commitment to ongoing professionalism as they learn to engage in service, advocacy, collaboration, and leadership. Through this process, the teacher candidate is integrated into the College of Education's Conceptual Framework of ***The Responsive Professional***.

¹ LCET stands for Louisiana Components of Effective Teaching. INTASC stands for Interstate New Teacher Assessment and Support Consortium. NBPTS stands for National Board for Professional Teaching Standards.

² Louisiana Board of Regents, & Board of Elementary and Secondary Education. (October 2001). *Final revision of guidelines for submission and review of Redesigned Teacher Preparation Programs* (p. 31). Baton Rouge, LA: Louisiana Board of Regents.

Field experience opportunities provided by the College of Education allow teacher candidates to experience both early and continuing field-based view points in which they may observe, assist, tutor, instruct, and interact with students, teachers, related service providers, and administrators. A hierarchy of experiences is woven throughout the program from urban to rural schools, from large to small schools, from low performing to high performing schools, from public to private schools, from private homes to various community contexts. Most field experiences take place in off-campus settings within the Region IV area, such as schools, hospitals, private homes, allied health centers, and homeless shelters. (Region IV includes Acadia, Evangeline, Iberia, Lafayette, St. Landry, St. Mary, St. Martin, and Vermilion Parishes.)

Objectives of Field Experiences

The overall objective of the Field Experience Program is to help teacher candidates develop and demonstrate the knowledge, skills, and dispositions that will enable them to become master teaching professionals. The objectives listed below apply to all certification programs: Early Childhood Education, Elementary Education, Kinesiology, Middle School Education, Secondary Education, and Special Education. (Specific objectives for each course appear in the course syllabus.)

Objectives Across All Field Experience Levels

These objectives are developmental and continuous throughout all the field experience levels. These are generic objectives that apply to all certification programs: Early Childhood Education, Elementary Education, Kinesiology, Middle School Education, Secondary Education, and Special Education. The following measurable objectives identify the proficiencies candidates will acquire throughout all field experience levels.

1. Develop an understanding of the real-world instructional professional.
2. Participate in hands-on experiences in instructional settings.
3. Exhibit skill in integrating technology and instruction.
4. Demonstrate knowledge and skill in effective management in instructional settings.
5. Demonstrate knowledge and understanding of student assessment.
6. Identify and clarify personal values, attitudes, beliefs, and prejudices in reference to members of diverse groups.
7. Establish cooperative relationships with effective instructional professionals.
8. Engage in collaborative sharing of ideas, resources, and expertise in educational practices.
8. Observe the collaborative interaction between and among instructional settings, teachers, parents, community, and related service providers.

9. Develop self-confidence in the ability to make judgments about effective instruction.
10. Observe, identify, and describe the connection between the University of Louisiana at Lafayette's Teacher Certification Program and the world of practice.

Objectives Specific to Level I Field Experiences

These are generic objectives that apply to all certification programs: Early Childhood Education, Elementary Education, Kinesiology, Middle School Education, Secondary Education, and Special Education. The following measurable objectives identify the proficiencies candidates will acquire through Level I field experiences.

1. Begin to think of themselves as professionals.
2. Observe, identify, and describe how various learning environments are set up and how they affect student and adult behaviors.
3. Observe, identify, and describe strategies that motivate students to learn.
4. Observe, identify, and describe various instructional strategies.
5. Observe, identify, and describe various instructional styles.
6. Observe, identify and describe effective instructional assessment.
7. Observe, identify, and describe how lesson plans are applied and implemented during instruction.
8. Observe, identify, and describe the implementation of management techniques in instructional settings.
9. Observe, identify, and describe various discipline techniques implemented in instructional settings.
10. Observe, identify, and describe characteristics and practices of teachers and related service providers that candidates wish to emulate in their own instructional profession.

Objectives Specific to Level II Field Experiences

These are generic objectives that apply to all certification programs: Early Childhood Education, Elementary Education, Kinesiology, Middle School Education, Secondary Education, and Special Education. The following measurable objectives identify the proficiencies candidates will acquire through Level II field experiences.

1. Develop and implement lesson plans specific to a content area.
2. Instruct students in specific content areas.
3. Select and apply effective instructional strategies.
4. Select and apply strategies to motivate students to learn.
5. Select and apply effective instructional assessment.

6. Implement effective instructional management techniques.
7. Integrate technology and instruction, e.g., power point presentations.
8. Instruct individual students and small and large groups of students.
9. Confer with cooperating teachers and related service providers about candidate performance.

Objectives Specific to Level III Field Experiences

These are generic objectives that apply to all certification programs: Early Childhood Education, Elementary Education, Kinesiology, Middle School Education, Secondary Education, and Special Education. The following measurable objectives identify the proficiencies candidates will acquire through Level III field experiences.

Knowledge in Expertise and Practice

1. Demonstrate knowledge of students.
2. Demonstrate knowledge of content, pedagogy, and resources.
3. Establish a culture of learning
4. Communicate clearly and accurately.
5. Use effective question and discussion techniques.
6. Engage students in learning.
7. Assess student learning.
8. Provide timely feedback to students.
9. Create a classroom environment of respect and support.
10. Communicate with families.

Planning

1. Introduce self to the students in a creative manner.
2. Design coherent instruction.
3. Become actively involved in the classroom instructional program.
4. Select appropriate instructional goals.

Professionalism

1. Exhibit instructional excellence and continuity by maintaining attendance and punctuality.
2. Observe teachers other than the cooperating teacher, including other subject or grade-level teachers.

3. Grow and develop professionally, accepting suggestions and criticisms in a professional spirit.
4. Conform to rules, philosophy, and policies of the assigned school, including the school day schedule and yearly calendar.
5. Maintain proper professional relationships with all other school personnel.
6. Communicate as early as possible to your supervisor, concerns, or problems.
7. Critique current professional readings.
8. Learn about the physical plant, where various facilities are located, and what rules govern their use.
9. Exhibit a professional attitude with students, faculty, and staff at all times.
10. Perform willingly and cheerfully extra duties, such as supervision in the cafeteria, on the school grounds, and in the halls.
11. Participate in non-instructional activities, such as faculty meetings and parent-teacher conferences.
12. Contribute to the school and district by participating in extra-curricular activities.
13. Reflect on teaching, and adjust lessons as needed.

Classroom Management

1. Manage classroom procedures to provide an effective learning climate.
2. Establish and implement a successful classroom discipline plan in collaboration with the cooperating teacher.
3. Organize the physical space so that it is conducive to learning.
4. Maintain accurate records.

Benefits of the Field Experience Program

The Teacher Education Field Experience Program provides benefits to teacher candidates, cooperating teachers, related service providers, participating schools, related instructional settings, and the University.

Benefits to Teacher Candidates

1. Provides knowledge about the teaching profession in order to make wise and early career decisions.
2. Exposes candidates to the roles, responsibilities, and professional relationships of teachers and related service providers.

3. Exposes candidates to the diverse populations they will encounter as teachers.
4. Enables candidates to acquire a deeper understanding of the multiple dimensions of child and adolescent development.
5. Empowers candidates to reflect on their own beliefs, practices, and choices as developing professionals.

Benefits to Cooperating Teachers and Related Service Providers

1. Provides cooperating teachers and related service providers with skilled instructional aides.
2. Allows cooperating teachers and related service providers to become mentors and model effective instruction.
3. Provides cooperating teachers and related service providers with an update of new instructional ideas and strategies.
4. Allows cooperating teachers and related service providers to sharpen and strengthen their own instructional techniques.

Benefits to Participating Schools and Related Instructional Settings

1. Provides principals and related service administrators with an opportunity to preview and observe potential candidates for instructional positions.
2. Provides participating schools and related instructional settings with an update of new instructional ideas and strategies.
3. Provides mutual professional collaboration between the University and participating schools and related instructional settings.

Benefits to the University

1. Provides mutual professional collaboration between the University and participating schools and related instructional settings.
2. Increases the University's visibility in the community.
3. Connects the University's Teacher Education Program with the world of practice.
4. Acquires input from experienced professionals for improving the Teacher Education Program.

SECTION 2

LEVELS AND SEQUENCE OF FIELD EXPERIENCES

Levels of Field Experiences

The UL Lafayette Teacher Education Program has three levels of field experiences: Level I, Level II, and Level III. As candidates progress through the certification program, field experiences are integrated throughout all upper division courses.

Level I is Early Field Experience and is initiated in EDFL 106-Introduction to Education. This course is required during the first semester after candidates have declared education as a major and requires 30 hours of field experiences. Level I field experiences are completed during junior division prior to entrance into the teacher education program. Therefore, Level I is the first of a graduated series of field-based experiences through which candidates are introduced into the world of instruction. The overall goal of Level I field experiences is to assist candidates to begin thinking of themselves as professional educators. **Candidates are expected to complete most Level I field experiences outside of class time.**

Level II Field Experience is Professional Education Teacher Methods and begins when candidates enter upper division. In the Early Childhood and Elementary School Programs, Level II field experiences are structured through methods courses in Block I, Block II, and Block III. Level II field experiences in the Middle School Program include Block I and Block II. Each methods course requires a field experience consistent with course content, state and national content standards, and state certification requirements. Level II field experiences require that candidates develop lessons and assume a measure of responsibility for instruction. Throughout the experiences, candidates reflect on and assess their personal strengths and limitations under the guidance of the university professor. **With the exception of some courses, candidates are expected to complete most Level II field experiences outside of class time.**

Level III is Clinical Field Experience (student teaching) and occurs when candidates become teacher interns. Through Clinical Field Experiences, candidates practice the full role and meaning of instruction.³

PASS-PORT⁴ and Field Experiences

Portal I. Candidates enter Portal I of PASSPORT upon admission to the university and when they declare education as a major. Level I field experience requirements must be completed during Portal I. Candidates must make a passing score on the Technology Competency Exam and complete all Portal I requirements in order to enter Portal II.

Portal II. Candidates enter Portal II of PASSPORT when they enter the teacher Education Program (upper division). Level II field experience requirements must be completed during Portal II. Candidates must complete all Portal II requirements in order to enter Port III.

³For complete information on student teaching, please see the *Student Teaching Handbook*.

⁴For complete information on PASSPORT, please see the *College of Education Teacher Candidate Handbook*.

Field Experiences in Certification Programs

The following tables illustrate the organization of the field experience levels and the required courses within each level. The tables are organized according to certification program: Early Childhood Education (PreK-3), Elementary Education (1-5), Kinesiology (K-12), Middle School Education (6-8), Secondary Education (7-12), Special Education (Early Intervention), Special Education (Mild Moderate-Elementary), and Special Education (Mild Moderate-Secondary).

Early Childhood Education (PK-3)

LEVEL I	LEVEL II	LEVEL III
EDFL 106: Introduction to Education	BLOCK I	EDCI 440: Reflections and Professional Growth
EDFL 207: Honors Introduction to Education	EDCI 405/SPED 405: Developmental Foundations in Early Childhood Education and Early Intervention	EDCI 476: Student Teaching in PK-3
LBSC 308: Children's Literature for Teaching, Learning, and Growth	EDCI 430: Classroom Management for Teachers	
SPED 300: Survey of the Child with Exceptionalities	IREC 320: Technology in the Classroom	
	READ 301: Literacy Development for Emergent and Early Readers	
	BLOCK II	
	EDCI 349: PK-6 Mathematics Methods	
	EDCI 427: Teaching in a Diverse Society	
	READ 302: Teaching Reading in Primary Grades	
	READ 303: Practicum in Primary Grades Reading	
	BLOCK III	
	EDCI 350: PK-6 Mathematics Methods II	
	EDCI 351: Practicum in Elementary Mathematics	
	EDCI 408: Integration of PK-3 Program Design and Instruction	
	NON-BLOCK COURSES	
	EDCI 407: Understanding and Facilitating Play	
	EDCI 411: Developmental Assessment and Research in Early Childhood Education	
	KNES 307: Motor Development and Health Concepts in Early Childhood	
	READ 411: Assessment and Prescriptive Teaching of Reading	
	SPED 422: Working with Families of Young Children	
	ALTERNATE CERTIFICATION ONLY	
	EDCI 353: PK-6 Mathematics Methods for Alternate Certification Candidates.	
	EDCI 428: Elementary School Science and Social Studies	
	READ 309: Emergent Literacy and Beginning Reading Instruction Through Age 8	
	SPED 491: Foundations of Special Education	

**Elementary Education
(1-5)**

LEVEL I	LEVEL II	LEVEL III
EDFL 106: Introduction to Education	BLOCK I	EDCI 440: Reflections and Professional Growth
EDFL 201: Teaching, Learning, and Growth	EDCI 300: Language Arts in the Elementary School	EDCI 477: Student Teaching in the Elementary Grades
EDFL 207: Honors Introduction to Education	IRED 320: Technology in the Classroom	
LBSC 308: Children's Literature for Teaching, Learning, and Growth	EDCI 430: Classroom Management for Teachers	
SPED 300: Survey of the Child with Exceptionalities	BLOCK II	
	EDCI 425: Science in the Elementary School	
	READ 310: Reading in the Elementary Classroom	
	READ 311: Practicum in Reading: Elementary	
	EDFL 459: Classroom Assessment for the Elementary Teacher	
	BLOCK III	
	EDCI 350: PK-6 Math Methods II	
	EDCI 351: Practicum in Elementary Mathematics	
	EDCI 427: Teaching in a Diverse Society	
	EDCI 426: Social Studies in the Elementary School	
	NON-BLOCK COURSES	
	KNES 301: Kinesthetic Learning	
	READ 411: Assessment and Prescriptive Teaching of Reading	
	ALTERNATE CERTIFICATION ONLY	
	EDCI 353: PK-6 Mathematics Methods for Alternate Certification Candidates	
	SPED 491: Foundations of Special Education	

**Middle School Education
(5-8)**

LEVEL I	LEVEL II	LEVEL III
EDFL 106: Introduction to Education	BLOCK I	BLOCK III
EDFL 207: Honors Introduction to Education	EDCI 439: Classroom Management for Middle School Teachers	EDCI 440: Reflections and Professional Growth
LBSC 308: Children's Literature for Teaching, Learning, and Growth	IREP 320: Technology in the Classroom	EDCI 478: Student Teaching in the Middle School
SPED 300: Survey of the Child with Exceptionalities	BLOCK II	
	READ 310: Reading in the Elementary Classroom	
	READ 311: Practicum in Reading: Elementary	
	NON-BLOCK COURSES	
	EDCI 427: Teaching in a Diverse Society	
	EDFL 459: Classroom Assessment for the Elementary Teacher	
	ALTERNATE CERTIFICATION ONLY	
	EDCI 352: Middle School Mathematics Methods	
	EDCI 422: Middle School English Methods	
	EDCI 428: Elementary School Science and Social Studies	
	SPED 491: Foundations of Special Education	

**Secondary Education
(7-12)**

LEVEL I	LEVEL II	LEVEL III
EDFL 106: Introduction to Education	EDCI 450: Classroom Management and Instructional Design for Secondary Teachers	EDCI 440: Reflections and Professional Growth
EDFL 207: Honors Introduction to Education	EDCI 427: Teaching in a Diverse Society	EDCI 479: Student Teaching in the Secondary School
SPED 300: Survey of the Child with Exceptionalities	EDCI 469: Advanced Field Experiences for Secondary Teachers	
	EDFL 450: Measurement and Evaluation in Grades 9-12	
	IREC 320: Technology in the Classroom	
	READ 410: Teaching Content Literacy in the Middle and Secondary School	
	SUBJECT SPECIFIC	
	EDCI 448: Secondary School English Methods	
	EDCI 452: Secondary School Mathematics Methods	
	EDCI 453: Secondary School Science Methods	
	EDCI 454: Secondary School Social Studies Methods	
	EDCI 463: Secondary School Foreign Language Methods	
	ALTERNATE CERTIFICATION ONLY	
	SPED 491: Foundations of Special Education	

**Kinesiology
(K-12)**

LEVEL I	LEVEL II	LEVEL III
EDFL 106: Introduction to Education	EDCI 427: Teaching in a Diverse Society	EDCI 440: Reflections and Professional Growth
EDFL 207: Honors Introduction to Education	EDCI 435: Discipline Education	EDCI 488: Student Teaching in Kinesiology
HLTH 218: Chemical Substance Abuse	EDCI 449: Secondary School Health and PE Methods	
KNES 101: Introduction to Kinesiology	EDCI 450: Classroom Management	
KNES 110: Fitness Assessment and Prescription	HLTH 313: Coordinated School Health Education Strategies	
KNES 215: Skills and Techniques: Rhythms, Stunts, and Tumbling	KNES 301: Kinesthetic Learning Methods for Elementary School Children	
	KNES 305: Motor Behavior and Control	
	KNES 306: Introduction to Physical Education for Individuals with Disabilities	
	KNES 316: Mechanical Principles of Movement Lab	
	KNES 361: Coaching and Officiating	
	KNES 401: Measurement and Evaluation in Kinesiology Lab	
	KNES 405: Physical Education for the Educationally Disabled	
	KNES 406: Physical Education for the Chronically Disabled	
	KNES 407: Physical Education Curriculum for Individuals with Disabilities	
	READ 409: The Reading Act: Instruction through the School Years	

Special Education: Early Intervention

LEVEL I	LEVEL II	LEVEL III
EDFL 106: Introduction to Education	EDCI 349: PK-6 Mathematics Methods I	EDCI 440: Reflections and Professional Growth
EDFL 207: Honors Introduction to Education	EDCI 405/SPED 405: Developmental Foundations in Early Childhood Education and Early Intervention	SPED 445: Practicum in Early Intervention Special Education (NOT REQUIRED of Undergraduates)
LBSC 308: Children's Literature for Teaching, Learning, and Growth	EDCI 407/SPED 407: Understanding and Facilitating Play	EDCI 465: Student Teaching in Early Intervention
SPED 300: Survey of the Child with Exceptionalities	EDCI 427: Teaching in a Diverse Society	
	IREC 320: Technology in the Classroom	
	KNES 307: Motor Development and Health Concepts in Early Childhood	
	READ 301: Literacy Development for Emergent and Early Readers	
	SPED 404: Behavioral Approaches to Managing Students with Mild/Moderate Disabilities	
	SPED 406: Physical and Medical Management in the Classroom	
	SPED 414: Interdisciplinary and Interagency Teaming	
	SPED 420: Instructional Program Planning and Implementation for Early Intervention Special Education	
	SPED 422: Working with Families of Young Children	
	SPED 423: Identification and Evaluation of Children During the Developmental Period	

Special Education: Mild/Moderate-Elementary

LEVEL I	LEVEL II	LEVEL III
EDFL 106: Introduction to Education	EDCI 353: PK-6 Mathematics Methods for Alternate Certification Candidates	EDCI 440: Reflections and Professional Growth
EDFL 201: Teaching, Learning, and Growth	EDCI 425: Science in the Elementary School	SPED 446: Practicum in Mild/Moderate Special Education
EDFL 207: Honors Introduction to Education	EDCI 426: Social Studies in the Elementary School	EDCI 461 or 463: Student Teaching in Special Education Mild/Moderate Elementary Level
SPED 300: Survey of the Child with Exceptionalities	EDCI 427: Teaching in a Diverse Society	
	IREC 320: Technology in the Classroom	
	READ 310: Reading in the Elementary Classroom	
	READ 311: Practicum in Reading: Elementary	
	READ 409: The Reading Act: Instruction Through the School Years (If they take 409, they must take READ 411.)	
	READ 425: Teaching Reading in a Diverse Society	
	SPED 404: Behavioral Approaches to Managing Students with Mild/Moderate Disabilities	
	SPED 414: Interdisciplinary and Interagency Teaming	
	SPED 419: Practicum in Tests and Measurements	
	SPED 422: Working with Families of Young Children	
	SPED 456: Pre-Vocational and Vocational Skills for Mild/Moderate Disabilities	
	SPED 492: Classroom Management of Students with Disabilities	
	SPED 493: Assessment and Methods for Students with Mild/Moderate Disabilities I	
	SPED 494: Assessment and Methods for Students with Mild/Moderate Disabilities II	
	ALTERNATE CERTIFICATION ONLY	
	SPED 491: Foundations of Special Education	

Special Education: Mild/Moderate-Secondary

LEVEL I	LEVEL II	LEVEL III
EDFL 106: Introduction to Education	EDCI 427: Teaching in a Diverse Society	EDCI 440: Reflections and Professional Growth
EDFL 201: Teaching, Learning, and Growth	EDCI 450: Classroom Management and Instructional Design for Secondary Teachers	SPED 446: Practicum in Mild/Moderate Special Education
EDFL 207: Honors Introduction to Education	EDFL 450: Measurement and Evaluation in Grades 9-12	EDCI 462-463: Student Teaching in Special Education Mild/Moderate Secondary Level
SPED 300: Survey of the Child with Exceptionalities	IRED 320: Technology in the Classroom READ 409: The Reading Act: Instruction Through the School Years READ 410: Teaching Content Literacy in the Middle and Secondary School READ 411: Assessment and Prescriptive Teaching of Reading READ 425: Teaching Reading in a Diverse Society SPED 404: Behavioral Approaches to Managing Students with Mild/Moderate Disabilities SPED 414: Interdisciplinary and Interagency Teaming SPED 419: Practicum in Tests and Measurements SPED 422: Working with Families of Young Children SPED 456: Pre-Vocational and Vocational Skills for Mild/Moderate Disabilities SPED 492: Classroom Management of Students with Disabilities SPED 493: Assessment and Methods for Students with Mild/Moderate Disabilities I SPED 494: Assessment and Methods for Students with Mild/Moderate Disabilities II ALTERNATE CERTIFICATION ONLY SPED 491: Foundations of Special Education	

SECTION 3

GUIDELINES FOR PARTICIPATING IN FIELD EXPERIENCES

Expectations, Rules, and Responsibilities of Teacher Candidates

Dress Code

The dress code for visits to schools and related instructional settings should be appropriate, professional, and conservative. Always follow the dress code regulations of your particular school and related instructional settings.

The following types of clothing are expressly prohibited:

- a. Recreational (athletic) and other “ultra-casual” clothing and footwear. EXCEPTION: Kinesiology students are permitted to wear appropriate clothing for physical education classes.
- b. Clothing with alcohol and/or drug/party/band endorsements must not be worn.

Procedures for Visits to School and Related Instructional Settings

1. Arrive at the school or related instructional setting early enough to sign in at the front office. Be in the classroom or instructional setting at least 10 minutes before instruction begins.
2. Wear your UL Lafayette personal ID at all times while at the school campus/related instructional setting.
3. You must sign in at the front office. You may be given a visitor’s pass. Wear the pass at all times while on the school campus or related instructional setting.
4. You must know and adhere to the policies, practices, and procedures of the school/related instructional setting. You must respect, know, and adhere to the rules and regulations of that school/related instructional setting.
5. If (in an emergency only) you should be unable to keep your appointment, call the school or related instructional setting and ask the receptionist to tell the cooperating teacher or related service provider that you are unable to report. Call or email your university course instructor with your reason for not reporting as scheduled.
6. Headgear, gum, tobacco products, cell phones and pagers, food, and drink (including water) are expressly prohibited in all instructional settings.
7. Special permission is required for any photography, videotaping, or audiotaping.

Dispositions

1. Teacher candidates must be mentally and physically prepared daily for responsibilities and obligations of the profession.
2. Teacher candidates must recognize that teaching is a profession that requires them to be honest and dedicated individuals of integrity.
3. Teacher candidates must be flexible, versatile, and respond positively to suggestions, assignments, and supervision.
4. Teacher candidates must treat students and school/related instructional setting personnel with respect at all times.
5. Teacher candidates must reflect the ethical standards of the University, the school system, related instructional setting, and the teaching profession.

Expectations of Cooperating Teachers and Related Professionals

1. Introduce the teacher candidate to the students in your class or instructional setting, and explain why the candidate is in your classroom or instructional setting.
2. Assign a place in your classroom or instructional setting for the candidate to call “home” during the candidate’s visit. (Cooperating teachers may be assigned more than one teacher candidate.)
3. Give the Level III candidate a folder containing the following basic information about your classroom or instructional setting: daily schedule, classroom or instructional setting procedures and rules, policies on seatwork and homework, and any other relevant information.
4. Discuss your instruction and your content areas; ask about the teacher candidate’s particular experiences and interests.
5. Demonstrate a variety of effective instructional strategies.
6. Explain how you select and use instructional setting management strategies.
7. Invite the Level II or Level III candidate to participate in activities, such as the following:
 - check papers (but not grade papers)
 - help students with projects
 - work with individual students
 - work in small group activities
 - read to students
 - put up bulletin boards
8. Share your tips and ideas about the accumulation and organization of materials for the instructional setting.

9. Make available to the candidate any curriculum guides you use to develop your lessons.
10. Give professional advice and guidance according to your judgment. Provide specific suggestions for improvement.
11. Invite questions; share your experiences.
12. Demonstrate a positive attitude toward the teaching profession.
13. Model respect for, appreciation of, and understanding of all students within the varying cultures, belief systems, and capabilities they represent.
14. Provide the course instructor with an early alert to developing problems in a teacher candidate.
15. Complete an evaluation form at the end of the semester. (Appendix E)

SECTION 4

ADMINISTRATION OF FIELD EXPERIENCES

Role of Field Experience Coordinator

The Field Experience Coordinator organizes, manages, and administers the overall field experience program. The coordinator works closely with area schools and related instructional settings, principals, teachers, and related service providers to coordinate the placement of teacher candidates in their appropriate certification program. Classroom teachers, related service providers, and principals volunteer to work with the University. The Field Experience Coordinator performs the following responsibilities:

1. Identifies and contacts prospective participating schools and related instructional settings by communicating with principals and potential cooperating teachers and related service providers.
2. Communicates with (1) participating schools and related service providers that agree to participate in the Field Experience Program and (2) participating schools and related instructional settings that are new to the Field Experience Program.
3. Visits participating schools and related instructional settings.
4. Meets with cooperating teachers, related service providers, principals, and area coordinators.
5. Confers with and obtains information from University faculty about their field experience needs.
6. Places candidates with classroom teachers and related service providers in the candidates' certification programs.
7. Compiles and produces Level I Field Experience End of Semester Report.
8. Obtains from teacher candidates enrolled in EDFL 106-Introduction to Education a written evaluation of the Field Experience Program.
9. Writes thank you letters to cooperating teachers and related service providers at the end of each semester.
10. Remains in constant communication with participating schools, related instructional settings, cooperating teachers, related service providers, and University faculty.

Role of University Professor

The university professor plays a central role in the Field Experience Program. All specific course requirements are determined and organized by the university professor. At the beginning of each semester, the professor contacts and informs the field experience coordinator about field placement preferences and needs.

Sequence of Procedures for Setting up Field Experiences in a Given Semester

In Level I Field Experiences, candidates are expected to observe 30 hours. In Level II, teacher candidates are expected to observe a minimum of 10 hours per course per semester. The table below provides a chronology for organizing, setting up, and executing field experiences during each semester. The chronology outlines the tasks for the instructor and the field experience coordinator to place candidates in participating schools and related instructional settings for observations.

Time Period	Course Instructor Tasks	Field Experience Coordinator Tasks
Semester Weeks 1 and 2	<ol style="list-style-type: none"> 1. Meets with candidates in class, distributes syllabus, and explains course and field experience requirements and expectations. 2. Prepares candidates for field experience requirements and expectations. 3. Contacts field experience coordinator to identify schools where candidates will observe. 	<ol style="list-style-type: none"> 1. Meets all sections of Level I Field Experience course (EDFL 106). 2. Students in EDFL 106 complete Level I Student Application Form (Appendix A). 3. Places Level I candidates in participating schools for 30 hours of focused observations outside of class time. 4. Contacts and communicates with university professors about their field experience placement needs.
Semester Weeks 2 and 3	<ol style="list-style-type: none"> 1. Contacts field experience coordinator to identify schools where candidates will observe. 2. Informs Coordinator about criteria to meet course requirements: number of hours needed, types of experiences required, activities and behaviors for teaching. 3. Writes introductory letter for candidates to take to classroom teachers and related service providers. (See Appendix B for a template of an introductory letter.) 4. Prepares documentation log on which candidates will record their visitations and that cooperating teachers and related service providers will sign. (See Appendix C for a template of a Documentation Log.) 	<ol style="list-style-type: none"> 1. Contacts schools and obtains a list of teachers who are willing to participate. 2. Places Level II candidates for field experiences in methods courses. (These field experiences are expected to be completed outside of class time.) 3. Visits participating schools and cooperating teachers. 4. Remains available throughout semester for problems that may arise with any aspect of field experiences. 5. Continues to communicate with University professors throughout semester.
Semester Weeks 4 and 5	Candidates take introductory letter to cooperating teachers and related service providers to obtain their signatures. Candidates return letters to instructor.	6. Writes a thank you letter to all cooperating teachers at the end of the semester.
Semester Weeks 5 to 14	Candidates implement and complete field experience requirements.	
End of Semester	Candidates write and deliver "thank you" letters to cooperating teachers and related service providers. Cooperating teachers and related service providers evaluate candidates.	Compiles and produces Level I Field Experience End of Semester Report.

APPENDIXES

APPENDIX A: Introductory Field Experience Teacher Candidate Application Form (EDFL 106)

CODE

NAME _____
Last First Middle

LOCAL ADDRESS _____ CLASSIFICATION _____

CERTIFICATION PROGRAM _____

PHONE: (Home, Dorm, Apt.) _____ (Work or Other) _____

Do you have transportation to get to and from the school to which you will be assigned? ____ Yes ____ No

Please list the school(s) you attended during high school _____

If applicable, list the school(s) your child(ren) are currently attending. _____

List the school(s) in which your relatives are working. _____

Include any extenuating circumstances that should be taken into consideration when making your field experience assignment.

LEVEL: ____ PK-3 ____ Grades 1-5 ____ Grades 5-8 ____ Grades 7-12

PARISH _____

I understand that after I am assigned to a particular school, I will report to the school at the designated times agreed upon by the supervising teacher and myself. I will observe the dress regulations and other policies of the school. In the event that I must drop this course, I will call AND inform BOTH the field experience coordinator AND the cooperating teacher.

(Signature of Teacher Candidate)

.....
FOR OFFICE USE ONLY

(Teacher Candidate's Name)

CODE

(School Assignment)

(Cooperating Teacher)

(Grade Level/Subject)

APPENDIX B: Level I Field Experience Introductory Letter to Cooperating Teacher



UNIVERSITY
OF
LOUISIANA
Lafayette

College of Education
Curriculum and Instruction

P. O. Box 43091
Lafayette, LA 70504-3091
Office: (337) 482-1331
Fax: (337) 482-1331

Spring Semester 2004

TO: _____
Teacher

School

FROM: _____
Introductory Field Experience

This letter identifies _____ as a teacher candidate in the Introductory Field Experience Program (EDFL 106) for teacher education majors at UL Lafayette. The candidate has been assigned to you as a teacher assistant for a minimum of 30 clock hours during this semester. Teacher candidates should observe a minimum of three hours each week.

Your signature below will indicate that the candidate assigned to you has reported to you and that a schedule for the semester has been approved. Please indicate the day(s) and time(s) on which you and the candidate have mutually agreed.

Day(s) _____

Time(s) _____

Your willingness to assist in providing early field experience opportunities for this candidate is greatly appreciated. If the need arises, please do not hesitate to call, fax, or email me. **It is especially important to know if your teacher candidate fails to fulfill obligations, does not report on day(s) and time(s) designated, does not comply with the school dress code policy, or if the candidate does not wear his/her UL Lafayette ID. You will also be asked to evaluate the candidate at a later time during the semester.**

Teacher Signature	School	Subject/grade level
Candidate Signature	Code	<div style="border: 1px solid black; width: 100px; height: 30px; display: inline-block;"></div>

APPENDIX E: Evaluation of Teacher Candidate by Cooperating Teacher

University of Louisiana at Lafayette

Candidate _____ Grade Level _____ Subject(s) _____

Licensure Field _____ Beginning/Ending Dates _____

School _____ Public _____ Private _____

Setting: **Check all that apply.**

_____ Urban _____ Suburban _____ Rural _____ Low Income _____ Middle Income _____ Upper Income

Directions: Rate the Teacher Candidate's accomplishment of the components of effective teaching.

NA=not applicable 1=Needs Improvement 2=Proficient 3 =Commendable

DOMAIN I: Planning	NA	1	2	3	COMMENTS: Please explain your rating.
1. Identifies individual differences					
2. Promotes a healthy, safe environment					
3. Uses correct grammar in written language					
4. Uses correct grammar in oral speech					

DOMAIN II: Teacher Student Relations	NA	1	2	3	COMMENTS: Please explain your rating.
1. Establishes and maintains rapport with students					
2. Promotes positive climate					
3. Is able to work with small groups					

DOMAIN III: Instruction	NA	1	2	3	COMMENTS: Please explain your rating.
<i>Component A</i>					
1. Makes effective use of observation times					
2. Eager to do more than expected					
3. Sequences lessons to promote learning					
4. Integrates technology					
5. Adjusts lessons when appropriate					
6. Accepts and carries out assignments willingly					
<i>Component B</i>					
1. Presents content at developmentally appropriate level					
2. Uses appropriate material to promote learning					
3. Presents accurate subject matter					
<i>Component C</i>					
1. Establishes expectations for learner behavior					
2. Accommodates individual differences and learning styles					
3. Uses monitoring techniques					
4. Communicates effectively with students					
5. Encourages higher order thinking					

DOMAIN IV: Teacher Professionalism	NA	1	2	3	COMMENTS: Please explain your rating.
1. Demonstrates a sense of efficacy					
2. Exhibits positive attitude					
3. Builds professional relationships					
4. Interacts positively with families					
5. Builds professional appearance and demeanor					

Would you like to have another teacher candidate next semester? _____ YES _____ NO

APPENDIX F: INTASC Standards
Interstate New Teacher Assessment and Support Consortium

Standard 1: Subject Matter

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Standard 2: Student Learning

The teacher understands how children and youth learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.

Standard 3: Diverse Learners

The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners from diverse cultural backgrounds and with exceptionalities.

Standard 4: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Standard 5: Learning Environment

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication

The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Standard 7: Planning Instruction

The teacher plans and manages instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Standard 8: Assessment

The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

Standard 9: Reflection and Professional Development

The teacher is a reflective practitioner who continually evaluates the effects of her/his choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Standard 10: Collaboration, Ethics, and Relationships

The teacher communicates and interacts with parents/guardians, families, school colleagues, and the community to support students' learning and well-being.

APPENDIX G: NBPTS Standards
National Board for Professional Teaching Standards

- Standard 1: Teachers are committed to students and their learning.**
- a. Teachers recognize individual differences in their students and adjust their practice accordingly.
 - b. Teachers have an understanding of how students develop and learn.
 - c. Teachers treat students equitably.
 - d. Teachers' mission extends beyond developing the cognitive capacity of their students.
- Standard 2: Teachers know the subjects they teach and how to teach those subjects to students.**
- Teachers appreciate how knowledge in their subjects is created.
- Standard 3: Teachers are responsible for managing and monitoring student learning.**
- a. Teachers call on multiple methods to met their goals.
 - b. Teachers orchestrate learning in group settings.
 - c. Teachers place a premium on student engagement.
 - d. Teachers regularly assess student progress.
 - e. Teachers are mindful of their principal objectives.
- Standard 4: Teachers think systematically about their practice and learn from experience.**
- a. Teachers are continually making difficult choices that test their judgment.
 - b. Teachers seek the advice of others and draw on research and scholarship to improve their practice.
- Standard 5: Teachers are members of learning committees.**
- a. Teachers contribute to school effectiveness by collaborating with other professionals.
 - b. Teachers work collaboratively with parents.
 - c. Teachers take advantage of community resources.

APPENDIX H: Glossary

Cooperating Teacher. A certified classroom teacher who opens his or her classroom to teacher candidates for field experiences. The cooperating teacher models effective instruction, mentors candidates, and evaluates candidates. This individual must have at least three years of teaching experience, be willing to work with candidates, and be recommended by the principal or other supervisory personnel.

Field Experience Coordinator. Individual who organizes, manages, and administers the overall field experience program.

Instructional Settings. Public and private schools and nonschool settings in Region IV where teacher candidates fulfill their field experience requirements.

Nonschool Instructional Settings. Hospitals, allied health centers, community centers, homeless shelters, private homes, daycare centers, and Head Start.

Participating School. A public or private school in Region IV where teacher candidates fulfill their field experience requirements.

Related Service Providers. Licensed professionals, such as speech pathologists, psychologists, social workers, physical therapists, occupational therapists, and nurses. These qualified professionals are not classroom teachers, but they supervise teacher candidates during field experiences. These professionals may or may not be certified teachers,

Teacher Candidate. A UL Lafayette student enrolled in the College of Education Teacher Certification Program.

APPENDIX I: College of Education Matrix

FIELD EXPERIENCE SUMMARY CHART					
Field Experience Requirements for Programs in Education at the University of Louisiana at Lafayette					
Level	Course Number	Course Title	Cr. Hrs	Ob Hr	Purpose/Activities
II	EDCI 300	Language Arts in the Elementary School	3	10	
II	EDCI 349	Preschool & Primary School Math Methods	3	10	
II	EDCI 350	Elementary School Math Methods	3	10	
II	EDCI 351	Practicum in Elementary Math	3	10	
	EDCI 353	PK-6 Mathematics Methods for Alternative Certification Candidates	3	10	
II	EDCI/SPED 405G	Developmental Foundations of ECE & EI	3	10	
II	EDCI/ SPED 407	Understanding & Facilitating Play	3	10	
II	EDCI 408G	Integrated PK-3 Program Design and Instruction	3	10	
II	EDCI 411G	Developmental Assessment & Research in ECE	3	10	
II	EDCI 422	Middle School English Methods	3	10	
II	EDCI 423	Middle School Science Methods	3	10	
II	EDCI 424	Middle School Social Studies Methods	3	10	
II	EDCI 425	Elementary School Science Methods	3	10	
II	EDCI 426	Social Studies in the Elementary School	3	10	
II	EDCI 427	Teaching in a Diverse Society	3	10	
II	EDCI 430	Classroom Management for Teachers	3	10	
II	EDCI 435	Discipline Education	3	10	
II	EDCI 439	Classroom Management for Middle School Teachers	3	10	
II	EDCI 448	Secondary School English Methods	3	20	
II	EDCI 449	Secondary School Health and Physical Education Methods	3	10	
II	EDCI 450	Classroom Management and Instructional Design for Secondary Teachers	3	15	
II	EDCI 452	Secondary School Mathematics Methods	3	10	
II	EDCI 453G	Secondary School Science Methods	3	15	

II	EDCI 454G	Secondary School Social Studies Methods	3	10	
II	EDCI 463G	Secondary School Foreign Language Methods	3		
II	EDCI 469	Advanced Field Experiences for Secondary Teachers	1	45	
I	EDFL 106	Introduction to Education	3	30	
I	EDFL 201	Teaching, Learning, and Growth	3	10	
I	EDFL 207	Honors Introduction to Education	4	30	
II	EDFL 450	Measurement and Evaluation Grades 9-12	3	10	
II	EDFL 459	Measurement and Evaluation Grades 1-8	3	10	
I	HLTH 218	Chemical Substance Abuse	3	12	
II	HLTH 313	Coordinated School Health Education Strategies	3	10	
II	IREC 320	Technology in the Classroom	3	10	
I	KNES 101	Introduction to Kinesiology	3	10	
I	KNES 110	Fitness Assessment and Prescription	3	5	
I	KNES 215	Skills and Techniques: Rhythms, Stunts, and Tumbling	2	5	
II	KNES 301	Kinesthetic Learning for Children	3	10	
II	KNES 305	Motor Behavior and Control	3	5	
II	KNES 306	Introduction to Physical Education for Individuals with Disabilities	3	10	
II	KNES 307	Motor Development and Health Concepts in Early Childhood	3	10	
II	KNES 316	Mechanical Principles and Movement Lab	1	5	
II	KNES 361	Coaching and Officiating	2	4	
II	KNES 401	Measurement and Evaluation in Kinesiology Lab	1	8	
	KNES 405	Physical Education for the Educationally Disabled	3	10	
	KNES 406	Physical Education for the Chronically Disabled	3	10	
	KNES 407	Physical Education Curriculum for Individuals with Disabilities	3	10	
I	LBSC 308	Children's Literature for PK-8 Teachers	3	5	
II	READ 301	Literacy Development for Emergent and Early Readers	3	10	
II	READ 302	Teaching Reading in Primary Grades	3	10	
II	READ 303	Practicum in Primary Grades Reading	3	10	

	READ 309	Emerging Literacy and Reading Instruction Through Age 8	3	10	
II	READ 310	Reading in the Elementary Classroom	3	10	
II	READ 311	Practicum in Reading: Elementary	3	12	
II	READ 409	The Reading Act: Instruction Through the School Years	3	10	
II	READ 410	Teaching Content Literacy in the Middle and Secondary School	3	10	
II	READ 411G	Assessment and Prescriptive Teaching of Reading	3	14-16	
II	READ 415	Reading: Practicum-Secondary/Middle	3	30	
II	READ 425G	Teaching Reading in a Diverse Society	3	10	
I	SPED 300	Survey of Exceptional Children	3	10	
II	SPED 404G	Behavioral Approaches to Managing Students with Mild/Moderate Disabilities	3	20	
II	SPED/EDCI 405G	Developmental Foundations of Early Childhood for Early Intervention	3	10	
II	SPED 406G	Physical and Medical Management in the Classroom	3	10	
II	SPED 414G	Interdisciplinary and Interagency Teaming	3	10	
II	SPED 419G	Practicum in Tests and Measurements	3	60	
II	SPED 420G	Instructional Program Planning and Implementation for Early Intervention Special Education	3	20	
II	SPED 422G	Parent Involvement and Community Resources	3	3	
II	SPED 423G	Identification and Evaluation of Children During the Developmental Period	3	20	
II	SPED 456G	Pre-vocational and Vocational Skills for Mild/Moderate (Secondary Level)	3	20	
II	SPED 491G	Foundations of Special Education	3	10	
II	SPED 493/494G	Assessment and Methods for Students with Mild/Moderate Disabilities I and II	6	20 ea.	