

Framingham State University

College of Education & Social and Behavioral Sciences



Field Experience Handbook:

Descriptions, Policies, and Guidelines



Education Field Experience Handbook

Contents

Introduction.....	3
Announcements and Recent Changes	3
Other Resources	3
Policies and Guidelines.....	4
Professional Standards for Students Enrolled in Educator Preparation Programs	4
What You Should Know About Applying for Field Experience.....	4
Requirements, Expectations, and Eligibility for Field Experiences	5
Professionalism and Code of Ethics	6
Withdrawal, Cancellation, Incompletes, and Unsuccessful Completion.....	7
What You Should Know about the Student Teaching Practicum.....	8
Practicum Equivalent.....	8
PBTL / M.Ed. Early Childhood, Elementary, and Secondary Education Information.....	9
Registration and Enrollment	9
Stopping and Starting.....	9
Licenses available via FSU Programs.....	10
Undergraduate Programs	10
PBTL/M.Ed. (Early Childhood, Elementary, Secondary/Subject) Programs.....	10
M.Ed. TESOL	10
M.Ed. Special Education.....	10

Introduction

All candidates in Framingham State University teacher preparation programs share a common foundation including education courses, learning and human development, and field experience. This foundation addresses the Subject Matter Knowledge Requirements for Teachers and the Massachusetts Professional Standards for Teachers and leads to initial licensure. The initial courses that undergraduate candidates take are *Psychology of Development* and *Education in American Society with Field Study I*. Undergraduate candidates typically begin this sequence during sophomore year. Post Baccalaureate Teacher Licensure candidates enroll in equivalent initial courses titled *Learning and Human Development* and *Education Foundations* as well as the initial field study.

Candidates must be familiar with FSU's Conceptual Framework, which articulates the overall goal of the Education Unit as ***the preparation of exemplary educators who are knowledgeable, skillful, caring, inclusive, ethical and professional***. The six key terms connect to Framingham State University's mission and vision. They also connect to the University's core values of academic excellence, ethical citizenship, personal and professional growth, global stewardship, public purpose and commitment, and an inclusive and collaborative community.



Announcements and Recent Changes

This document has recently been modified as described below:

- Summer 2025
 - Added Application Deadline bookmark; linked references of **the published deadline** to it.
 - Changed SPED 963 to SPED 973 and SPED 962 to SPED 942.
 - Under *Withdrawal of Application and Change of Plans*, added examples of possible changes in plans
 - Replaced *Maintaining Professional Characteristics Standard* with *Professional Standards for Students Enrolled in Educator Preparation Programs*
 - Updated Table of Contents
 - Added “The field application survey serves as a formal agreement between the candidate/applicant and the field experience office” under “Variety/Diversity of Experiences”
 - Moved Minimum Grade Policy from “Withdrawal, Cancellation, Incompletes, and Unsuccessful Completion” to “Requirements, Expectations & Eligibility for Field Experiences”
 - Updated link to application for readmission and removed course links to 2023 catalogue
 - Changed “preferably” to “if at all possible” to Early Childhood Education Major PP III description
 - Added “preferably grade 1 or 2” to PBTL/M.Ed. Elementary FE1 description
- January 2025
 - Added MTEL requirements for each license
- December 2024
 - updated Professional Characteristics Standard to include
Therefore, all teacher candidates will be evaluated on academic and professional attributes, including anti-racist as well as culturally and linguistically sustaining practices deemed necessary for working with students, students' families, and professionals in the field.
- Fall 2024
 - updated M.Ed. SPED descriptions to specify which assignments and experiences must be completed in inclusive, general education settings.

Other Resources

- [Department of Elementary and Secondary Education](#)
 - [Licensure information](#)
 - [School and District profiles](#)
- Metro West Regional Transit Authority bus routes and schedules <https://www.mwrta.com/>
- [Massachusetts Test for Educator Licensure](#)



Policies and Guidelines

Professional Standards for Students Enrolled in Educator Preparation Programs

Framingham State University, including faculty and staff associated with educator preparation, must ensure that those who complete an educator preparation program possess both the academic knowledge and the professional attributes appropriate for teaching. Therefore, to meet state and professional standards, all teacher candidates will be evaluated on academic performance and professional attributes, including anti-racist as well as culturally and linguistically sustaining practices deemed necessary for working with students, students' families, community partners, and professionals in the field. The role of the Professional Standards Committee (PSC) is to ensure that the FSU College of Education & Social and Behavioral Sciences and Division of Graduate and Continuing Education are sending into the field teacher candidates (TC) who meet professional and academic standards and to recommend additional supports, as needed and as appropriate, to steer teacher candidates to a path to success. (Refer to the *Field Experience Handbook: Descriptions and Policies* for further information on teacher licensure standards.)

What You Should Know About Applying for Field Experience

Field experiences are arranged through the Education Department Field Placement Office. Candidates may **not** make their own placements.

Whether or not you work in a school and whether or not you are seeking teacher licensure, if you plan to enroll in a course with an associated field experience, you **must** submit a field experience application prior to the published deadline. An administrator at the host school must approve the experience and assign a qualified supervising practitioner.

The **field application survey serves as a formal agreement** between the candidate/applicant and the field experience office.

If, after submitting the application, **anything regarding the application/agreement changes**, candidates **must notify** the Field Experience Office staff **immediately**.

Examples of possible changes include, but are not limited to the following: schedule, district or grade choices, teaching license sought, employment situation, where you will be living, taking a leave of absence, withdrawing from program or FSU, etc.

Application Deadlines

- Applications for spring experiences are due in the Field Placement Office **no later than** October 1.
- Applications for fall experiences are due in the Field Placement Office **no later than** February 15.
- A series of events begins with each application deadline, including notifying the registrar's office, processing overrides, allocating resources, contacting principals who then recruit teachers, and offering multiple options for orientation meetings.
- Late applicants are placed on the Wait List and will be placed when and if a placement becomes available. Late applicants are **not guaranteed** a placement and are **not guaranteed** a spot in a class.

Transportation

- Candidates are responsible for their own transportation to and from field sites.
- Allow at least 35 minutes to travel to and from placement sites. Candidates must be able to travel at least 25 minutes from FSU or home. Please allow at least 10 minutes to park and walk to class.



Variety/Diversity of Experiences

District Choices

- ☐ Placement in a school in which the candidate has family members is not permitted.
- ☐ Student teaching/practicum placements must be within a reasonable distance for university supervisors.
- ☐ Early childhood and elementary student teachers are generally placed in groups of three or four to facilitate peer support for both the student teachers and supervising practitioners.
- ☐ Candidates complete multiple experiences in various settings to ensure diverse opportunities, to meet accreditation and state approval requirements, to support our FSU Education Department philosophy, to introduce our candidates to many potential employers, and to allow our candidates to grow personally and professionally. Each candidate must complete at least one field experience in a culturally and socio-economically diverse district. Candidates working in schools benefit from experiences working with other teachers in other districts.
- ☐ **Choices are considered, but not guaranteed.**

Grade Choices

- ☐ Elementary licensure candidates must have experience in multiple grade levels within 1-6.
- ☐ Early Childhood candidates complete pre-practicum experiences in Pre-K as well as K, 1, and/or 2. Early Childhood student teachers spend the first six weeks in a kindergarten classroom and the remaining nine weeks in a first or second grade classroom.
- ☐ Candidates for 5-12 grade-level licenses complete one pre-practicum experience in a middle school, one in a high school, and may choose whether to complete the student teaching practicum in a high school or a middle school.
- ☐ Candidates for PreK-8 licenses should complete at least one pre-practicum experience in a middle school and at least one pre-practicum experience in an elementary school.
- ☐ Math 5-8 candidates complete one pre-practicum experience in a high school grade eight classroom.
- ☐ Math 8-12 candidates complete one pre-practicum experience in a middle school grade eight classroom.
- ☐ **Choices are considered, but not guaranteed.**

Attendance and Participation for Field Experiences

Weekly attendance is expected and required for at least twelve weeks. Please respect classroom routines and be an active participant in the classroom. In addition to any specific associated course assignments, possible tasks include greeting students at the classroom door, taking attendance, distributing materials, collecting assignments, assisting individual and small groups of students at the discretion of the classroom teacher. Please communicate with your supervising practitioner as soon as possible regarding your associated-course assignments as well as any changes in your schedule.

Requirements, Expectations, and Eligibility for Field Experiences

Student in Good Standing

To be placed in a public school, a candidate must be in good academic and disciplinary standing.

Maintaining a Qualifying Grade Point Average

To enroll in the second field experiences, all candidates must have reached and maintained a qualifying Grade Point Average (GPA) of 2.80 for all courses taken at FSU **as well as** a qualifying Education Grade Average (EGPA) for education courses. EGPA:

- for Early Childhood and Elementary includes courses with ECED, ELED, and EDUC prefixes.
- for Secondary/Subject includes courses with EDUC (200), PSYC, EDIL, and EDPS prefixes.
- for M.Ed. TESOL and M.Ed. Special Education includes all courses required for the degree.

Minimum Grade Policy

Each course required in an Education program must be completed with a grade of C+ (2.30) or higher. When a grade of C, C-, D, D+, D-, E, F, W, or U is received in a course contributing to the Education GPA, the course **must be repeated** prior to moving forward in the program.



Education Field Experience Handbook

Massachusetts Test for Educator Licensure (MTEL)

This is a series of qualifying exams. All licensure candidates must pass [all required tests](#) to qualify for teacher licensure.

- When registering for MTEL exams, please have all **results sent to Framingham State University**.
- Save (both electronic and hardcopy) score reports for all exams you have passed.
- MTEL policies may vary between programs. Please consult the appropriate course catalogs as well as your academic advisor for details.

Winter and Summer Session Courses

Winter and summer session courses affect your GPA and course credits. You **must communicate** with the coordinator of field experiences **in advance** regarding any plans for winter and summer session courses. Depending on dates of completion, grade submission, GPA updates, and awarding of credits, your eligibility for placement may be impacted.

Criminal Offender Record Information (CORI)

Prior to each field experience, candidates must contact the host school office or host district human resources office and complete a CORI form **at least four weeks prior** to the expected start date. Background checks for experiences in the FSU Centers for Early Childhood Education must be completed at the start of the semester. The CECE director will contact candidates one-to-two weeks prior to the start of the semester.



Fingerprinting

Many public-school districts also require fingerprint background checks for employees and visitors. If required for your upcoming experience, please register at <https://tinyurl.com/IdentoGo-Mass>. When registering, you may choose to share results with up to 10 school districts. We will give you, on your instruction letter, the Employer ID code for the district in which you are placed. You may find codes for other districts at <https://tinyurl.com/Public-School-Pr>.



If you have previously been fingerprinted for one public-school district within the past three years, other districts may accept a **suitability letter** from the district receiving the original report.

Supervision of Pre-Practicum Candidates

Pre-practicum candidates must be supervised at all times during school visits. They should not be left alone in a classroom with students. They should not escort students anywhere inside or outside of the school building without a school employee present.

Professionalism and Code of Ethics

Professional Attire and Behavior

Candidates going out into the field are representatives of FSU and the FSU Education Department. They are expected to behave and dress professionally as well as to show professional courtesy to University as well as public school personnel. Please direct any specific questions regarding appropriate attire to your FSU instructor.

Confidentiality

In visiting public schools, candidates come in contact with many children and adults and may be witness to private and personal information. Candidates must respect the privacy of these individuals and remain reticent.

Student Email Addresses

Candidates are required to use FSU e-mail accounts to communicate with university and public-school personnel.



Education Field Experience Handbook

Placement Denied by School

If a prospective host school denies a licensure candidate a placement for any of the reasons listed below, the candidate must sufficiently address the concerns before FSU Education Department will request another placement for the candidate. FSU Education Department reserves the right to decide whether or not to request another placement for the same semester. FSU Education Department also reserves the right not to make another placement at all, if the concerns raised are not satisfactorily addressed.

- a. oral or written communication (e.g. essay, email, conversation, etc.)
- b. behavior during an interview or visit at the prospective school
- c. performance at an interview
- d. findings on CORI
- e. findings on fingerprinting

National Education Association (NEA) Code of Ethics

Candidates adhere to the two principles of the NEA Code of Ethics:

- Principle I: Commitment to the Student
- Principle II: Commitment to the Profession

Interstate Teacher And Support Consortium (InTASC) Model Core Teaching Standards

Candidates strive to become proficient in the InTASC Standards, authored by the Council of Chief State School Officers (CCSSO).

FSU Student Code of Conduct

Candidates adhere to and uphold the FSU Student Code of Conduct, documented in the RAM Handbook.

Withdrawal, Cancellation, Incompletes, and Unsuccessful Completion

Withdrawal of Application and Change of Plans

All submitted field experience **applications are active** until:

1. the candidate tells us to withdraw the application
or
2. all opportunities to meet requirements have expired.

If, after submitting a field experience application, anything changes, please notify the Field Experience Office staff immediately. Examples of possible changes include, but are not limited to the following: schedule, district or grade choices, teaching license sought, employment situation, where you will be living, taking a leave of absence, withdrawing from program or FSU, etc.

- If a placement has been arranged for you, please contact the host principal and teacher(s), **thank them**, and **let them know** that your plans have changed
- If you are registered for the associated courses, please withdraw via web registration and notify the instructor that you are withdrawing

Day Division candidates who will not be enrolled at FSU for the upcoming semester, must:

1. request a leave of absence via the office of the [Office of the University Registrar](#) and prior to returning, submit an [application for re-admission](#)
2. be aware that student loans may come due.
3. be aware that eligibility for medical insurance through a parent or guardian may change.

Cancellation Policy

If a placement for you is canceled due to requirements not yet met, no subsequent placement will be arranged until all requirements have been met.

Incomplete (IC/IR)

1. Incompletes for pre-requisite courses **must be resolved** prior to **start** of semester.
2. Finishing an 'IC/IR' at the start of the following semester is equivalent to participating in a fifth course, which is **not allowed during student teaching**. All 'IC/IR' grades must be resolved and submitted no later than one week prior to the start of the student teaching practicum.



Education Field Experience Handbook

Repeating Education Courses and Professional Experiences

Each course required in an Education program must be completed with a grade of C+ (2.30) or higher. When a grade of B-, C+, C, C-, D, D+, D-, E, F, W, or U is received in a course contributing to the Education GPA, the course **may be repeated once**. When a course with a field placement is repeated, the field experience must also be repeated. Failure to achieve a grade of at least C+ on the second attempt will result in dismissal from the program.

Candidates requesting to repeat student teaching must compose a letter to the Professional Standards Committee requesting a new placement and indicating how the next experience will differ from the previous. This must be done following a withdrawal (W), failure (F), a grade below C-, or failure to meet proficiency in quality for all six elements in the Candidate Assessment of Performance (CAP).

Unsuccessful Completion of a Field Experience

If a candidate is asked to leave a field placement prior to completion, this will almost always result in a failing grade.

What You Should Know about the Student Teaching Practicum

Attendance for Student Teaching

You must be in attendance every day that your hosting school is in session and keep hours of regular faculty. If you must be absent or tardy, due to circumstances beyond your control, please notify:

- Your FSU Supervisor
- Your Supervising Practitioner

Participation in Student Teaching

Be an active part of your school's community. Participate in meetings, conferences, professional development activities, and gatherings, when appropriate. Please avoid contract and budget meetings.

Substitute Teaching During Student Teaching/Practicum

You may not substitute while enrolled in student teaching/practicum.

Course and Work Load During Student Teaching

Student teaching is a full-time job. You may not take additional classes at this time. You are encouraged to minimize employment.

Practicum Equivalent

The practicum equivalent experience, available to candidates who are working as teachers or instructional aides in non-charter public schools, is equivalent to the student teaching experience. Practicum equivalent candidates participate full-time under the guidance of a university supervisor and a supervising practitioner. To apply for the spring practicum equivalent experience, the candidate must hold the position, as of October 1 of the prior fall and **must have completed all other program requirements**. Practicum equivalent applications are available from the Coordinator of Field Placements. The FSU Education Department determines the suitability of the placement and arrangements on a case-by-case basis in November.



PBTL / M.Ed. Early Childhood, Elementary, and Secondary Education Information

Registration and Enrollment

PBTL and M.Ed. Secondary Education candidates often take courses in both of the University's divisions: Continuing Education and the Day Division. Candidates must register separately through each division. **When first registering for Day Division courses**, candidates should submit the [Tuition Residency Form](#) (see [In state tuition Residency - Reclassification Rules and regulations](#)) and the [Categorical Tuition Waiver - Graduate Student \(Day Division Only\)](#). [Categorical Tuition Waiver - Graduate Student \(Day Division Only\)](#) will reduce the cost of Day Division courses for matriculated graduate and PBTL and M.Ed. Secondary students.

The registration periods differ for Continuing Education and the Day Division. Continuing Education registration usually takes place in June, November, and March for the fall, spring, and summer sessions, respectively. Day Division registration usually occurs in November and April for spring and fall, respectively.

Stopping and Starting

PBTL and M.Ed. Secondary Education enrollees needing to take off a spring or fall semester must submit a Leave of Absence Request. Please see the course catalog for additional information.

Failure to submit the Leave of Absence Request will result in withdrawal from the university. Candidates will need to apply for re-instatement upon return.

Candidates who stop taking classes for even one semester will be governed by the FSU and DESE regulations and requirements in effect at the time of their return.

Returning after an extended time away may require a more extensive review and re-submission of materials, including the statement of purpose and letters of recommendation.

The University reserves the right to require repetition of requirements after five years.



Licenses available via FSU Programs

Undergraduate Programs

[Early Childhood Education Major](#)

[Elementary Education Major](#)

[Secondary/Subject \(Subject Major with Secondary Education Minor\)](#)

PBTL/M.Ed. (Early Childhood, Elementary, Secondary/Subject) Programs

[Early Childhood Education \(Initial Licensure\)](#)

[Elementary Education \(Initial Licensure\)](#)

[Secondary Education](#)

[M.Ed. TESOL](#)

[M.Ed. Special Education](#)



Education Field Experience Handbook

Early Childhood Education Major

Program Information

Leads to Licensure for: Early Childhood PreK-2 Initial

MTEL Exams (in addition to MTEL 001 CLST – Reading and Writing) **Required for License:**

MTEL 190 Foundations of Reading, MTEL 072 Early Childhood

Field Experiences¹

Experience	Description	Hours	Focus	Courses	Prerequisite	GPA/EGPA
Pre-Practicum I	Typically fulfilled through 12 weekly visits of three or more hours, Pre-Practicum I requires a minimum of thirty-six hours of participation in a non-charter public school, regular education K, 1, or 2 classroom. The focus of the two associated methods courses is on Mathematics and Special Education. Candidates will teach whole group and small group mathematics lessons, incorporating IEP goals, accommodations, and services for students in the classroom.	36	Math and Inclusive practices	EDUC 301 ECED 311	PSYC 200 EDUC 110 EDUC 205 EDUC 230	Good Academic Standing
Pre-Practicum II	Pre-Practicum II requires a minimum of thirty-six hours of participation in one of the Centers for Early Childhood Education. Candidates participate in a variety of experiences fulfilled through weekly visits of three or more hours. The focus of the two associated methods courses is on Emergent Literacy and Sheltered English Immersion. Candidates observe and assist with varied pedagogical practices in early childhood classrooms in order to become familiar with effective literacy and language instruction, including linguistically and culturally sustaining strategies for teaching in linguistically diverse classrooms.	36	English Literacy & Sheltered English instruction	ECED 332/332L EDUC 342	EDUC 301 ECED 311	2.8
Pre-Practicum III	Pre-Practicum III requires a minimum of 72 hours of participation in a general education grade 1 or grade two classroom (if at all possible during times when Science, Social Studies, and ELA instruction is occurring). Candidates participate in a variety of experiences typically fulfilled through twelve weekly visits of six or more hours. The focus of the two associated courses is on Science methods and Social Studies / English Language Arts methods. Candidates will assist with instruction and have the opportunity to teach lessons associated with their assignments in the Science and ELA/Social Studies methods courses.	72	Language Arts, Social Studies, and Science	ECED 353 ECED 363 ECED 363P	ECED 332 EDUC 342	2.8
Practicum	Candidates participate full-time, in regular education kindergarten classrooms, for 100+ hours, and first or second grade classrooms, for 200+ hours, under the guidance of supervising practitioners and a university supervisor. At least one of the classrooms must include students with disabilities. Candidates must teach in all content areas and accrue at least 150 hours in the role of the teacher. The candidate's hours may be achieved in: 1) six-seven weeks in kindergarten followed by eight-nine weeks in grade one or two OR 2) approximately two hours in kindergarten AND four hours in grade one or two, each day. Each supervising practitioner receives a course voucher and a professional development certificate for supervision hours.	300	Teaching in all content areas; 100+ hours in K; 200+ hours in grade 1 or 2, in that order, unless otherwise specified.	ECED 440A ECED 440B EDUC 450	ECED 353 ECED 363	2.8

¹ All courses with an associated field experience require a field experience application prior to the [published deadline](#).



Education Field Experience Handbook

Elementary Education Major

Program Information

Leads to Licensure for: Elementary 1-6 Initial

MTEL Exams (in addition to MTEL 001 CLST – Reading and Writing) **Required for License:**

MTEL 190 Foundations of Reading, MTEL 178 General Curriculum Subtest 1, MTEL 278 General Curriculum: Subtest 2

Field Experiences²

Experience	Description	Hours	Focus	Courses	Pre-Requisite	GPA/EGPA
Pre-Practicum I	Typically 12 weekly visits of three or more hours, Pre-Practicum I requires a minimum of 36 hours of participation in a non-charter public school, regular education grade 1-6 classroom. The focus of the two associated methods courses is on Mathematics and Special Education. Candidates will teach whole group and small group mathematics lessons, incorporating IEP goals, accommodations, and services for students in the classroom.	36	Math and inclusive practices	EDUC 301 ELED 311	PSYC 200 EDUC 110 EDUC 205 EDUC 230	Good Academic Standing
Pre-Practicum II	Pre-Practicum II requires a minimum of 36 hours of participation in general education classroom, which includes English learners, in grades 1-6. Candidates participate in a variety of experiences typically fulfilled through 12 weekly visits of three or more hours. The focus of the two associated methods courses is Literacy and Sheltered English Immersion. Candidates will observe and assist with varied pedagogical practices (reading, writing, and foundational skills) in an elementary classroom setting to become familiar with effective literacy and language instruction, including linguistically and culturally sustaining strategies for teaching in linguistically diverse classrooms.	36	English literacy & Sheltered English instruction	ELED 332 EDUC 342	EDUC 301 ELED 311	2.8
Pre-Practicum III	Pre-Practicum III requires a minimum of 72 hours of participation in inclusive, general education elementary classrooms under the supervision of a qualified practitioner or practitioners. Candidates participate in a variety of experiences typically fulfilled through twelve weekly visits of six or more hours. The focus of the two associated courses is on Science methods and Social Studies / English Language Arts methods. Candidates will assist with instruction and have the opportunity to teach lessons associated with their assignments in the Science and ELA/Social Studies methods courses.	72	Language Arts, Social Studies, and Science	ELED 353 ELED 363 ELED 363P	ELED 332 EDUC 342	2.8
Practicum	Candidates participate full-time in a regular education elementary classroom, under the guidance of a supervising practitioner and a university supervisor. All Elementary licensure candidates must teach in all content areas, preferably in the same classroom, and accrue at least 150 hours in the role of the teacher. The supervising practitioner receives a course voucher and a professional development certificate for 300 supervision hours.	300	Teaching in all content areas	ELED 440A ELED 440B EDUC 450	ELED 353 ELED 363	2.8

² All courses with an associated field experience require a field experience application prior to the [published deadline](#).



Education Field Experience Handbook

Subject Major with Secondary Education

Program Information

Leads to Initial (Baccalaureate) Licensure for: [Biology 8-12](#) or [Chemistry 8-12](#) or [Earth & Space Science 8-12](#) or [English 5-12](#) or [History/Social Science 5-12](#) or [Mathematic 5-8](#) or [Mathematics 8-12](#) or [Visual Arts PreK-8](#) or [Visual Arts 5-12](#)

Field Experiences³

Experience	Description	Hours	Focus	Courses	Pre-requisite	GPA/EGPA
Biology 8-12 FS I	Typically fulfilled through 12 weekly visits of three or more hours, Field Study I requires a minimum of thirty-six hours of participation in a non-charter public school, regular education biology classroom. Candidates observe and participate in a broad spectrum of experiences to develop an understanding of classrooms, schools, teachers, and administrators and their respective roles and responsibilities. Candidates are introduced to the Professional Standards for Teachers (PST) and the Subject Matter Knowledge (SMK) through activities, including guided observations and other coursework requirements. The Field Study I candidate offers classroom assistance, including, but not limited to, tutoring and leadership in small group discussions.	36	General observation and participation	EDUC 200 Education in American Society	Sophomore Status;	Good Academic Standing
FS II	Field Study II involves a minimum of seventy-two hours of participation in a regular education biology classroom. The Field Study II experience is coordinated with two courses which focus on principles of teaching, special education, technology, and classroom management. Assignments, typically fulfilled through 12 weekly visits of six or more hours, include preparing and teaching a small number of lessons. Candidates often work with two teachers in the department. Professional development credit is apportioned.	72	Content, special needs, education technology	EDIL 325 EDIL 325P EDIL 302	EDUC 200 PSYC 200	2.8
Student Teaching	Student Teachers participate full-time, in a regular education biology classroom, under the guidance of a supervising practitioner and a university supervisor. Candidates work up to 80% of the teacher's workload and accrue at least 150 hours in the role of the teacher. Although candidates often work with two teachers in the department, one teacher should be designated as the primary supervising practitioner. Professional development credit is apportioned, but only one course voucher is granted.	300	minimum 300 hours in biology classrooms, working up to 80% of the teacher's workload.	EDPS 425 Practicum A EDPS 425B Practicum B	EDIL 302 EDIL 325 EDUC 246	2.8

³ All courses with an associated field experience require a field experience application prior to the [published deadline](#).



Education Field Experience Handbook

Experience	Description	Hours	Focus	Courses	Pre-requisite	GPA/EGPA
Chemistry 8-12 FS I	Typically fulfilled through 12 weekly visits of three or more hours, Field Study I requires a minimum of thirty-six hours of participation in a non-charter public school, regular education chemistry classroom. Candidates observe and participate in a broad spectrum of experiences to develop an understanding of classrooms, schools, teachers, and administrators and their respective roles and responsibilities. Candidates are introduced to the Professional Standards for Teachers (PST) and the Subject Matter Knowledge (SMK) through activities, including guided observations and other coursework requirements. The Field Study I candidate offers classroom assistance including, but not limited to, tutoring and leadership in small group discussions.	36	General observation and participation	EDUC 200 Education in American Society	Sophomore Status;	Good Academic Standing
FS II	Field Study II involves a minimum of seventy-two hours of participation in a regular education chemistry classroom. The Field Study II experience is coordinated with two courses which focus on principles of teaching, special education, technology, and classroom management. Assignments, typically fulfilled through 12 weekly visits of six or more hours, include preparing and teaching a small number of lessons. Candidates often work with two teachers in the department. Professional development credit is apportioned.	72	Content, special needs, education technology	EDIL 325 EDIL 325P EDIL 302	EDUC 200 PSYC 200	2.8
Student Teaching	Student Teachers participate full-time, in a regular education chemistry classroom, under the guidance of a supervising practitioner and a university supervisor. Candidates work up to 80% of the teacher's workload and accrue at least 150 hours in the role of the teacher. Although candidates often work with two teachers in the department, one teacher should be designated as the primary supervising practitioner. Professional development credit is apportioned, but only one course voucher is granted.	300	minimum 300 hours in chemistry classrooms, working up to 80% of the teacher's workload.	EDPS 425 Practicum A EDPS 425B Practicum B	EDIL 302 EDIL 325 EDUC 246	2.8



Education Field Experience Handbook

Experience	Description	Hours	Focus	Courses	Pre-requisite	GPA/EGPA
Earth & Space Science 8-12 FS I	Typically fulfilled through 12 weekly visits of three or more hours, Field Study I requires a minimum of thirty-six hours of participation in a non-charter public school, regular education Earth and space science classroom. Candidates observe and participate in a broad spectrum of experiences to develop an understanding of classrooms, schools, teachers, and administrators and their respective roles and responsibilities. Candidates are introduced to the Professional Standards for Teachers (PST) and the Subject Matter Knowledge (SMK) through activities, including guided observations and other coursework requirements. The Field Study I candidate offers classroom assistance including, but not limited to, tutoring and leadership in small group discussions.	36	general observation and participation	EDUC 200 Education in American Society	Sophomore Status	Good Academic Standing
FS II	Field Study II involves a minimum of seventy-two hours of participation in a regular education Earth & space science classroom. The Field Study II experience is coordinated with two courses which focus on principles of teaching, special education, technology, and classroom management. Assignments, typically fulfilled through 12 weekly visits of six or more hours, include preparing and teaching a small number of lessons. Candidates often work with two teachers in the department. Professional development credit is apportioned.	72	content, special needs, education technology	EDIL 325 EDIL 325P EDIL 302	EDUC 200 PSYC 200	2.8
Student Teaching	Student Teachers participate full-time, in a regular education Earth and space science classroom, under the guidance of a supervising practitioner and a university supervisor. Candidates work up to 80% of the teacher's workload and accrue at least 150 hours in the role of the teacher. Although candidates often work with two teachers in the department, one teacher should be designated as the primary supervising practitioner. Professional development credit is apportioned, but only one course voucher is granted.	300	minimum 300 hours in Earth & Space Science classrooms, working up to 80% of the teacher's workload.	EDPS 425A Practicum A EDPS 425B Practicum B	EDIL 302 EDIL 325 EDUC 246	2.8



Education Field Experience Handbook

Experience	Description	Hours	Focus	Courses	Pre-requisite	GPA/EGPA
English 5-12 FS I	Typically fulfilled through 12 weekly visits of three or more hours, Field Study I requires a minimum of thirty-six hours of participation in a non-charter public school, regular education English/English language arts classroom. Candidates observe and participate in a broad spectrum of experiences to develop an understanding of classrooms, schools, teachers, and administrators and their respective roles and responsibilities. Candidates are introduced to the Professional Standards for Teachers (PST) and the Subject Matter Knowledge (SMK) through activities, including guided observations and other coursework requirements. The Field Study I candidate offers classroom assistance including, but not limited to, tutoring and leadership in small group discussions.	36	general observation and participation	EDUC 200 Education in American Society	Sophomore Status	Good Academic Standing
FS II	Field Study II involves a minimum of seventy-two hours of participation in a regular education English/English Language Arts classroom. The Field Study II experience is coordinated with two courses which focus on principles of teaching, special education, technology, and classroom management. Assignments, typically fulfilled through 12 weekly visits of six or more hours, include preparing and teaching a small number of lessons. Candidates often work with two teachers in the department. Professional development credit is apportioned.	72	content, special needs, education technology	EDIL 321 EDIL 321P EDIL 302	EDUC 200 PSYC 200	2.8
Student Teaching	Student Teachers participate full-time, in a regular education English/English language arts classroom, under the guidance of a supervising practitioner and a university supervisor. Candidates work up to 80% of the teacher's workload and accrue at least 150 hours in the role of the teacher. Although candidates often work with two teachers in the department, one teacher should be designated as the primary supervising practitioner. Professional development credit is apportioned, but only one course voucher is granted.	300	minimum 300 hours in English classrooms; work up to 80% of the teacher's workload.	EDPS 421A Practicum A EDPS 421B Practicum B	EDIL 302 EDIL 321 EDUC 246	2.8



Education Field Experience Handbook

Experience	Description	Hours	Focus	Courses	Pre-requisite	GPA/EGPA
History/Social Science 5-12 FS I	Typically fulfilled through 12 weekly visits of three or more hours, Field Study I requires a minimum of thirty-six hours of participation in a non-charter public school, regular education history/social studies classroom. Candidates observe and participate in a broad spectrum of experiences to develop an understanding of classrooms, schools, teachers, and administrators and their respective roles and responsibilities. Candidates are introduced to the Professional Standards for Teachers (PST) and the Subject Matter Knowledge (SMK) through activities, including guided observations and other coursework requirements. The Field Study I candidate offers classroom assistance including, but not limited to, tutoring and leadership in small group discussions.	36	general observation and participation	EDUC 200 Education in American Society	Sophomore Status	Good Academic Standing
FS II	Field Study II involves a minimum of seventy-two hours of participation in a regular education history/social studies classroom. The Field Study II experience is coordinated with two courses which focus on principles of teaching, special education, technology, and classroom management. Assignments, typically fulfilled through 12 weekly visits of six or more hours, include preparing and teaching a small number of lessons. Candidates often work with two teachers in the department. Professional development credit is apportioned.	72	content, special needs, education technology	EDIL 322 EDIL 322P EDIL 302	EDUC 200 PSYC 200	2.8
Student Teaching	Student Teachers participate full-time, in a regular education history/social studies classroom, under the guidance of a supervising practitioner and a university supervisor. Candidates work up to 80% of the teacher's workload and accrue at least 150 hours in the role of the teacher. Although candidates often work with two teachers in the department, one teacher should be designated as the primary supervising practitioner. Professional development credit is apportioned, but only one course voucher is granted.	300	minimum of 300 hours in Social Studies classrooms, working up to 80% of the teacher's workload.	EDPS 422A Practicum A EDPS 422B Practicum B	EDIL 302 EDIL 322 EDUC 246	2.8



Education Field Experience Handbook

Experience	Description	Hours	Focus	Courses	Pre-requisite	GPA/EGPA
Mathematics 5-8 & Mathematics 8-12 FS I	Typically fulfilled through 12 weekly visits of three or more hours, Field Study I requires a minimum of thirty-six hours of participation in a non-charter public school, regular education mathematics 5-8 or 8-12 classroom. Candidates observe and participate in a broad spectrum of experiences to develop an understanding of classrooms, schools, teachers, and administrators and their respective roles and responsibilities. Candidates are introduced to the Professional Standards for Teachers (PST) and the Subject Matter Knowledge (SMK) through activities, including guided observations and other coursework requirements. The Field Study I candidate offers classroom assistance including, but not limited to, tutoring and leadership in small group discussions.	36	general observation and participation	EDUC 200 Education in American Society	Sophomore Status	Good Academic Standing
FS II	Field Study II involves a minimum of seventy-two hours of participation in a regular education mathematics 5-8 or 8-12 classroom. The Field Study II experience is coordinated with two courses which focus on principles of teaching, special education, technology, and classroom management. Assignments, typically fulfilled through 12 weekly visits of six or more hours, include preparing and teaching a small number of lessons. Candidates often work with two teachers in the department. Professional development credit is apportioned.	72	content, special needs, education technology	EDIL 323 EDIL 323P EDIL 302	EDUC 200 PSYC 200	2.8
Mathematics 5-8 Student Teaching	Student Teachers participate full-time, in a regular education math 5-8 classroom, under the guidance of a supervising practitioner and a university supervisor. Candidates work up to 80% of the teacher's workload and accrue at least 150 hours in the role of the teacher. Although candidates often work with two teachers in the department, one teacher should be designated as the primary supervising practitioner. Professional development credit is apportioned, but only one course voucher is granted.	300	minimum of 300 hours in mathematics classrooms, working up to 80% of the teacher's workload.	EDPS 423A Practicum A EDPS 423B Practicum B	EDIL 302 EDIL 323 EDUC 246	2.8
Mathematics 8-12 Student Teaching	Student Teachers participate full-time, in a regular education math 8-12 classroom, under the guidance of a supervising practitioner and a university supervisor. Candidates work up to 80% of the teacher's workload and accrue at least 150 hours in the role of the teacher. Although candidates often work with two teachers in the department, one teacher should be designated as the primary supervising practitioner. Professional development credit is apportioned, but only one course voucher is granted.	300	minimum 300 hours in mathematics classrooms, working up to 80% of the teacher's workload.	EDPS 424A Practicum A EDPS 424B Practicum B	EDIL 302 EDIL 323 EDUC 246	2.8



Education Field Experience Handbook

Experience	Description	Hours	Focus	Courses	Pre-requisite	GPA/EGPA
Visual Art PreK-8 Visual Art 5-12 FS I	Typically fulfilled through 12 weekly visits of three or more hours, Field Study I requires a minimum of thirty-six hours of participation in a non-charter public school, regular education visual arts classroom. Candidates observe and participate in a broad spectrum of experiences to develop an understanding of classrooms, schools, teachers, and administrators and their respective roles and responsibilities. Candidates are introduced to the Professional Standards for Teachers (PST) and the Subject Matter Knowledge (SMK) through activities, including guided observations and other coursework requirements. The Field Study I candidate offers classroom assistance including, but not limited to, tutoring and leadership in small group discussions.	36	general observation and participation	EDUC 200 Education in American Society	Sophomore Status	Good Academic Standing
FS II	Field Study II involves a minimum of seventy-two hours of participation in a regular education visual arts classroom. The Field Study II experience is coordinated with two courses which focus on principles of teaching, special education, technology, and classroom management. Assignments, typically fulfilled through 12 weekly visits of six or more hours, include preparing and teaching a small number of lessons. Candidates often work with two teachers in the department. Professional development credit is apportioned.	72	content, special needs, education technology	EDIL 328 EDIL 328P EDIL 302	EDUC 200 PSYC 200	2.8
Visual Arts PreK-8 Student Teaching	Student Teachers participate full-time, in a regular education visual arts classroom, under the guidance of a supervising practitioner and a university supervisor. Candidates work up to 80% of the teacher's workload and accrue at least 150 hours in the role of the teacher. Although candidates often work with two teachers in the department, one teacher should be designated as the primary supervising practitioner. Professional development credit is apportioned, but only one course voucher is granted.	300	minimum 300 hours in visual arts classrooms, working up to 80% of the teacher's workload.	EDPS 428A Practicum A EDPS 428B Practicum B	EDIL 302 EDIL 328 EDUC 246	2.8
Visual Arts 5-12 Student Teaching	Student Teachers participate full-time, in a regular education visual arts classroom, under the guidance of a supervising practitioner and a university supervisor. Candidates work up to 80% of the teacher's workload and accrue at least 150 hours in the role of the teacher. Although candidates often work with two teachers in the department, one teacher should be designated as the primary supervising practitioner. Professional development credit is apportioned, but only one course voucher is granted.	300	minimum 300 hours in visual arts classrooms, working up to 80% of the teacher's workload.	EDPS 429A Practicum A EDPS 429B Practicum B	EDIL 302 EDIL 328 EDUC 246	2.8



Education Field Experience Handbook

PBTL/M.Ed. Early Childhood Education (Initial Licensure)

Program Information

Leads to Initial (Post-Baccalaureate⁴) **Licensure for:** Early Childhood PreK-2

MTEL Exams (in addition to MTEL 001 CLST – Reading and Writing) **Required for License:**

MTEL 001 CLST Reading, MTEL 001 CLST Writing, MTEL 190 Foundations of Reading, MTEL 072 Early Childhood

Field Experiences⁵

Experience	Description	Hours	Courses	Pre-Requisite	GPA/EGPA
FE 1	Focus: Literacy, Social-Emotional Learning, Inclusive Practices Field Experience 1, preferably in Pre-K or K, completed in conjunction with ECED 921 Foundations of Literacy and Assessment Practices and ECED 931 Social and Emotional Learning & Inclusive Practices. Each course involves 18 hours (36 hours total) in field experience in an authentic and inclusive PreK or kindergarten classroom. Assignments are typically fulfilled through twelve weekly visits of three or more hours. The focus of the full experience is on early literacy, meeting all students' needs and promoting social and emotional well-being among students.	36	ECED 921 ECED 931	EDIL 910 EDIL 920	2.8
FE 2	Focus: ELA, Art, Social Studies, and Culturally Responsive Teaching & SEI Field Experience 2 is completed in conjunction with 1) ECED 942 English Language Arts, Art, Social Studies, and Culturally Responsive Teaching and 2) TESL 910 Sheltered English Immersion. This experience involves 36 hours of experience in a kindergarten, grade one, or grade two classroom. Assignments are typically fulfilled through 12 weekly visits of three or more hours and include planning and teaching interdisciplinary lessons designed to meet needs of all learners.	36	ECED 942 TESL 910	ECED 921 ECED 931	2.8
FE 3	Focus: Curriculum, Instruction, and Assessment Practices in Mathematics and Science Field Experience 3 is completed in conjunction with 1) ECED 953M Curriculum, Instruction, and Assessment Practices Teaching Mathematics in Grades PreK-2, and 2) ECED 953S Curriculum, Instruction, and Assessment Practices in Teaching Science in Grades PreK-2. Assignments are typically fulfilled through 12 weekly visits of six or more hours in an inclusive general education grade 1 or grade 2 classroom and include planning and teaching interdisciplinary lessons designed to meet needs of all learners.	72	ECED 953M ECED 953S	ECED 921 ECED 931 ECED 942 TESL 910	2.8
Practicum	Focus: teaching in all content areas, 100+ hours in K followed by 200+ hours in 1 or 2 unless otherwise specified. Candidates participate full-time, in regular education kindergarten classrooms, for 100+ hours, and first or second grade classrooms, for 200+ hours, under the guidance of supervising practitioners and a university supervisor. At least one of the classrooms must include students with disabilities. Candidates must teach in all content areas and accrue at least 150 hours in the role of the teacher. The candidate's hours may be achieved in: 1) six-seven weeks in kindergarten followed by eight-nine weeks in grade one or two OR 2) approximately two hours in kindergarten AND four hours in grade one or two, each day. Each supervising practitioner receives a course voucher and a professional development certificate for supervision hours.	300	ECED 980A ECED 980B	ECED 953M ECED 953S	3.0

⁴ MA DESE identifies licensure programs as *Baccalaureate* or *Post-Baccalaureate*, with *Post-Baccalaureate* referring to all programs beyond *Baccalaureate*.

⁵ All courses with an associated field experience require a field experience application prior to the [published deadline](#).



Education Field Experience Handbook

PBTL/M.Ed. Elementary Education (Initial Licensure)

Program Information

Leads to Initial (Post-Baccalaureate⁶) **Licensure for:** Elementary 1-6 Initial

MTEL Exams (in addition to MTEL 001 CLST – Reading and Writing) **Required for License:** MTEL 190 Foundations of Reading, MTEL 178 General Curriculum Subtest 1, MTEL 278 General Curriculum: Subtest 2

Field Experiences⁷

Experience	Description	Hours	Courses	Pre-Requisite	GPA/EGPA
FE 1	Focus: Literacy, Social-Emotional Learning, Inclusive Practices Field Experience 1 at the elementary level is completed in conjunction with ELED 921 Foundations of Literacy and Assessment Practices and ELED 931 Social and Emotional Learning & Inclusive Practices. Each course involves 18 hours of field experience in an inclusive, general education elementary classroom, preferably grades 1 or 2. The focus for the full experience is on literacy, meeting all students' needs, and promoting social and emotional well-being among students. Assignments are typically fulfilled through 12 weekly visits of three or more hours and include, but are not limited to, facilitating book talks, leading poetry shares, reading aloud to groups, sharing an author study and mentor texts, and learning about observation and assessment tools that inform instructional design through a student case study.	36	ELED 921 ELED 931	EDIL 910 EDIL 920	2.8
FE 2	Focus: ELA, Art, Social Studies, and Culturally Responsive Teaching & SEI Field Experience 2 is completed in conjunction with 1) ELED 942 English Language Arts, Art, Social Studies, and Culturally Responsive Teaching and 2) TESL 910 Sheltered English Immersion. This experience involves 36 hours of experience in an inclusive elementary classroom (grades 1-6), including English learners. Assignments are typically fulfilled through 12 weekly visits of three or more hours and include planning and teaching interdisciplinary lessons designed to meet needs of all learners.	36	ELED 942 TESL 910	ELED 921 ELED 931	2.8
FE 3	Focus: Curriculum, Instruction, and Assessment Practices in Mathematics and Science Field Experience 3 is completed in conjunction with 1) ELED 953M Curriculum, Instruction, and Assessment Practices Teaching Mathematics in Grades 1-6 with Field Experience 3, and 2) ELED 953S Curriculum, Instruction, and Assessment Practices in Teaching Science in Grades 1-6 with Field Experience 3. Assignments are typically fulfilled through 12 weekly visits of six or more hours in an inclusive general education elementary (grades 1-6) classroom and include planning and teaching interdisciplinary lessons designed to meet needs of all learners.	72	ELED 953M ELED 953S	ELED 921 ELED 931 ELED 942 TESL 910	2.8
Practicum	Focus: teaching in all content areas Candidates participate full-time, in a regular education elementary classroom, under the guidance of a university supervisor and a supervising practitioner. Candidates typically fulfill the entire practicum experience in one classroom. All Elementary licensure candidates must teach in all content areas, preferably in the same classroom. The supervising practitioner receives a course voucher and a professional development certificate for 300 supervision hours.	300	ELED 980A ELED 980B	ELED 953M ELED 953S	3.0

⁶ MA DESE identifies licensure programs as *Baccalaureate* or *Post-Baccalaureate*, with *Post-Baccalaureate* referring to all programs beyond *Baccalaureate*.

⁷ All courses with an associated field experience require a field experience application prior to the published deadline.



Education Field Experience Handbook

PBTL/M.Ed. Secondary Education

Program Information: [M.Ed. Secondary Education PBTL](#)

Leads to Initial (Post-Baccalaureate⁸) Licensure for:

[Biology 8-12](#) or [Chemistry 8-12](#) or [Earth & Space Science 8-12](#) or [English 5-12](#) or [General Science 5-8](#) or [History/Social Science 5-12](#) or [Mathematics 5-8](#) or [Mathematics 8-12](#) or [Middle School Math](#) or [Physics 8-12](#), [Visual Arts PreK-8](#) or [Visual Arts 5-12](#) or [World Language Spanish 5-12](#)

Field Experiences⁹

Experience	Description	Hours	Courses	Pre-Requisite	GPA/EGPA
Biology 8-12 FS I	Focus: general observation and participation Typically fulfilled through 12 weekly visits of three or more hours, Field Study I requires a minimum of thirty-six hours of participation in a non-charter public school, regular education biology classroom. Candidates observe and participate in a broad spectrum of experiences to develop an understanding of classrooms, schools, teachers, and administrators and their respective roles and responsibilities. Candidates are introduced to the Professional Standards for Teachers (PST) and the Subject Matter Knowledge (SMK) through activities, including but not limited to guided observations, instructional supports to supervising teachers, and other coursework requirements. The Field Study I candidate offers classroom assistance, including, but not limited to, tutoring and leadership in small group discussions.	36	EDIL 900 Field Study I	- Program Acceptance - Enrollment in or completion of EDIL 910 and/or EDIL 920	Good Academic Standing
FS II	Focus: content-specific pedagogy, special needs, education technology Field Study II involves a minimum of seventy-two hours of participation in a regular education biology classroom. The Field Study II experience is coordinated with two courses which focus on principles of teaching, special education, technology, and classroom management. Assignments, typically fulfilled through 12 weekly visits of six or more hours, include preparing and teaching a small number of lessons. Candidates often work with two teachers in the department. Professional development credit is apportioned.	72	EDIL 825 EDIL 825P EDIL 802	EDIL 910 EDIL 920	2.8
Student Teaching	Student Teachers participate full-time, in a regular education biology classroom, under the guidance of a supervising practitioner and a university supervisor. Candidates work up to 80% of the teacher's workload and accrue at least 150 hours in the role of the teacher. Although candidates often work with two teachers in the department, one teacher should be designated as the primary supervising practitioner. Professional development credit is apportioned, but only one course voucher is granted.	300	EDPS 865A Practicum A EDPS 865B Practicum B	EDIL 802 EDIL 825 EDUC 246 or TESL 910	2.8

⁸ MA DESE identifies licensure programs as *Baccalaureate* or *Post-Baccalaureate*, with *Post-Baccalaureate* referring to all programs beyond *Baccalaureate*.

⁹ All courses with an associated field experience require a field experience application prior to the [published deadline](#).



Education Field Experience Handbook

Experience	Description	Hours	Courses	Pre-Requisite	GPA/EGPA
Chemistry 8-12 FS I	Focus: general observation and participation Typically fulfilled through 12 weekly visits of three or more hours, Field Study I requires a minimum of thirty-six hours of participation in a non-charter public school, regular education chemistry classroom. Candidates observe and participate in a broad spectrum of experiences to develop an understanding of classrooms, schools, teachers, and administrators and their respective roles and responsibilities. Candidates are introduced to the Professional Standards for Teachers (PST) and the Subject Matter Knowledge (SMK) through activities, including guided observations and other coursework requirements. The Field Study I candidate offers classroom assistance including, but not limited to, tutoring and leadership in small group discussions.	36	EDIL 900 Field Study I	- Program Acceptance - Enrollment in or completion of EDIL 910 and/or EDIL 920	Good Academic Standing
FS II	Focus: content-specific pedagogy, special needs, education technology Field Study II involves a minimum of seventy-two hours of participation in a regular education chemistry classroom. The Field Study II experience is coordinated with two courses which focus on principles of teaching, special education, technology, and classroom management. Assignments, typically fulfilled through 12 weekly visits of six or more hours, include preparing and teaching a small number of lessons. Candidates often work with two teachers in the department. Professional development credit is apportioned.	72	EDIL 825 EDIL 825P EDIL 802	EDIL 910 EDIL 920	2.8
Student Teaching	Student Teachers participate full-time, in a regular education chemistry classroom, under the guidance of a supervising practitioner and a university supervisor. Candidates work up to 80% of the teacher's workload and accrue at least 150 hours in the role of the teacher. Although candidates often work with two teachers in the department, one teacher should be designated as the primary supervising practitioner. Professional development credit is apportioned, but only one course voucher is granted.	300	EDPS 865A Practicum A EDPS 865B Practicum B	EDIL 802 EDIL 825 EDUC 246 or TESL 910	2.8



Education Field Experience Handbook

Experience	Description	Hours	Courses	Pre-Requisite	GPA/EGPA
Earth & Space Science 8-12 FS I	Focus: general observation and participation Typically fulfilled through 12 weekly visits of three or more hours, Field Study I requires a minimum of thirty-six hours of participation in a non-charter public school, regular education Earth and space science classroom. Candidates observe and participate in a broad spectrum of experiences to develop an understanding of classrooms, schools, teachers, and administrators and their respective roles and responsibilities. Candidates are introduced to the Professional Standards for Teachers (PST) and the Subject Matter Knowledge (SMK) through activities, including guided observations and other coursework requirements. The Field Study I candidate offers classroom assistance including, but not limited to, tutoring and leadership in small group discussions.	36	EDIL 900 Field Study I	- Program Acceptance - Enrollment in or completion of EDIL 910 and/or EDIL 920	Good Academic Standing
FS II	Focus: content-specific pedagogy, special needs, education technology Field Study II involves a minimum of seventy-two hours of participation in a regular education Earth & space science classroom. The Field Study II experience is coordinated with two courses which focus on principles of teaching, special education, technology, and classroom management. Assignments, typically fulfilled through 12 weekly visits of six or more hours, include preparing and teaching a small number of lessons. Candidates often work with two teachers in the department. Professional development credit is apportioned.	72	EDIL 825 EDIL 825P EDIL 802	EDIL 910 EDIL 920	2.8
Student Teaching	Student Teachers participate full-time, in a regular education Earth and space science classroom, under the guidance of a supervising practitioner and a university supervisor. Candidates work up to 80% of the teacher's workload and accrue at least 150 hours in the role of the teacher. Although candidates often work with two teachers in the department, one teacher should be designated as the primary supervising practitioner. Professional development credit is apportioned, but only one course voucher is granted.	300	EDPS 865A Practicum A EDPS 865B Practicum B	EDIL 802 EDIL 825 EDUC 246 or TESL 910	2.8



Education Field Experience Handbook

Experience	Description	Hours	Courses	Pre-Requisite	GPA/EGPA
English 5-12 FS I	Focus: general observation and participation Typically fulfilled through 12 weekly visits of three or more hours, Field Study I requires a minimum of thirty-six hours of participation in a non-charter public school, regular education English/English language arts classroom. Candidates observe and participate in a broad spectrum of experiences to develop an understanding of classrooms, schools, teachers, and administrators and their respective roles and responsibilities. Candidates are introduced to the Professional Standards for Teachers (PST) and the Subject Matter Knowledge (SMK) through activities, including guided observations and other coursework requirements. The Field Study I candidate offers classroom assistance including, but not limited to, tutoring and leadership in small group discussions.	36	EDIL 900 Field Study I	Program Acceptance Enrollment in or completion of EDIL 910 and/or EDIL 920	Good Academic Standing
FS II	Focus: content-specific pedagogy, special needs, education technology Field Study II involves a minimum of seventy-two hours of participation in a regular education English/English Language Arts classroom. The Field Study II experience is coordinated with two courses which focus on principles of teaching, special education, technology, and classroom management. Assignments, typically fulfilled through 12 weekly visits of six or more hours, include preparing and teaching a small number of lessons. Candidates often work with two teachers in the department. Professional development credit is apportioned.	72	EDIL 821 EDIL 821P EDIL 802	EDIL 910 EDIL 920	2.8
Student Teaching	Student Teachers participate full-time, in a regular education English/English language arts classroom, under the guidance of a supervising practitioner and a university supervisor. Candidates work up to 80% of the teacher's workload and accrue at least 150 hours in the role of the teacher. Although candidates often work with two teachers in the department, one teacher should be designated as the primary supervising practitioner. Professional development credit is apportioned, but only one course voucher is granted.	300	EDPS 861A Practicum A EDPS 861B Practicum B	EDIL 802 EDIL 821 EDUC 246 or TESL 910	2.8



Education Field Experience Handbook

Experience	Description	Hours	Courses	Pre-Requisite	GPA/EGPA
General Science 5-8 FS I	Focus: general observation and participation Typically fulfilled through 12 weekly visits of three or more hours, Field Study I requires a minimum of thirty-six hours of participation in a non-charter public school, regular education general science classroom. Candidates observe and participate in a broad spectrum of experiences to develop an understanding of classrooms, schools, teachers, and administrators and their respective roles and responsibilities. Candidates are introduced to the Professional Standards for Teachers (PST) and the Subject Matter Knowledge (SMK) through activities, including guided observations and other coursework requirements. The Field Study I candidate offers classroom assistance including, but not limited to, tutoring and leadership in small group discussions.	36	EDIL 900 Field Study I	- Program Acceptance - Enrollment in or completion of EDIL 910 and/or EDIL 920	Good Academic Standing
FS II	Focus: content-specific pedagogy, special needs, education technology Field Study II involves a minimum of seventy-two hours of participation in a regular education general science classroom. The Field Study II experience is coordinated with two courses which focus on principles of teaching, special education, technology, and classroom management. Assignments, typically fulfilled through 12 weekly visits of six or more hours, include preparing and teaching a small number of lessons. Candidates often work with two teachers in the department. Professional development credit is apportioned.	72	EDIL 825 EDIL 825P EDIL 802	EDIL 910 EDIL 920	2.8
Student Teaching	Student Teachers participate full-time, in a regular education general science classroom, under the guidance of a supervising practitioner and a university supervisor. Candidates work up to 80% of the teacher's workload and accrue at least 150 hours in the role of the teacher. Although candidates often work with two teachers in the department, one teacher should be designated as the primary supervising practitioner. Professional development credit is apportioned, but only one course voucher is granted.	300	EDPS 865A Practicum A EDPS 865B Practicum B	EDIL 802 EDIL 825 EDUC 246 or TESL 910	2.8



Education Field Experience Handbook

Experience	Description	Hours	Courses	Pre-Requisite	GPA/EGPA
History/Social Science 5-12 FS I	Focus: general observation and participation Typically fulfilled through 12 weekly visits of three or more hours, Field Study I requires a minimum of thirty-six hours of participation in a non-charter public school, regular education history/social studies classroom. Candidates observe and participate in a broad spectrum of experiences to develop an understanding of classrooms, schools, teachers, and administrators and their respective roles and responsibilities. Candidates are introduced to the Professional Standards for Teachers (PST) and the Subject Matter Knowledge (SMK) through activities, including guided observations and other coursework requirements. The Field Study I candidate offers classroom assistance including, but not limited to, tutoring and leadership in small group discussions.	36	EDIL 900 Field Study I	- Program Acceptance - Enrollment in or completion of EDIL 910 and/or EDIL 920	Good Academic Standing
FS II	Focus: content-specific pedagogy, special needs, education technology Field Study II involves a minimum of seventy-two hours of participation in a regular education history/social studies classroom. The Field Study II experience is coordinated with two courses which focus on principles of teaching, special education, technology, and classroom management. Assignments, typically fulfilled through 12 weekly visits of six or more hours, include preparing and teaching a small number of lessons. Candidates often work with two teachers in the department. Professional development credit is apportioned.	72	EDIL 822 EDIL 822P EDIL 802	EDIL 910 EDIL 920	2.8
Student Teaching	Student Teachers participate full-time, in a regular education history/social studies classroom, under the guidance of a supervising practitioner and a university supervisor. Candidates work up to 80% of the teacher's workload and accrue at least 150 hours in the role of the teacher. Although candidates often work with two teachers in the department, one teacher should be designated as the primary supervising practitioner. Professional development credit is apportioned, but only one course voucher is granted.	300	EDPS 862A Practicum A EDPS 862B Practicum B	EDIL 802 EDIL 822 EDUC 246 or TESL 910	2.8



Education Field Experience Handbook

Experience	Description	Hours	Courses	Pre-Requisite	GPA/EGPA
Mathematics 5-8 Mathematics 8-12 FS I	Focus: general observation and participation Typically fulfilled through 12 weekly visits of three or more hours, Field Study I requires a minimum of thirty-six hours of participation in a non-charter public school, regular education mathematics 5-8 or 8-12 classroom. Candidates observe and participate in a broad spectrum of experiences to develop an understanding of classrooms, schools, teachers, and administrators and their respective roles and responsibilities. Candidates are introduced to the Professional Standards for Teachers (PST) and the Subject Matter Knowledge (SMK) through activities, including guided observations and other coursework requirements. The Field Study I candidate offers classroom assistance including, but not limited to, tutoring and leadership in small group discussions.	36	EDIL 900 Field Study I	- Program Acceptance - Enrollment in or completion of EDIL 910 and/or EDIL 920	Good Academic Standing
FS II	Focus: content-specific pedagogy, special needs, education technology Field Study II involves a minimum of seventy-two hours of participation in a regular education mathematics 5-8 or 8-12 classroom. The Field Study II experience is coordinated with two courses which focus on principles of teaching, special education, technology, and classroom management. Assignments, typically fulfilled through 12 weekly visits of six or more hours, include preparing and teaching a small number of lessons. Candidates often work with two teachers in the department. Professional development credit is apportioned.	72	EDIL 823 EDIL 823P EDIL 802	EDIL 910 EDIL 920	2.8
Mathematics 5-8 Student Teaching	Student Teachers participate full-time, in a regular education math 5-8 classroom, under the guidance of a supervising practitioner and a university supervisor. Candidates work up to 80% of the teacher's workload and accrue at least 150 hours in the role of the teacher. Although candidates often work with two teachers in the department, one teacher should be designated as the primary supervising practitioner. Professional development credit is apportioned, but only one course voucher is granted.	300	EDPS 863A Practicum A EDPS 863B Practicum B	EDIL 802 EDIL 823 EDUC 246 or TESL 910	2.8
Mathematics 8-12 Student Teaching	Student Teachers participate full-time, in a regular education math 8-12 classroom, under the guidance of a supervising practitioner and a university supervisor. Candidates work up to 80% of the teacher's workload and accrue at least 150 hours in the role of the teacher. Although candidates often work with two teachers in the department, one teacher should be designated as the primary supervising practitioner. Professional development credit is apportioned, but only one course voucher is granted.	300	EDPS 864A Practicum A EDPS 864B Practicum B	EDIL 802 EDIL 823 EDUC 246 or TESL 910	2.8



Education Field Experience Handbook

Experience	Description	Hours	Courses	Pre-Requisite	GPA/EGPA
Middle School Math/Science FS I	Focus: general observation and participation Typically fulfilled through 12 weekly visits of three or more hours, Field Study I requires a minimum of thirty-six hours of participation in a non-charter public school, regular education mathematics/science classroom or mathematics and science classrooms. Candidates observe and participate in a broad spectrum of experiences to develop an understanding of classrooms, schools, teachers, and administrators and their respective roles and responsibilities. Candidates are introduced to the Professional Standards for Teachers (PST) and the Subject Matter Knowledge (SMK) through activities, including guided observations and other coursework requirements. The Field Study I candidate offers classroom assistance including, but not limited to, tutoring and leadership in small group discussions.	36	EDIL 900 Field Study I	- Program Acceptance - Enrollment in or completion of EDIL 910 and/or EDIL 920	Good Academic Standing
FS II	Focus: content-specific pedagogy, special needs, education technology Field Study II involves a minimum of seventy-two hours of participation in a regular education mathematics/science classroom or mathematics and science classrooms. The Field Study II experience is coordinated with two courses which focus on principles of teaching, special education, technology, and classroom management. Assignments, typically fulfilled through 12 weekly visits of six or more hours, include preparing and teaching a small number of lessons. Candidates often work with two teachers in the department. Professional development credit is apportioned.	72	EDIL 926 EDIL 926P EDIL 802	EDIL 910 EDIL 920	2.8
Student Teaching	Student Teachers participate full-time, in a regular education regular education mathematics/science classroom or mathematics and science classrooms, under the guidance of a supervising practitioner and a university supervisor. Candidates work up to 80% of the teacher's workload and accrue at least 150 hours in the role of the teacher. Although candidates often work with two teachers in the department, one teacher should be designated as the primary supervising practitioner. Professional development credit is apportioned, but only one course voucher is granted.	300	EDPS 965A Practicum A EDPS 965B Practicum B	EDIL 802 EDIL 926 EDUC 246 or TESL 910	2.8



Education Field Experience Handbook

Experience	Description	Hours	Courses	Pre-Requisite	GPA/EGPA
Physics 8-12 FS I	Focus: general observation and participation Typically fulfilled through 12 weekly visits of three or more hours, Field Study I requires a minimum of thirty-six hours of participation in a non-charter public school, regular education physics or physical science classroom. Candidates observe and participate in a broad spectrum of experiences to develop an understanding of classrooms, schools, teachers, and administrators and their respective roles and responsibilities. Candidates are introduced to the Professional Standards for Teachers (PST) and the Subject Matter Knowledge (SMK) through activities, including guided observations and other coursework requirements. The Field Study I candidate offers classroom assistance including, but not limited to, tutoring and leadership in small group discussions.	36	EDIL 900 Field Study I	- Program Acceptance - Enrollment in or completion of EDIL 910 and/or EDIL 920	Good Academic Standing
FS II	Focus: content-specific pedagogy, special needs, education technology Field Study II involves a minimum of seventy-two hours of participation in a regular education physics or physical science classroom. The Field Study II experience is coordinated with two courses which focus on principles of teaching, special education, technology, and classroom management. Assignments, typically fulfilled through 12 weekly visits of six or more hours, include preparing and teaching a small number of lessons. Candidates often work with two teachers in the department. Professional development credit is apportioned.	72	EDIL 825 EDIL 825P EDIL 802	EDIL 910 EDIL 920	2.8
Student Teaching	Student Teachers participate full-time, in a regular education physics or physical science classroom, under the guidance of a supervising practitioner and a university supervisor. Candidates work up to 80% of the teacher's workload and accrue at least 150 hours in the role of the teacher. Although candidates often work with two teachers in the department, one teacher should be designated as the primary supervising practitioner. Professional development credit is apportioned, but only one course voucher is granted.	300	EDPS 865A Practicum A EDPS 865B Practicum B	EDIL 802 EDIL 825 EDUC 246 or TESL 910	2.8



Education Field Experience Handbook

Experience	Description	Hours	Courses	Pre-Requisite	GPA/EGPA
Visual Art PreK-8 Visual Art 5-12 FS I	Focus: general observation and participation Typically fulfilled through 12 weekly visits of three or more hours, Field Study I requires a minimum of thirty-six hours of participation in a non-charter public school, regular education visual arts classroom. Candidates observe and participate in a broad spectrum of experiences to develop an understanding of classrooms, schools, teachers, and administrators and their respective roles and responsibilities. Candidates are introduced to the Professional Standards for Teachers (PST) and the Subject Matter Knowledge (SMK) through activities, including guided observations and other coursework requirements. The Field Study I candidate offers classroom assistance including, but not limited to, tutoring and leadership in small group discussions.	36	EDIL 900 Field Study I	- Program Acceptance - Enrollment in or completion of EDIL 910 and/or EDIL 920	Good Academic Standing
FS II	Focus: content-specific pedagogy, special needs, education technology Field Study II involves a minimum of seventy-two hours of participation in a regular education visual arts classroom. The Field Study II experience is coordinated with two courses which focus on principles of teaching, special education, technology, and classroom management. Assignments, typically fulfilled through 12 weekly visits of six or more hours, include preparing and teaching a small number of lessons. Candidates often work with two teachers in the department. Professional development credit is apportioned.	72	EDIL 828 EDIL 828P EDIL 802	EDIL 910 EDIL 920	2.8
Visual Art PreK-8 Student Teaching	Student Teachers participate full-time, in a regular education visual arts classroom, under the guidance of a supervising practitioner and a university supervisor. Candidates work up to 80% of the teacher's workload and accrue at least 150 hours in the role of the teacher. Although candidates often work with two teachers in the department, one teacher should be designated as the primary supervising practitioner. Professional development credit is apportioned, but only one course voucher is granted.	300	EDPS 868A Practicum A EDPS 868B Practicum B	EDIL 802 EDIL 828 EDUC 246 or TESL 910	2.8
Visual Art 5-12 Student Teaching	Student Teachers participate full-time, in a regular education visual arts classroom, under the guidance of a supervising practitioner and a university supervisor. Candidates work up to 80% of the teacher's workload and accrue at least 150 hours in the role of the teacher. Although candidates often work with two teachers in the department, one teacher should be designated as the primary supervising practitioner. Professional development credit is apportioned, but only one course voucher is granted.	300	EDPS 869A Practicum A EDPS 869B Practicum B	EDIL 802 EDIL 828 EDUC 246 or TESL 910	2.8



Education Field Experience Handbook

Experience	Description	Hours	Courses	Pre-Requisite	GPA/EGPA
World Language: Spanish 5-12 FS I	Focus: general observation and participation Typically fulfilled through 12 weekly visits of three or more hours, Field Study I requires a minimum of thirty-six hours of participation in a non-charter public school, regular education World-Language Spanish classroom. Candidates observe and participate in a broad spectrum of experiences to develop an understanding of classrooms, schools, teachers, and administrators and their respective roles and responsibilities. Candidates are introduced to the Professional Standards for Teachers (PST) and the Subject Matter Knowledge (SMK) through activities, including guided observations and other coursework requirements. The Field Study I candidate offers classroom assistance including, but not limited to, tutoring and leadership in small group discussions.	36	EDIL 900 Field Study I	- Program Acceptance - Enrollment in or completion of EDIL 910 and/or EDIL 920	Good Academic Standing
FS II	Focus: content-specific pedagogy, special needs, education technology Field Study II involves a minimum of seventy-two hours of participation in a regular education world language Spanish classroom. The Field Study II experience is coordinated with two courses which focus on principles of teaching, special education, technology, and classroom management. Assignments, typically fulfilled through 12 weekly visits of six or more hours, include preparing and teaching a small number of lessons. Candidates often work with two teachers in the department. Professional development credit is apportioned.	72	EDIL 327 EDIL 327P EDIL 802	EDIL 900 EDIL 910 EDIL 920	
Student Teaching	Student Teachers participate full-time, in a regular education world language Spanish classroom, under the guidance of a supervising practitioner and a university supervisor. Candidates work up to 80% of the teacher's workload and accrue at least 150 hours in the role of the teacher. Although candidates often work with two teachers in the department, one teacher should be designated as the primary supervising practitioner. Professional development credit is apportioned, but only one course voucher is granted.	300	EDPS 427A EDPS 427B	EDIL 327 EDIL 327P EDIL 802 TESL 910	



Education Field Experience Handbook

M.Ed. Special Education

Program Information

Leads to Licensure for: Moderate Disabilities PreK-8 Initial, Moderate Disabilities 5-12 Initial, Early Childhood PreK-2 Professional, Elementary 1-6 Professional
Field Experiences¹⁰

Experience	Description	Hours	Courses	Pre-Requisite	GPA/EGPA
LTRC 930	<p>Focus: literacy assessment</p> <p>Pre-practicum school-based experience: 25 hours minimum. In this experience, candidates work with an individual student who is identified as being challenged in the area of literacy and performing below grade expectations. Course field assignments must be completed in a general education, inclusive setting. Candidates interview the student's teacher(s), the parents, and the student in order to gain insight into the student's strengths, interests, developmental and cultural background, and areas of need. Candidates observe the student in his/her learning environment(s) and administer individual (informal) reading/literacy and other relevant assessments. Candidates use the assessment information to design and teach lessons to address the identified student's needs. The student's progress is monitored and assessed resulting in a written report that documents progress and provides recommendations for future instructional planning. In addition to this specific assignment, the candidates are expected to engage in instructional activities that provide experiences in varied grade levels in accordance with the level of license they are seeking (PreK-8 or 5-12). The course instructor provides consultation and direction to the candidates throughout the semester to help ensure a meaningful experience.</p>	25	LTRC 930	LTRC 907 Literacy Instruction	3.0
SPED 956	<p>Focus: curriculum and teaching in an inclusive, general education setting</p> <p>Pre-practicum school-based experience: 25 hours minimum. Candidates use information from course work (text, research articles, and lectures) to design lessons for implementation in an inclusive, general education classroom. The lessons may be designed for a small or large group and must include students with disabilities. The lessons designed must indicate the specialized instruction methods used with students with disabilities and include summative and formative assessments. Data collection, use of assistive technology, provision of accommodations/modifications, and co-teaching models utilized are expected experiences within this field experience. Candidates are expected to engage in experiences across grade levels of the license they are seeking (PreK-8 or 5-12) and document activities with special education students of varied abilities within the moderate range. The course instructor provides consultation and direction to the candidates throughout the semester to help ensure a meaningful experience.</p>	25	SPED 956	SPED 942 LTRC 930	3.0
SPED 960	<p>Focus: comprehensive educational evaluation</p> <p>Pre-practicum school-based experience: 25 hours minimum. In this experience, candidates work with an individual student to complete a formal educational evaluation. Some assignments must be completed in a general education, inclusive setting. Candidates observe the student in his/her classroom, select and administer a minimum of five formal standardized evaluation instruments, review student records, and prepare a comprehensive report that is shared with the student's parents and school personnel. Candidates receive extensive training from the course instructor in evaluation procedures and in the implementation of the specific evaluation instruments. Candidates are expected to observe experienced special educators conduct assessments and receive consultative support on the interpretation of assessment results. Before administering the evaluation to the selected student, the candidate must receive approval,</p>	25	SPED 960	SPED 942	3.0

¹⁰ All courses with an associated field experience require a field experience application prior to the [published deadline](#).



Education Field Experience Handbook

Experience	Description	Hours	Courses	Pre-Requisite	GPA/EGPA
	based on competency, from the course instructor. The course instructor and site practitioner provide consultation and direction to the candidates throughout the semester to help ensure a meaningful experience.				
SPED 973	<p>Focus: Behavior and Classroom Management</p> <p>Pre-practicum school-based experience: 25 hours minimum, of which at least five hours should be spent in one or more inclusive, general education settings. Research-based behavior management strategies will be introduced and discussed throughout the course. Candidates will explore the use of these strategies and monitor and reflect on their effectiveness. This pre-practicum experience will focus on classroom management (large group) as well as more individualized, targeted, and explicit strategies. In addition, candidates will gain experiences in observing students, collecting data on identified behaviors that may impede learning, and designing a Functional Behavior Analysis (FBA) as well as a Positive Behavior Intervention Plan (PBIP) to affect a behavior change. The course instructor provides consultation and direction to the candidates throughout the semester to help ensure a meaningful experience.</p>	25	SPED 973	SPED 942	3.0
Practicum (PreK-8)	Candidates seeking Moderate Disabilities PreK-8 Initial licensure must complete a 300-hour practicum. Seventy-five (75) hours of the practicum must be completed in an inclusive, general education setting in grades PreK-8. The remaining 225 hours may be completed in inclusive, general education settings or in separate or substantially separate settings for students with moderate disabilities in grades PreK-8. The practicum student's responsibilities in both settings, if applicable, mirror the breadth and depth of the responsibilities of a special education teacher in those settings, including co-planning, co-teaching, providing consultative services and coaching to general education teachers, small group and whole class instruction, individualized and specialized instruction, implementing and evaluating accommodations and modifications, supporting students' behavioral needs, assisting students with organization and study skills, implementing and evaluating individualized transition plans, and related activities as described in students' IEPs. The practicum student participates in IEP meetings and parent conferences. In addition, the practicum student administers, under supervision, individualized achievement tests to one student and prepares a comprehensive report of the findings.	300	SPED 944A SPED 944B	- all M.Ed. Special Education course and degree requirements	3.0
Practicum (5-12)	Candidates seeking Moderate Disabilities 5-12 Initial licensure must complete a 300-hour practicum. One hundred-fifty (150) hours of the practicum must be completed in an inclusive, general education setting in grades 5-12. The remaining 150 hours may be completed in inclusive, general education settings or in separate or substantially separate settings for students with moderate disabilities in grades 5-12. The practicum student's responsibilities in both settings, if applicable, mirror the breadth and depth of the responsibilities of a special education teacher in those settings, including co-planning, co-teaching, providing consultative services and coaching to general education teachers, small group and whole class instruction, individualized and specialized instruction, implementing and evaluating accommodations and modifications, supporting students' behavioral needs, assisting students with organization and study skills, implementing and evaluating individualized transition plans, and related activities as described in students' IEPs. The practicum student participates in IEP meetings and parent conferences. In addition, the practicum student administers, under supervision, individualized achievement tests to one student and prepares a comprehensive report of the findings.	300	SPED 945A SPED 945B	- all M.Ed. Special Education course and degree requirements	3.0



Education Field Experience Handbook

M.Ed. TESOL

Program Information

Leads to Licensure for:

- ESL PreK-6 Initial,
- ESL 5-12 Initial,
- Early Childhood PreK-2 Professional,
- Elementary 1-6 Professional

Field Experiences¹¹

Experience	Description	Hours	Courses	Pre-Requisite	GPA/EGPA
TESL 949	Focus: Teaching ELLs English Language Arts Pre-practicum school-based experience: 36 hours minimum. Candidates use information from course work to design reading and writing lessons for implementation in a general education or ESL classroom that includes at least 4 students from diverse backgrounds defined by ethnicity, race and/or language use.	36	TESL 949	LTRC 907 Literacy Instruction (This may be waived for candidates who meet the proficiency requirements upon admission.)	3.0
TESL 972	Focus: working with learners from diverse backgrounds, defined by ethnicity, race, and/or language Pre-practicum school-based experience: 36 hours minimum. Candidates use information from course work (text, research articles, and lectures) to design lessons for implementation in a general education or ESL classroom that includes at least 4 students from diverse backgrounds defined by ethnicity, race and/or language use.	36	TESL 972	TESL 949	3.0
Practicum (PreK-6)	Candidates seeking an Initial license as Teacher of English as a Second Language must complete a full-time, full-semester, 300-hour-minimum practicum in an ESL classroom, demonstrating PSTs and SMKs. One hundred-fifty (150) hours of the practicum must be in the role of the ESL teacher, including preparation, implementation, follow-through, and assessment of English Language Learners.	300	TESL 980A TESL 980B	all M.Ed. TESL course and degree requirements	3.0
Practicum (5-12)	Candidates seeking an Initial license as Teacher of English as a Second Language must complete a 300-hour practicum in an ESL classroom, demonstrating PSTs and SMKs. One hundred-fifty (150) hours of the practicum must be in the role of the ESL teacher, including preparation, implementation, follow-through, and assessment of English Language Learners.	300	TESL 981A TESL 981B	all M.Ed. TESL course and degree requirements	3.0

¹¹ All courses with an associated field experience require a field experience application prior to the [published deadline](#).