

AUBURN UNIVERSITY MONTGOMERY

College of Education Field Experience Manual

(Class B Bachelor's and Alternative A Master's Degrees)

Office of Student Services and Teacher Certification

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**Auburn University Montgomery
College of Education
Office of Student Services and Teacher Certification
P.O. Box 244023
Montgomery, AL 36124-4023
Office: 334-244-3458**

The Field Experience Manual is designed to assist the Field Candidate, Cooperating Teacher, Cooperating Principal and the University Supervisor in the facilitation of successful completion of field experiences in diverse field settings.

Programs resulting in Alabama Teacher Certification are subject to all regulations set forth by the Educator Preparation Code. Implementation of additional requirements may be mandated by the Alabama State Department of Education and/or College of Education policy changes and such changes will supersede the current requirements delineated in this Field Experience Manual. Candidates should consult their education advisor for specific program requirements necessary for graduation and certification.

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Guidelines for Field Experiences: Education Majors

As part of the teacher preparation program at AUM, the candidate is required to complete a series of field experiences in diverse educational settings. Prior to the field experience, the candidate has declared an education major with a specific concentration. As the candidate progresses in their major, his/her curriculum plan requires specific field experiences designed to implement appropriate instructional and pedagogical competencies. Candidates, faculty, and personnel in cooperating systems are urged to utilize this manual in order to implement the appropriate activities during field experiences.

The College of Education is constantly seeking to improve the quality of the preservice teacher's development and training. AUM firmly believes effective partnerships and high-quality clinical practice is central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development. The goal of collaboration between the University, the candidate, and the area schools is to produce competent, committed and reflective **Professional Educators**.

The faculty and staff of Auburn University Montgomery offer our sincere wishes as the challenge and responsibility of this important phase of professional development at the preservice level is completed. Please feel free to contact the Office of Student Services and Teacher Certification at 334-244-3458 if there are further questions or if this office can be of assistance.

Conceptual Framework

The College of Education is actively engaged in preparing future teachers and other education-related professionals for positions in classrooms and human service agencies. Professional study in the College of Education is based on a model that recognizes and prepares teachers as **Professional Educators**. The college is committed to providing challenging opportunities for a diverse learning community in a nurturing environment. It is the vision of the College of Education to prepare **competent, committed and reflective** professional educators.

- **Competent** - Equipped with the knowledge, skills, and technological expertise to help all individuals learn and develop.
- **Committed** - Dedicated to the ethical practices and collaboration that serve as the foundation of a diverse and intellectually vibrant society.
- **Reflective** – Devoted to analyzing their past practices in ways that fuel ongoing learning and improve future practices.

These three dispositions form the foundation for the professional teacher, administrator, or counselor working in a variety of P-12 settings. The AUM College of Education recognizes that the development of a competent, committed and reflective candidate means the development of a **Professional Educator**.

All AUM candidates spend extensive time in schools and classrooms as a component of professional education courses. These experiences are involved with diversity in many forms. They provide AUM candidates with practical knowledge of reality as experienced in P-12 settings. The field laboratory experiences provide operative, reflective and collaborative knowledge toward the development of the **Professional Educator**.

Pursuant to the mission of improving the academic achievement of all students in Alabama P-12 schools, teacher candidates' practice is aligned to standards based on the Model Core Teaching Standards developed by the Interstate New Teacher Assessment and Support Consortium Standards (InTASC).

InTASC Standards

The ten InTASC standards are as follows:

1. **Standard #1: Learner Development** - The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
2. **Standard #2: Learning Differences** - The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
3. **Standard #3: Learning Environments** - The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
4. **Standard #4: Content Knowledge** - The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
5. **Standard #5: Application of Content** - The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
6. **Standard #6: Assessment** - The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
7. **Standard #7: Planning for Instruction** - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
8. **Standard #8: Instructional Strategies** - The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
9. **Standard #9: Professional Learning and Ethical Practice** - The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
10. **Standard #10: Leadership and Collaboration** - The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

All candidates are expected to become **Professional Educators** through the mastery of these ten standards by the completion of their program. Through multiple, diverse field

experiences, the candidate is given the opportunity to apply content and pedagogical knowledge acquired in their coursework under the supervision of clinical educators at both the university and P-12 level.

Field Experience Assessments

A general assessment of the candidate's performance in the field setting by the cooperating teacher will be conducted using the Initial Skills and Dispositions Rating (ISDR) assessment tool. ISDR is an 11-item assessment that aligns with five InTASC standards, one Technology standard (ISTE-based), and five AUM College of Education Dispositions. The cooperating teacher will receive an evaluation link and submission deadline from the Assistant Dean of Accreditation via email. If a field experience and its linked course do not emphasize or offer the opportunity for demonstration of a specific InTASC standard, the cooperating teacher can mark "Not Observed." In addition, the cooperating teacher will have the option to add comments to provide detail on the AUM student's development and demonstration of skills and dispositions. Course syllabi will include the InTASC standards that are aligned with the course.

Time Log

The AUM Placement Diversity and Hours Log, or time log, is to be completed by the AUM student and verified via signature by the cooperating teacher.

The time log can be accessed at this site: <https://www.aum.edu/wp-content/uploads/2025/04/Time-Log-for-Field-Placement-Students.pdf>.

Once the student has received the signed time log at the completion of the field experience hours, he or she submits a scanned copy of the time log with required signatures into the Canvas Course LMS in the location designated by the course instructor.

ALSDE Regulations for Field Experiences

AUM is committed to compliance with state and certification requirements, as well as CAEP requirements for Field Experiences. As outlined in the Alabama State Department of Education's Educator Preparation Code, all Class B and Alternative A programs, field experiences adhere to the following definition:

Field Experiences Prior to the internship, a variety of early and ongoing field-based contacts in P-12 schools and other appropriate settings that are provided as a part of the instructional program available through observation, study of school situations, assisting in instruction, participation in profession development opportunities in the content area or specific to teaching in the content area, and supervised teaching hat contribute to the understanding and competence of the candidate. Field experiences may be course-embedded or standalone. **Candidates must have cleared criminal history background check prior to participation in any field experiences or activities working with students.** EPP must have a written policy to ensure the safety of children.

Field experiences Requirements are as follows:

- All Class B and Alternative Class A programs shall require extensive field experiences in multiple settings and/or a practicum. If permitted by written EPP policy, individuals who are employed in positions appropriate to the area of their current program (e.g., an ESOL teacher of both elementary and secondary students in a variety of settings) may complete field experiences on the Job, but those experiences must be planned with specific purposes and assessments.
- Most field experiences shall occur in P-12 schools. Service-learning projects may be external to P-12 schools.
- At least half of the field experiences shall be in the candidate's teaching field or area of instructional support.
- For early childhood education and early childhood special education programs, field experiences shall include placements in at least two of the three main types of early education settings (early school grades (K-3), childcare centers and homes, and Office of School Readiness programs). Early childhood special education programs must have a placement in a special education setting or at least three field experiences or a practicum in this environment.
- For elementary education programs, field experiences should include placements in both lower (K-3) and upper (4-6) elementary grades.
- For secondary education programs, field experiences should include placements in both middle school and high school.
- For P-12 programs, field experiences should include placements at both P-6 and 6-12 grade levels.

Purposes of the Field Experience

The **undergraduate student** field experiences are divided into four areas: (1) Pre-Professional Field Program, (2) Professional Field Program, (3) Professional Practicum Experience, and (4) Professional Internship. This manual details basic information for both the Pre-Professional and Professional Field Programs. Professional Practicum Experience is handled at the departmental level. Information concerning the Professional Internship Program is contained in the Internship Manual published by the College of Education.

The **Alternative Master's** field experiences are divided into three areas: (1) Professional Field Program, (2) Professional Practicum Experience, and (3) Professional Internship. This manual details basic information for the Professional Field Program. Professional Practicum Experience is handled at the departmental level. Information concerning the Professional Internship Program is contained in the Internship Manual published by the College of Education.

The general purpose(s) of field experiences are as follows:

1. To provide career exploration opportunities for preservice candidates.
2. To provide AUM candidates opportunities to observe and experience instructional techniques and methods utilized in P-12 school settings.
3. To provide AUM candidates with a better understanding of P-12 students.
4. To provide experiences that will give the preservice teacher opportunities to apply content and pedagogical knowledge reflected in the InTASC Standards and their specific content areas within a P-12 setting.

Procedures for Field Placement Requests

Field assignments and experiences will be presented and discussed in courses requiring field experiences by the AUM instructor. The specific objectives and evaluation criteria for the field experiences will also be presented and discussed by the AUM instructor. *In many cases the course grade will be withheld or reported as an "F" if the field experiences are not successfully completed.*

1. The AUM candidate in each education class where a field experience is required is responsible through the instructor for requesting a placement. The instructor will provide a link to request field experience. The candidate is responsible for completing the request form via the provided link **no later** than the second class meeting.
2. AUM candidates will be allowed to select one school district for their field experience requirement. Requests for an assignment to a school district not listed are generally denied. **There will be NO out-of-state placements approved.** Some course instructors may opt to find placements directly for their students (faculty-placed field experiences)

Currently the AUM College of Education places candidates within the following Alabama school districts:

Alexander City	Andalusia City	Autauga County	Baldwin County
Brewton City	Butler County	Chilton County	Conecuh County
Covington County	Crenshaw County	Dallas County	Elmore County
Hoover City	Houston County	Jefferson County	Lowndes County
Lee County	Montgomery County	Monroe County	Opelika City
Ozark City	Pike Road	Selma City	Sylacauga City
Tallapoosa County	Tallassee City	Troy City	Shelby County

3. Once the Office of Student Services receives the Field Experience Request, the appropriate person in the school system is notified of the request. Placements are made with a deliberate attempt to provide the AUM candidate with clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students' learning and development.

4. When the placement is approved, the Data Specialist notifies the AUM student and instructor of the candidate's placement.
5. Throughout the term, the cooperating teacher is asked to provide an assessment of the AUM candidate's participation in the field experience and sign the student's Diversity and Times Log sheet.

Alternate Field Experience Settings for Alternative Candidates

Eligibility Requirements:

- Individuals who are employed in positions appropriate to the area of their current program may complete field experiences on the job. Individuals deemed appropriate for an alternate field experience include, but are not limited to: a budgeted aide or an individual who has *several months* of satisfactory teaching experience in a school setting.
- At least half of the field experiences must be in the candidate's teaching field or area of instructional support.
- Volunteer work, substitute work, scout or church youth work may be considered eligible for field experiences during the Summer when P-12 schools are not in session. However, the **majority** of field experiences must occur in P-12 schools.
- The AUM candidate is responsible for verifying appropriate experiences by submitting to the instructor a statement in writing from the principal or superintendent. A copy of this letter will be submitted to the certification officer for approval. This letter must be on letterhead stationery and must describe:
 - the candidate's job,
 - dates and length of service, and
 - grade level and subject.

Decision Process:

- The AUM instructor and the Director of Student Services and Teacher Certification must approve all alternate settings.
- All field assignments cannot be completed in one setting. Candidates working in the schools should expect to be assigned to other school settings for many of their field experiences.
- For early childhood education and early childhood special education programs, field experiences must include placements in at least two of the three main types of early education settings [early school grades (K-3), child care centers and homes, and Head Start programs.]

Alabama Educator Code of Ethics

Alabama Code of Ethics

The primary goal of every educator in the state of Alabama must, at all times, be to provide an environment in which all students can learn. The separate standards within the Alabama Educator Code of Ethics are provided below, followed by a link to the full and detailed document, inclusive of sample behaviors of the violations of standards, at the end of this section.

Take time to read and follow this important information.

- Standard 1: Professional Conduct: An educator should demonstrate conduct that follows generally recognized professional standards.
- Standard 2: Trustworthiness: An educator should exemplify honesty and integrity in the course of professional practice.
- Standard 3: Unlawful Acts: An educator should abide by federal, state, and local laws and statutes.
- Standard 4: Teacher/Student Relationship: An educator should always maintain a professional relationship with all students, both in and outside the classroom.
- Standard 5: Alcohol, Drug, and Tobacco Use: An educator should refrain from the use of alcohol and/or tobacco during the course of professional practice and should never use illegal or unauthorized drugs.
- Standard 6: Public Funds/Property: An educator entrusted with public funds and property should honor that trust with a high level of honesty, accuracy, and responsibility.
- Standard 7: Remunerative Conduct: An educator should maintain integrity with students, colleagues, parents, patrons, or businesses when accepting gifts, gratuities, favors, and additional compensation.
- Standard 8: Maintenance of Confidentiality: An educator should comply with state and federal laws and local school board policies relating to confidentiality of student and personnel records, standardized test material, and other information covered by confidentiality agreements.
- Standard 9: Abandonment of Contract: An educator should fulfill all of the terms and obligations detailed in the contract with the local board of education or educational agency for the duration of the contract.

www.alabamaachieves.org/wp-content/uploads/2021/02/Alabama_Educator_Code_of_Ethics.pdf

Responsibility of Participants

The responsibilities of the AUM candidate, AUM instructor, Cooperating Teacher, Cooperating Principal, and the Director of Student Services and Teacher Certification are as follows:

AUM Candidate – The candidate is responsible for the following:
<ul style="list-style-type: none">• Research directions to the placement site in advance.
<ul style="list-style-type: none">• Report to the school/teacher 10-15 minutes prior to the assigned time and on the date provided on the placement assignment.
<ul style="list-style-type: none">• Always report to the school office when first arriving at the P-12 school.
<ul style="list-style-type: none">• Verify your contact information for the cooperating teacher during the first visit.
<ul style="list-style-type: none">• Remember, you are a guest in the P-12 school.
<ul style="list-style-type: none">• Abide by school rules, dress codes, and general procedures of the P-12 school.
<ul style="list-style-type: none">• Complete all assigned observations/research/activities in a timely manner.
<ul style="list-style-type: none">• Return appropriate documentation and evaluation forms to the AUM instructor.
<ul style="list-style-type: none">• Reflect upon field experiences in a professional manner.
<ul style="list-style-type: none">• Before leaving the school setting, notify the cooperating teacher of the specific times and dates of your next visit.
<ul style="list-style-type: none">• Treat field dates and times as you would any important appointment.
<ul style="list-style-type: none">• Submit your time log in the appropriate course Canvas site as instructed by your AUM faculty member.

Responsibility of AUM Instructor

AUM Instructor – The AUM instructor is responsible for the following:

- Communicate with the Cooperating Teacher at the assigned school concerning the course field requirements and expectations for the candidate.
- Provide constructive feedback to the AUM candidate after the school visits.
- Discuss the field experiences with the Cooperating Teacher if appropriate.
- Serve as a liaison between the assigned school and the AUM College of Education
- Assist the Cooperating Teacher in understanding the Initial Standards and Dispositions Rating (ISDR) used to evaluate the AUM candidate.
- Assign final course grades, which most likely will include the participation in the field experience.

Responsibility of Cooperating Principal

Cooperating Principal – The cooperating principal is responsible for the following:

- Work as a professional clinical team member with the university instructor and the Cooperating Teacher to ensure a successful field experience.
- Assist the Cooperating Teacher in providing an open and well-balanced learning and teaching experience for the AUM pre-professional teacher.
- Arrange with members of the P-12 faculty a schedule of field experiences in other subject areas during the term, if appropriate.

Responsibility of Cooperating Teacher

Cooperating Teacher – The cooperating teacher is responsible for the following:
<ul style="list-style-type: none">• Provide the field candidate with appropriate time and space to accomplish the required objectives of the experience.
<ul style="list-style-type: none">• Assist the field candidate with information that will lead to success in the classroom.
<ul style="list-style-type: none">• Provide the Field Candidate with feedback on progress and skills developed.
<ul style="list-style-type: none">• Provide the Field Candidate with information about candidates, time schedules, and daily class routines.
<ul style="list-style-type: none">• Submit the evaluation ratings on the AUM student using the Initial Skills and Dispositions Rating (ISDR) link emailed to you by the Assistant Dean of Accreditation.

Responsibility of the Office of Student Services and Teacher Certification:

Office of Student Services and Teacher Certification – Office of Student Services and Teacher Certification is responsible for the following:
<ul style="list-style-type: none">• Plan with school personnel in making field placements.
<ul style="list-style-type: none">• Keep records of placements, Cooperating Teachers, and evaluation materials.
<ul style="list-style-type: none">• Plan with university instructors the appropriate objectives for the field experiences.
<ul style="list-style-type: none">• Coordinate admission to Professional Education.

Admission to Professional Education (Undergraduates ONLY)

Each undergraduate candidate preparing to teach must be admitted to Professional Education. All candidates pursuing their initial teaching certificate at the baccalaureate level (degree and unclassified students) must make application for admission to Professional Education. Please see below for the requirements. **Candidates may not register for advanced level education courses until they are admitted to the Professional Education Program.**

The requirements for admission to Professional Education include the following:

- prerequisite coursework,
- communication skills,
- fingerprint clearance,
- scholarship.

Prerequisite coursework:

A minimum of 45 semester hours of work must be completed with a cumulative, professional studies, and teaching field GPA of 2.5 or better, including the following courses: ENGL 1010, ENGL 1020, COMM 1010 or 2100 or 2212, FNDS 2010, FNDS 2120, and FNDS 2140; completion of all remedial course requirements. All **Elementary, Early Childhood and Special Education K-6 and P-3** must also complete at least ONE core Math.

Communication Skills:

Candidates must demonstrate proficiency in reading plus oral and written English. The candidate must have a grade point of 2.0 or better in ENGL 1010 and ENGL 1020 or equivalents (with no grade lower than a “C”). The candidate must also have a grade point of 2.0 or better in COMM 1010 or its equivalent.

Fingerprint Clearance:

All candidates are required to be fingerprinted and cleared by the FBI and ABI BEFORE observing in a school or observing children. The candidate is required to submit proof of clearance to each instructor before a field experience placement will be assigned. The Alabama State Department of Education (ALSDE) will send each candidate a clearance or denial letter once the fingerprints have been submitted.

- *The candidate must be fingerprinted by a service provider approved by the Alabama State Department of Education. Additional information about approved providers, fee, and procedures is available from the Office of Student Services and Teacher Certification at 334-244-3458.*

- *The candidate is responsible for the nonrefundable, nontransferable fee.*
- *The candidate shall be issued a suitability determination from the State Superintendent of Education. The candidate must provide the designated official of the unit documentation for having cleared the criminal history background check prior to admission to a State-approved teacher education program.*
- *A candidate whose suitability determination precluded admission to a State-approved teacher education program has the right to due process procedures in accordance with the current Educator Certification Chapter of the Alabama Administrative Code.*

Scholarship:

Candidates must have a minimum overall grade point average of 2.50 on all work taken prior to admission. Candidates must have a grade point average of 2.50 in Professional Studies courses with no grade less than a "C" accepted. Candidates must have a minimum grade point average of 2.50 in the Teaching Field with no grade less than "C" accepted. Starting Fall 2009 and thereafter any student admitted to AUM and majoring in any area of Education will only be allowed to take a Professional Studies **OR** Teaching Field course **twice** (i.e., any course on page 2 of your program plan of study). If a candidate does not earn a grade of "C" or higher in each course (in the Professional Studies or Teaching Field) OR has a grade point average (GPA) lower than 2.50 in their Professional Studies or Teaching Field courses, they will not be allowed to continue in the College of Education.

The **deadlines** for applying for admission to Professional Education are as follows:

- Fall term - **June 15th**
- Spring term – **October 15th**
- Summer term – **March 15th**

The candidate must submit the application for *Admission to Professional Education* along with an advising copy of their transcript. The Office of Student Services and Teacher Certification will review the student's application file, and the student will be notified in writing of acceptance or denial. In the event of denial, the candidate may request an interview with the Admission Committee. The candidate may reapply for admission after deficiencies are met.

Field Experience Requirements for Undergraduate Candidates

Following is a list of field expectations for each course:

Foundations of Education (FNDS) Courses:

FNDS 2010 Social Foundations of Education

(Field experience required 20 hours)

- This is the first education course where the candidates are considering teaching as a profession. Candidates observe the role of the teacher, and their general interactions with the K-12 students. The AUM candidate works, as a teacher's aide. Part of this experience should be devoted to observing an exceptional child who has been included in the regular classroom. Placement: Grade level where certification is sought.

Childhood Education and Reading Courses:

ECHE 4203 Families and Communities

(Field experience required 10 hours)

- This course focuses on diverse needs of the child in family, school and community. Diverse cultures, abilities, language and communication including English as a Second Language in the early childhood environment and other community institutions are addressed. Placement: P-3.

ECHE 4914 Practicum in Early Childhood Education

(Field experience required 100 hours)

- A 100-hour practicum in an early childhood classroom to provide teaching experience and classroom management skills for working with the whole class. This experience should include lesson planning, instruction, and observation of a classroom teacher. Placement: Pre-K.

ELEM 3400 Methods of Teaching Elementary Social Studies

(Field experience required 10 hours)

- The field experience is designed to provide candidates with the opportunity to observe an elementary school setting and interact with students on an individual, small or whole group level. The candidates will design and implement instructional plans that meet the academic needs of the students in the school setting. Placement: 1st – 6th grade.

ELEM 3914 Practicum in Elementary Education

(Field experience required 75 hours)

- A 75-hour practicum in an intermediate classroom to provide teaching experience and classroom management skills for working with the whole class. This experience will include lesson planning, instruction, and observation of a

classroom teacher. Placement: Grades 4th – 6th.

ELEM 4100 Methods of Teaching Elementary Mathematics

(Field experience required 10 hours)

Candidates enrolled in ELEM 4100 are required to complete a field experience in a local elementary school. As part of their field experience, candidates will observe a cooperating teacher and work with individual children, a small group or the entire class. Placement: 1st – 6th grade.

ELEM 4200 Methods of Teaching Elementary Science

(Field experience required 10 hours)

- Teacher candidates will work as members of a science instructional team at a local elementary school. The experience includes development and delivery of a series of standards-based science lessons in a classroom setting, formative and summative assessment of science concepts, application of course related instructional techniques, and self and peer analysis of the effectiveness of the lessons in impacting student learning. . Placement: 1st – 6th grade.

READ 3300 Methods of Teaching Literacy

(Field experience required 30 hours)

- The field experience will take place at a local elementary school or campus program. Teacher candidates will be working with students ranging from kindergarten through sixth grade in a small group setting and will conduct a Reader's Workshop and a Writer's Workshop.
- An emphasis is placed on child development, learning theories, individual differences, emergent and early literacy, children's literature, and examination of current materials and instructional practices used in teaching literacy for the emergent and developing reader.
- This course will also focus on curriculum, methods, strategies, and materials related to teaching for comprehension and fluency, content area literacy, and techniques to incorporate children's literature across the curriculum.
- Along with a focus on teaching writing and the use of children's literature as the foundation of the language arts program for P-6 students. Strategies for the integration of all language arts skills – reading, writing, speaking, listening, viewing, and visually representing – are covered. (9 credit hours; equivalent to READ 3303, 3313, 3323) Placement: Ages 5-8, Grades K-3 and 4th –6th.

Health Education and Physical Education (PHED) Courses:

PHED 2130 Health and Physical Education in the Elementary School

(Field experience required 15 hours)

- The AUM candidate will observe lessons taught by elementary school physical education teachers. The candidate should discuss with the teacher the importance of lesson plans, grading policies, and discipline techniques. The AUM candidate should be granted as much time as possible to assist with the daily activities and to interact with an elementary physical education student. Candidates will teach a minimum of one class during this period.

PHED 3053 Theory/Techniques Gymnastics, Dance, Aerobics, Weight Training

(Field experience required 10 hours)

- The AUM candidate will develop professional expertise in the organization and teaching of gymnastics, dance, aerobics, and weight training. Emphasis on evaluating dance routines and gymnastics skills and prescribing of fitness programs that improve body composition levels.

PHED 4030 Methods of Teaching Physical Education

(Field experience required 20 hours)

- The AUM candidate will observe a lesson taught by a physical education teacher. The student will assume some instructional responsibilities in the physical education classroom. The candidate should be allowed to prepare and teach the class for part or all of a period.

PHED 4160 Adapted Physical Education

(Field experience required 20 hours)

- The AUM candidate will observe a child with special needs in a physical education setting. The student will adapt and present a physical education activity for a special needs child and write an individual education plan (IEP) for that child.

PHED 4183 Measurement & Evaluation

(Field experience required 30 hours)

- The AUM candidate will be required to observe and administer physical fitness testing in a school setting as designated by the instructor. The AUM candidate will also be required to take an active role in the recording and interpretation of data in order to develop a heightened awareness of Measurement and Evaluation applications in the physical education setting.

Secondary Education (SCED) Courses:

SCED 4000 Principles of Teaching

(Field experience required 35 hours)

- The AUM candidate should get acquainted with the teacher and the students. The AUM candidate will observe and describe classroom practices. The candidate will write a description of the classroom setting, the teaching practices, and the decisions made by the classroom teacher. The candidate should be allowed to become involved with secondary or middle school students by working with individuals, small groups, or the total group.

SCED 4050 Classroom Management and Teaching in Middle and Secondary Schools

(Field experience required 35 hours)

- The AUM candidate should get acquainted with the teacher and the students. The AUM candidate will assume some instructional responsibilities in the classroom. The candidate should be allowed to prepare and teach the 6-12 class for part or all of a period. The candidate should be allowed to become involved with secondary or middle school students by working with individuals, small groups, or the total group.

SCED 4100 Teaching Methods for Secondary Language Arts

(Field experience required 30 hours)

- The AUM candidate should get acquainted with the teacher and the students. The AUM candidate will assume some instructional responsibilities in the classroom. The candidate should be allowed to prepare and teach a language arts class for part or all of a period. The candidate should become involved with secondary school students by working with individuals, small groups, or the total group.

SCED 4110 Teaching Methods for Secondary Mathematics

(Field experience required 30 hours)

- The AUM candidate should get acquainted with the teacher and the students. The AUM candidate will assume some instructional responsibilities in the classroom. The candidate should be allowed to prepare and teach the mathematics class for part or all of a period. The candidate should become involved with secondary students by working with individuals, small groups, or the total group.

SCED 4130 Teaching Methods in Secondary Science

(Field experience required 30 hours)

- The AUM candidate should get acquainted with the teacher and the students. The AUM candidate will assume some instructional responsibilities in the classroom. The candidate should be allowed to prepare and teach the science class for part or all of a period. The candidate should become involved with secondary school students by working with individuals, small groups, or the total group.

SCED 4140 Teaching Methods for Secondary Social Science

(Field experience required 30 hours)

- The AUM candidate should get acquainted with the teacher and the students. The AUM candidate will assume some instructional responsibilities in the classroom. The candidate should be allowed to prepare and teach the social science class for part or all of a period. The candidate should become involved with secondary students by working with individuals, small groups, or the total group.

SCED 4152 Teaching Methods for Art

(Field experience required 30 hours)

Special Education (ESPE) Course:

ESPE 3760 Survey of Exceptionalities

(Field experience required 20 hours)

- The AUM candidate enrolled in ESPE 3760 must complete a field experience in settings serving students with disabilities in the grade/age in which certification is sought. Candidates must complete an interview with the cooperating teacher as well as interact with students with disabilities in a variety of academic activities. An observation form must be completed for each experience. Each candidate completes an observation form for each visit as well as a final reflection as a post-observation activity.

ESPE 4912 Practicum I in Special Education

(Field experience required 50 hours)

- This course is first in a sequence of three practicums for candidates in special education programs of study providing experiences in settings with students with exceptionalities. Candidates participate in 50 hours of on-site experiences in P-12 settings. The clinical experience allows candidates to observe and interact in school settings with students with exceptionalities as well as professionals who provide services to students with exceptionalities.

ESPE 4913- Practicum I in Special Education

(Field experience required 50 hours)

- This course is second in a sequence of three practicums for candidates in special education programs of study providing experiences in settings with students with exceptionalities. Candidates participate in 50 hours of on-site experiences in P-12 settings. The clinical experience allows candidates to observe and interact in school settings with students with exceptionalities as well as professionals who provide services to students with exceptionalities.

ESPE 4914- Practicum II in Special Education

(Field experience required 50 hours)

ESPE 4915-Practicum III in Special Education

(Field experience required 50 hours)

- This course is third in a sequence of three practicums for candidates in special education programs of study providing experiences in settings with students with exceptionalities. Candidates participate in 50 hours of on-site experiences in P-12 settings. The clinical experience allows candidates to observe and interact in school settings with students with exceptionalities as well as professionals who provide services to students with exceptionalities.

Field Experience Requirements for Graduate Candidates

The AUM candidate will deliver to the cooperating teacher an introductory letter from the instructor which will provide specific expectations for the field experiences when the candidate reports for their initial visit. At the end of the term, the cooperating teacher is asked to provide a written assessment of the AUM candidate's participation in the field experiences in the LiveText Field Experience Module (FEM). Following is a list of field laboratory expectations for each course.

Childhood Education Courses:

ECHE 6423 Developmental Processes

(Field experience required 10 hours)

- Alternative candidates complete this field experience with infants and toddlers, including observation and teaching. Teaching reflects current research as interchanges with infants and toddlers becomes the teaching curriculum.

ECHE 6914 Preschool Practicum

(Field experience required 75 hours)

ELEM 6513 Curriculum and Teaching Elementary Language Arts

(Field experience required 10 hours)

- Alternative candidates plan and implement a writer's workshop with small groups of elementary students in a school language arts classroom. The field experience provides candidates with the opportunity to reflect upon theory while engaged in authentic practice.

ELEM 6523 Curriculum and Teaching Elementary Mathematics

(Field experience required 10 hours)

- Candidates work as members of a math instructional team at a local public/private school. The experience includes development and delivery of a series of standards-based math lessons in a classroom setting, formative and summative assessment of math skills, application of course related instructional techniques, and self and peer analysis of the effectiveness of the lessons in impacting student learning.

ELEM 6533 Curriculum and Teaching Elementary Social Studies

(Field experience required 10 hours)

- Candidates plan and implement social studies lessons to a whole class of elementary students in a school setting. The field experience provides candidates the venue to observe the cooperating teacher and to reflect with peers, supervising teachers, and university faculty on mastering developmentally appropriate pedagogy to meet the needs of the diverse classroom community.

ELEM 6543 Curriculum and Teaching Elementary Science

(Field experience required 10 hours)

- Teacher candidates will work as members of a science instructional team at a local elementary school. The experience includes development and delivery of a series of standards-based science lessons in a classroom setting, formative and summative assessment of science concepts, application of course related instructional techniques, and self and peer analysis of the effectiveness of the lessons in impacting student learning.

READ 6353 Teaching Reading with Children's Books

(Field experience required 10 hours)

- The field experience component of this course is designed to give Alternative candidates an opportunity to assist the cooperating teacher with the incorporation of children's literature into the classroom reading curriculum. Candidates plan and teach research-based reading strategies through literature circles, thus reinforcing the efficacy of the Best Practice Model.

READ 6254 Curriculum and Teaching Reading II

(Field experience required 20 hours)

- This field experience is designed to give Alternative candidates the opportunity to assess, plan, and implement reading instruction to a small group of K-6 students in the public school.

Foundations of Education (FNDS) Courses:

FNDS 6170 Advanced Educational Psychology

(Field experience required 10 hours)

- The AUM candidate enrolled in the alternative master's program will observe the teacher and the student/teacher interactions for the application of ideas presented in class. Types of strategies used by the K-12 classroom teacher will be examined in areas such as motivation, learning styles, teaching styles, operant conditioning, and classroom questioning.

Secondary Education (SCED) Courses:

SCED 6000 Principles of Teaching

(Field experience required 35 hours)

- The AUM candidate should be allowed time to get acquainted with the teacher and students. The AUM candidate will observe and describe classroom practices. The candidate will write a description of the classroom setting, the teaching practices, and the decisions made by the classroom teacher. The candidate should be allowed to become involved with secondary students by working with individuals, small groups, or the total group.

SCED 6050 Classroom Management and Teaching in Middle and Secondary Schools

(Field experience required 35 hours)

- The AUM candidate should be allowed time to get acquainted with the teacher and students. The AUM candidate will assume some instructional responsibilities in the classroom. The candidate should be allowed to prepare and teach the 6-12 class for part or all of a period. The candidate should be allowed to become involved with secondary or middle school students by working with individuals, small groups, or the total group.

SCED 6100 Teaching Methods for Secondary Language Arts

(Field experience required 30 hours)

- The AUM candidate should be allowed time to get acquainted with the teacher and the students. The AUM candidate will assume some instructional responsibilities in the classroom. The candidate should be allowed to prepare and teach a language arts class for part or all of a period. The candidate should be allowed to become involved with secondary students by working with individuals, small groups, or the total group.

SCED 6110 Teaching Methods for Secondary Mathematics

(Field experience required 30 hours)

- The AUM candidate should be allowed time to get acquainted with the teacher and students. The AUM candidate will assume some instructional responsibilities in the classroom. The candidate should be allowed to prepare and teach the mathematics class for part or all of a period. The candidate should be allowed to become involved with secondary students by working with individuals, small groups, or the total group.

SCED 6130 Teaching Methods in Secondary Science

(Field experience required 30 hours)

- The AUM candidate should be allowed time to get acquainted with the teacher and students. The AUM candidate will assume some instructional responsibilities in the classroom. The candidate should be allowed to prepare and teach the science class for part or all of a period. The candidate should be allowed to become involved with secondary students by working with individuals, small groups, or the total group.

SCED 6140 Teaching Methods for Secondary Social Science

(Field experience required 30 hours)

- The AUM candidate should be allowed time to get acquainted with the teacher and students. The AUM candidate will assume some instructional responsibilities in the classroom. The candidate should be allowed to prepare and teach the social science class for part or all of a period. The candidate should be allowed to become involved with secondary students by working with individuals, small groups, or the total group.

SCED 6152 Teaching Methods for Art

(Field experience required 30 hours)

Special Education (ESPE) Courses:

ESPE 6100 Students with Special Needs

(Field experience required 20 hours)

- The AUM candidate should observe students with special needs and successful techniques used in teaching these students. The AUM candidate is looking for information on curriculum adaptations, and ways to collaborate with other professionals and parents. The AUM candidate should interact with the special needs students in small group activities or in one-on-one activities.

ESPE 6300 Advanced Study of Assessment of Students with Exceptionalities

(Field experience required 20 hours)

- The AUM candidate enrolled in ESPE 6300 must complete a 20-hour field experience in a setting serving students with disabilities. Activities in the field experience include: 1) identification of formal, individually administered assessment instruments used for annual evaluation; 2) identification of formal, statewide assessment instruments; 3) identification of accommodation and modifications commonly utilized for students with disabilities in testing situations; and 4) critique features of informal assessment instruments. An observation form must be completed each time the candidate visits the site. A final reflection sheet must be completed after the field experience hours are completed.

ESPE 6500 Advanced Study of Teaching and Learning Strategies for Students with Exceptionalities

(Field experience required 20 hours)

- The AUM candidate enrolled in ESPE 6500 must complete a 20-hour field experience in a setting serving students with disabilities. Candidates will identify evidence-based teaching and learning strategies for students with disabilities. An observation form must be completed each time the candidate visits the site. A final reflection sheet must be completed after the field experience hours are completed

ESPE 6910 ECSE Traditional M.Ed. Practicum

(Field experience required 50 hours)

ESPE 6911 CE Traditional M.Ed. Practicum

(Field experience required 50 hours)

ESPE 6913 Advanced Practicum I in Special Education

(Field experience required 50 hours)

ESPE 6914 Advanced Practicum II in Special Education

(Field experience required 50 hours)

Physical Education (PHED) Courses:

PHED 6020 Elementary Methods in Physical Education

(Field experience required 30 hours)

- The AUM candidate will observe K-6 students in physical education. Each candidate will teach lessons during their 30 clock hour observations.

PHED 6030 Advanced Methods of Teaching Physical Education

(Field experience required 30 hours)

- AUM candidates will observe instructional methods and evaluation of physical education students. The AUM candidate will be expected to teach lessons during the 30 clock hour observations.

PHED 6160 Advanced Adapted Physical Education

(Field experience required 30 hours)

- Each AUM candidate will develop adapted physical education lesson plans to meet the needs of children with exceptionalities.

PHED 6183 Advanced Measurement and Evaluation

(Field experience required 30 hours)

- Each AUM candidate will evaluate measurement and evaluation techniques used in physical education and exercise science.