

# Field Experience/Practicum Descriptions

Practicum descriptions and requirements may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form.

Hours listed below are approximate.

## Residential Programs

Course-embedded field experiences for residential courses are arranged solely through the Local Field Office. Students are NOT to make contact with any school or teacher, no matter what previous connections (professional or family-related) the student may have. Some practicums have pre-established partnerships with which the course instructor will guide the student in getting started. Other practicums must be requested through the Local Field Office by Wednesday of Week One. See additional placement requesting procedures.

Course	Hours	Practicum Description
EDUC 226	30	<b>Instructional Design Practicum: Elementary</b> <ul style="list-style-type: none"> <li>• One session per week assisting and co-teaching in a classroom throughout the entire semester (approximately 1.5 to 2 hours per week) <i>and</i></li> <li>• Candidates are required to teach one formal lesson near the end of the semester; the lesson will be evaluated by the host teacher.</li> <li>• One session per week serving at an urban afterschool (evening) tutoring program throughout the entire semester (approximately 1.5 to 2 hours per week)</li> </ul>
EDUC 236	30	<b>Content Instruction Design Practicum</b> <ul style="list-style-type: none"> <li>• One session per week assisting and co-teaching in a classroom throughout the entire semester (approximately 1.5 to 2 hours per week)</li> <li>• Candidates are required to teach one formal lesson near the end of the semester; the lesson will be evaluated by the host teacher.</li> <li>• One session per week serving at an urban afterschool (evening) tutoring program throughout the entire semester (approximately 1.5 to 2 hours per week)</li> </ul>
EDUC 317	30	<b>Elementary Reading and Language Arts Practicum</b> <ul style="list-style-type: none"> <li>• One or two sessions per week assisting and co-teaching in a public-school classroom throughout the entire semester</li> <li>• Required to communicate and arrange to teach one formal lesson to be evaluated by the host teacher</li> <li>• Candidates are also responsible for the completed FEA and IPIR (FEA and IPIR completed by the host teacher)</li> </ul>
EDUC 322	10	<b>Elementary Reading and Language Arts Practicum</b> <ul style="list-style-type: none"> <li>• Candidates collaborate with Beacon of Hope</li> <li>• Implement college and career activities for students</li> </ul>
EDUC 411	15	<b>Elementary School Curriculum Practicum</b> <ul style="list-style-type: none"> <li>• One session per week (one session is 1.5 hours) assisting in a classroom and teaching one lesson plan during the semester</li> <li>• Required to attend the same time and day each week</li> <li>• Meet on campus at the beginning, middle, and end of the semester</li> <li>• Fine arts will be emphasized in the lesson plan; Fine arts activity, and topic web taught during the practicum</li> <li>• School service project and bulletin board are required</li> <li>• Candidates are responsible for completion of the FEL and FEA (FEA and verification of FEL completed by the host teacher)</li> </ul>
EDUC 412	10	<b>Middle School Curriculum and Instruction</b>

		<ul style="list-style-type: none"> <li>• Observe, assist, and co-teach a minimum of 10 hours in a middle school classroom (approximately 1.5 to 2 hours per week)</li> <li>• Teach at least one formal lesson in the same middle school classroom</li> <li>• Required to complete a service project</li> </ul>
<b>EDUC 420</b>	30	<b>Content Teaching Methods Practicum</b> <ul style="list-style-type: none"> <li>• Observe a minimum of 30 hours in endorsement area 6<sup>th</sup>-12<sup>th</sup> grade classroom</li> <li>• Teach at least one formal lesson in the same endorsement area classroom</li> <li>• Lesson plan must be approved by the host teacher prior to implementation</li> <li>• Complete a reflection/observation journal on the process/experience</li> </ul>
<b>EDUC 436</b>	10	<b>Content Curriculum Fundamentals Practicum</b> <ul style="list-style-type: none"> <li>• Observe in endorsement area 6<sup>th</sup>-12<sup>th</sup> grade classroom</li> <li>• Teach at least one formal lesson in the same endorsement area classroom</li> </ul>
<b>EDUC 476/477</b>	300	<b>Student Teaching</b> <ul style="list-style-type: none"> <li>• Candidates are expected to be in the classroom all day and every day of the student teaching semester (even if the minimum 300 hours is far exceeded)</li> </ul>
<b>EDSP 324</b>	20	<b>Special Education Law and Characteristics Licensure Practicum</b> <ul style="list-style-type: none"> <li>• One session per week observing in a self-contained life-skills classroom throughout the entire semester (two hours per week)</li> <li>• Required to attend the same time and day every week</li> </ul>
<b>EDSP 364</b>	18	<b>Behavior Management in Special Education Licensure Practicum</b> <ul style="list-style-type: none"> <li>• Observation with general assistance/involvement at request of the host teacher</li> <li>• At least one session must be completed at two sites; candidates may choose which setting to attend for third session</li> </ul>
<b>EDSP 414</b>	20	<b>Inclusion and Diversity: Effective Practices and Strategies Licensure Practicum</b> <ul style="list-style-type: none"> <li>• One session per week assisting in an inclusion classroom</li> <li>• Required to set up a time and day each week and attend consistently</li> </ul>
<b>EDSP 474</b>	15	<b>Transition Planning Licensure Practicum</b> <ul style="list-style-type: none"> <li>• One session per week assisting with post-secondary, transition-oriented activities at EC Glass High School, Heritage High School, or a local Lynchburg business</li> <li>• Required to set up a time and day each week and attend consistently</li> </ul>
<b>ENGL 420</b>	30	<b>Secondary Methods Teaching Practicum</b> <ul style="list-style-type: none"> <li>• Observe a minimum of 30 hours in an English classroom</li> <li>• Teach two formal lessons (full or partial) in the same English classroom</li> <li>• Levels of assistance or involvement is dependent on the discretion of the host teacher</li> </ul>
<b>HIST 420</b>	30	<b>Secondary Methods Teaching Practicum</b> <ul style="list-style-type: none"> <li>• Observe a minimum of 30 hours in a social sciences classroom at the 6th-12th grade level</li> <li>• Levels of assistance or involvement is dependent on the discretion of the host teacher</li> </ul>
<b>HLTH 441</b>	10	<b>Methods and Resources in Teaching Applied Sciences in School Practicum</b> <ul style="list-style-type: none"> <li>• Observe a minimum of 10 hours in a health classroom at the 6th-12th grade level</li> <li>• Prepare a unit, teach in the classroom, and evaluate the experience</li> </ul>
<b>PHED 245</b>	20	<b>PE Observations in Schools</b> <ul style="list-style-type: none"> <li>• Observe in a physical education classroom at the K-5th grade level</li> </ul>
<b>PHED 322</b>	20	<b>PE Student Aide: Elementary</b> <ul style="list-style-type: none"> <li>• Observe and assist in a physical education classroom at the K-5th grade level</li> <li>• Teach at least two lessons in elementary physical education</li> </ul>
<b>PHED 325</b>	20	<b>PE Student Aide: Secondary</b> <ul style="list-style-type: none"> <li>• Observe and assist in a physical education classroom at the 6th-12th grade level</li> </ul>
<b>MATH 420</b>	30	<b>Teaching Mathematics in Secondary Schools Practicum</b> <ul style="list-style-type: none"> <li>• Observe a minimum of 30 hours in a mathematics classroom</li> <li>• Teach at least two formal lessons in the same mathematics classroom</li> <li>• The lesson plans must be approved by the host teacher prior to implementation</li> </ul>

<b>MUSC 438</b>	15	<b>Elementary Music Methods and Materials Practicum</b> <ul style="list-style-type: none"> <li>• Observe a minimum of 15 hours in a music classroom at the K-5<sup>th</sup> grade level</li> <li>• Teach at least two formal lessons in the same music classroom</li> <li>• The lesson plans must be approved by the host teacher prior to implementation</li> </ul>
<b>MUSC 491</b>	15	<b>Secondary Music Methods and Materials Practicum</b> <ul style="list-style-type: none"> <li>• Observe a minimum of 15 hours in a music classroom at the 6<sup>th</sup>-12<sup>th</sup> grade level</li> <li>• Teach at least two formal lessons in the same music classroom</li> <li>• The lesson plans must be approved by the host teacher prior to implementation</li> </ul>
<b>SPAN 420</b>	30	<b>Methods Teaching Practicum</b> <ul style="list-style-type: none"> <li>• Observe a minimum of 30 hours in a Spanish classroom at the 6<sup>th</sup>-12<sup>th</sup> grade level</li> <li>• Teach at least two formal lessons in the same classroom</li> <li>• Lesson plans must be approved by the host teacher and the University instructor prior to implementation</li> </ul>
<b>TESL 420</b>	30	<b>Methods Teaching Practicum</b> <ul style="list-style-type: none"> <li>• Observe a minimum of 30 hours in a TESL classroom at the 6<sup>th</sup>-12<sup>th</sup> grade level</li> <li>• Teach at least two formal lessons in the same classroom</li> <li>• Lesson plans must be approved by the host teacher and the University instructor prior to implementation</li> </ul>

## Online Programs

Placements should be requested by [Wednesday of Week One](#). See additional placement requesting procedures.

Course	Hours	Practicum Description
<b>EDSP 420</b>	1	<b>Current Trends in Special Education</b> <ul style="list-style-type: none"> <li>• Interview a special educator to learn about his/her roles and responsibilities</li> <li>• Write a one-page summary of the interview</li> </ul>
<b>EDUC 200</b>	1	<b>Principles of Education</b> <ul style="list-style-type: none"> <li>• Develop ten questions to use in interviewing an educator</li> <li>• Interview an educator to learn about his/her roles and responsibilities</li> <li>• Share the responses with the class in a discussion board forum</li> </ul>
<b>EDUC 210</b>	10	<b>Early Childhood Education Fundamentals</b> <ul style="list-style-type: none"> <li>• Minimum of two field experiences (in two different centers) in an early childhood setting</li> <li>• Prepare a one- or two-page report analyzing the experiences at each site</li> </ul>
<b>EDUC 298</b>	45	<b>Education Practicum</b> <ul style="list-style-type: none"> <li>• Observation only practicum</li> <li>• Placement should align with the education degree area</li> </ul>
<b>EDUC 301</b>	1	<b>Instructional Practices for Math Teachers</b> <ul style="list-style-type: none"> <li>• Create a math lesson plan for a specific grade level</li> <li>• Teach the lesson either in a classroom setting or in a community setting</li> <li>• NOTE: community setting (church group, neighborhood group, etc.) is encouraged</li> </ul>
<b>EDUC 302</b>	3	<b>Instructional Practices for Reading Teachers</b> <ul style="list-style-type: none"> <li>• Create a directed reading activity and a directed reading-thinking activity</li> <li>• Facilitate both activities with a group of children</li> <li>• Write a summary of both sessions</li> <li>• Write a reflection of both sessions</li> </ul>
<b>EDUC 390</b>	300	<b>Teaching Practicum</b> <ul style="list-style-type: none"> <li>• Requirement of 300 field hours for ACSI Teaching Certificate</li> <li>• Completed during a 15-week field placement class</li> <li>• Hours completed in a PreK-12 classroom that aligns with the candidate's degree area</li> <li>• Hours completed in one classroom with one mentor teacher</li> <li>• Candidates must teach for three weeks during the 15-week field placement</li> </ul>

<b>EDUC 398</b>	45	<b>Teaching Practicum</b> <ul style="list-style-type: none"> <li>• Hours completed in a PreK-12 classroom that aligns with the candidate's degree area</li> <li>• Hours completed in one classroom with one mentor teacher</li> <li>• Write one formal lesson plan</li> <li>• Teach one formal lesson</li> </ul>
<b>EDUC 500</b>	2	<b>Advanced Educational Psychology</b> <ul style="list-style-type: none"> <li>• Generate five open-ended questions to be used in a student interview</li> <li>• Interview four children: a preschooler, a student in elementary school, a student in middle school, and a student in high school</li> <li>• Summary linking the student responses with stages of development</li> </ul>
<b>EDUC 501</b>	10	<b>Advanced Child Development</b> <ul style="list-style-type: none"> <li>• Developmental Case Study</li> <li>• Obtain permission to observe two students in different levels of development</li> <li>• NOTE: Permission level is typically from the parents to observe their child in either a church, home, or community setting (School setting is appropriate if the candidate is a classroom teacher and parent permission is obtained).</li> <li>• Write a case study, summarizing each of the three developmental domains (physical, cognitive, social/emotional)</li> </ul>
<b>EDUC 521</b>	10	<b>Foundations of Exceptionality</b> <ul style="list-style-type: none"> <li>• Classroom or community setting</li> <li>• Spend time working with students with exceptionalities</li> <li>• Write a summary of the experience</li> <li>• Interview an adult with special needs or a family member of someone with special needs to inquire about his/her school experiences (not included in the 10 hours of placement)</li> <li>• Write a summary of the interview</li> <li>• Community setting option is available</li> <li>• NOTE: Community option may be required in some areas</li> </ul>
<b>EDUC 524</b>	10	<b>Collaborating for Successful Inclusive Classrooms</b> <ul style="list-style-type: none"> <li>• Actively work with students who are disabled in an inclusion classroom setting</li> <li>• Interview a special education teacher</li> <li>• Write a two-part paper, analyzing the experience</li> <li>• Write a summary of the interview</li> <li>• Community setting option is available</li> <li>• NOTE: Community option may be required in some areas</li> </ul>
<b>EDUC 525</b>	10	<b>Collaborating for Successful Transitions</b> <ul style="list-style-type: none"> <li>• Classroom or community setting</li> <li>• Spend time working with students with exceptionalities, preferably in transition settings</li> <li>• Write a summary of the experience</li> <li>• NOTE: Community option may be required in some areas</li> </ul>
<b>EDUC 530</b>	10	<b>Teaching Mathematics</b> <ul style="list-style-type: none"> <li>• Classroom setting for mathematics instruction</li> <li>• Write a report of the experience</li> </ul>
<b>EDUC 554</b>	30	<b>Reading and Language Acquisition</b> <ul style="list-style-type: none"> <li>• Classroom setting in elementary or remedial classrooms during reading instruction</li> <li>• Write a lesson plan</li> <li>• Teach lesson to students in placement</li> <li>• Complete a school service project that is determined/assigned by the host teacher</li> <li>• The host teacher completes two assessments: the Field Experience Assessment</li> </ul>
<b>EDUC 590/591/592/593</b>	300	<b>Student Teaching</b> <ul style="list-style-type: none"> <li>• Candidates are expected to be in the classroom all day and every day of the student teaching semester (even if the minimum 300 hours is far exceeded)</li> </ul>
<b>EDUC 602</b>	2	<b>Young Adolescents, Schools and Communities</b> <ul style="list-style-type: none"> <li>• Interview a 10-15-year-old student</li> </ul>

		<ul style="list-style-type: none"> <li>• Document core issues of physical, social, emotional, intellectual, and spiritual development related to the student</li> <li>• Template provided</li> </ul>
EDUC 621	10	<b>Educational Assessment for Special Needs</b> <ul style="list-style-type: none"> <li>• Select a client for assessment (seek appropriate permissions)</li> <li>• Attain an educational background and a completed teacher referral for the client</li> <li>• Observe the client in a teaching setting and complete a formal assessment of the client</li> <li>• Submit final assessment instruments</li> </ul>
EDUC 622	2	<b>Educational Assessment and Intervention</b> <ul style="list-style-type: none"> <li>• Complete a Client Report</li> <li>• Select a K-12 client for assessment (seek appropriate permissions)</li> </ul>
EDUC 623	3	<b>Principles of Behavior Management</b> <ul style="list-style-type: none"> <li>• Observe a child for two hours</li> <li>• Write a detailed analysis</li> <li>• Interview a teacher, principal, school guidance counselor, children's pastor, or other professional to ascertain their views on behavior management</li> <li>• Write a summary of the interview</li> </ul>
EDUC 625	30	<b>Content Instructional Procedures</b> <ul style="list-style-type: none"> <li>• Hours completed in a classroom setting aligned with the candidate's endorsement area</li> <li>• Write a reflection of the experience</li> </ul>
EDUC 627	2	<b>Reading and Research in Gifted Education</b> <ul style="list-style-type: none"> <li>• Observe a gifted or talented child in a traditional (public or private school) teaching environment</li> <li>• Generate a narrative of the observation session</li> </ul>
EDUC 629	1	<b>Technology and Diversity</b> <ul style="list-style-type: none"> <li>• Interview an Instructional Technologist or Technology Resource Teacher</li> <li>• Submit a transcript of the interview with a reflection of what was learned</li> </ul>
EDUC 640	30	<b>School Administration</b> <ul style="list-style-type: none"> <li>• Majority of hours completed while school is in session and students are present</li> <li>• Practicum activities should align with the course benchmark assignment, the School Improvement Plan</li> </ul>
EDUC 641	5+	<b>Supervision of Instruction</b> <ul style="list-style-type: none"> <li>• Collaborate with school for improvement plan/project</li> </ul>
EDUC 646	30	<b>School-Community Relations</b> <ul style="list-style-type: none"> <li>• Shadow an administrator in a school setting and/or volunteer for community organizations that partner with schools</li> </ul>
EDUC 647	30	<b>School Law</b> <ul style="list-style-type: none"> <li>• Majority of hours completed while school is in session and students are present</li> <li>• Practicum activities should align with course benchmark assignment: identify and evaluate aspects of the school district that could involve legal issues, if not properly corrected or maintained</li> </ul>
EDUC 648	30	<b>School Finance and Management</b> <ul style="list-style-type: none"> <li>• Majority of hours completed while school is in session and students are present</li> <li>• Practicum activities should align with the course benchmark assignment, the Finance Project: identify and evaluate a school program involving revenue sources, setting goals and objectives, evaluating the use of funds, and benefits to students</li> </ul>
EDUC 650	10	<b>Specialists for Reading/Math Programs</b> <ul style="list-style-type: none"> <li>• Visit one school system and one clinical site (5 hours at <i>each</i> site)</li> <li>• Interview a specialist at each site</li> <li>• Write a description of each program visited</li> <li>• Write a narrative of each interview</li> </ul>
EDUC 655	2	<b>Organization and Administration of Pre-Schools</b> <ul style="list-style-type: none"> <li>• Visit a daycare center (daycare center/early learning center/pre-school)</li> </ul>

		<ul style="list-style-type: none"> <li>Evaluate the visit (describe and evaluate using a provided checklist)</li> </ul>
<b>EDUC 659</b>	10	<b>Foundations and Theories of Literacy Instruction</b> <ul style="list-style-type: none"> <li>At least 5 hours of observation of whole group reading instruction at the K-5 level</li> <li>At least 4 hours of observation of small group/individual reading instructional at the K-5 level (preferably with an interventionist, reading specialist, or trained reading tutor)</li> <li>Teach a formal literacy lesson (30 minutes) along with a video reflection (30 minutes)</li> </ul>
<b>EDUC 675</b>	1	<b>Elementary Curriculum and Methods</b> <ul style="list-style-type: none"> <li>Interview a field expert in the area of elementary curriculum and instruction</li> <li>Summarize the experience and make recommendations based on findings</li> </ul>
<b>EDUC 697</b>	8	<b>A Theology of Suffering and Disability</b> <ul style="list-style-type: none"> <li>Visit at least two ministries or other vocations that are related to disability</li> <li>Submit a summary of the experience</li> </ul>
<b>EDUC 698</b>	45	<b>Directed Practicum</b> <ul style="list-style-type: none"> <li>Hours must be completed in the candidate's degree program during the enrolled term</li> <li>Candidates should plan and teach one formal lesson</li> </ul>
<b>EDUC 699-A01</b>	200-320	<b>School Administration Internship</b> <ul style="list-style-type: none"> <li>Minimum of 200 hours required during the internship</li> <li>By the end of the internship, 320 cumulative hours are required, after including a maximum of 120 course-embedded early field experiences before enrolling in EDUC 699-A01</li> <li>Majority of hours are to be during school hours while students are present</li> </ul>
<b>EDUC 699-A03</b>	100-200	<b>Program Specialist Internship</b> <ul style="list-style-type: none"> <li>Minimum of 100 hours required during the internship</li> <li>Majority of hours are to be during school hours while students are present</li> </ul>
<b>EDUC 703</b>	5	<b>Theories of Historical and Social Foundations of Education</b> <ul style="list-style-type: none"> <li>Interview educators (teachers, administrators, or other educational professionals working in K-12 or higher education environments)</li> <li>Write a case study analyzing the interviewees' beliefs on education in the context of the theories and thinkers covered in the course</li> </ul>
<b>EDUC 735</b>	1	<b>Issues &amp; Trends in Teaching &amp; Learning</b> <ul style="list-style-type: none"> <li>Interview a specialist that has a sound knowledge base of the candidate's topic for research</li> <li>During the interview, learn to network and collaborate with a colleague in order to discuss education issues</li> </ul>
<b>EDUC 740</b>	30/50	<b>Leadership Principles and Ethics</b> <ul style="list-style-type: none"> <li>Majority of hours should be completed while school is in session and students are present <ul style="list-style-type: none"> <li>30 hours for building-level licensure OR</li> <li>50 hours for district-level/superintendent preparation</li> </ul> </li> <li>Practicum activities should align with the course benchmark assignment</li> <li>Hours are preferred in situations where the candidate can observe and assist with administrative decision-making</li> </ul>
<b>EDUC 742</b>	30/50	<b>Educational Leadership and Public Relations</b> <ul style="list-style-type: none"> <li>Majority of hours should be completed while school is in session and students are present <ul style="list-style-type: none"> <li>30 hours for building-level licensure OR</li> <li>50 hours for district-level/superintendent preparation</li> </ul> </li> <li>Practicum activities should align with the course benchmark assignment</li> </ul>
<b>EDUC 743</b>	50	<b>Executive Leadership in Curriculum &amp; Instruction</b> <ul style="list-style-type: none"> <li>Majority of hours should be completed while school is in session and students are present <ul style="list-style-type: none"> <li>50 hours for district-level/superintendent preparation</li> </ul> </li> <li>Practicum activities should align with the course benchmark assignment</li> </ul>
<b>EDUC 748</b>	50	<b>School District Finance &amp; Organizational Management</b> <ul style="list-style-type: none"> <li>Majority of hours should be completed while school is in session and students are present <ul style="list-style-type: none"> <li>50 hours for district-level/superintendent preparation</li> </ul> </li> <li>Practicum activities should align with the course benchmark assignment</li> </ul>
<b>EDUC 799</b>	550	<b>Internship in School District Leadership</b>

		<ul style="list-style-type: none"> <li>• Majority of hours should be completed while school is in session and students are present <ul style="list-style-type: none"> <li>• 550 hours for district-level/superintendent preparation</li> </ul> </li> <li>• Internship hours are completed as part of the candidate's current administration/leadership role (e.g., assistant principal, principal, etc.) and accumulated over a 16-week semester</li> </ul>
<b>EDUC 817</b>	2	<p><b>Qualitative Methods of Research</b></p> <ul style="list-style-type: none"> <li>• Interview two individuals who have earned a doctorate degree in the field of education</li> <li>• Each interview should be kept to approximately a 1-hour time limit and should be audio-recorded for official transcription</li> <li>• Interview questions are provided</li> <li>• NOTE: Additional hours will be required for the process of transcribing the interviews</li> </ul>
<b>EDUC 848</b>	10	<p><b>Culture and Educational Leadership</b></p> <ul style="list-style-type: none"> <li>• Complete a case study that includes a summary, school demographic data, document analysis, and conclusions</li> </ul>