

**CLARION
UNIVERSITY**

**PDE Field Experience
Requirements**
Courses Requirements by Certification Major

School of Education

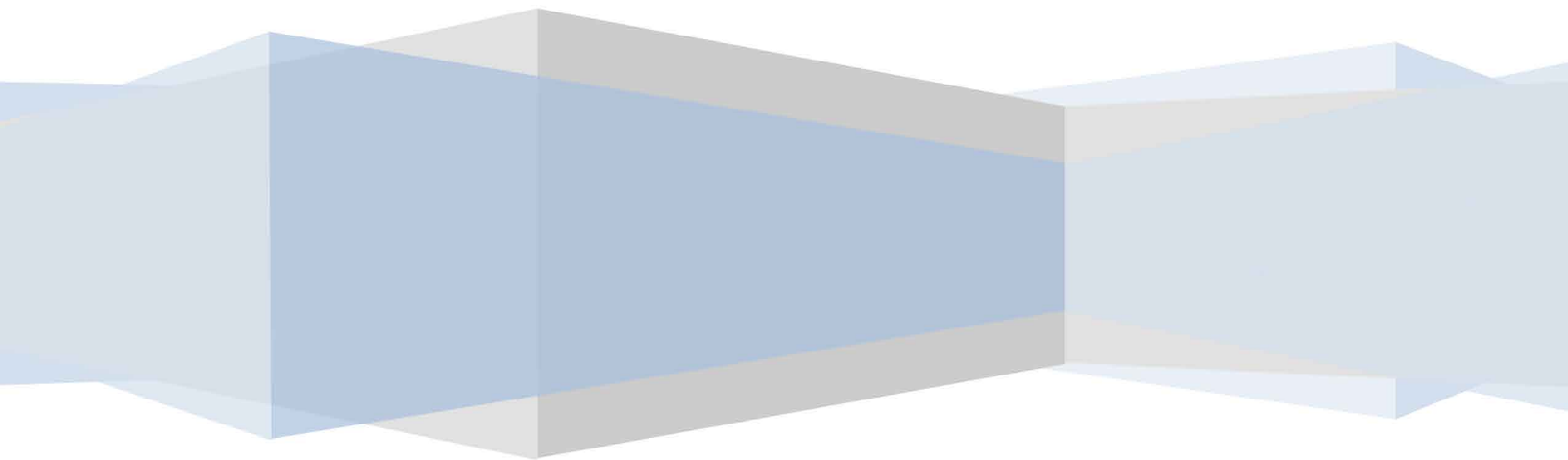


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PDE Required Field Experience Stages for Teacher Certification Programs

The Pennsylvania Department of Education (PDE) requires expanded hours of field experience throughout the four-year teacher certification programs. This means that teacher candidates must spend many more hours in public school classrooms than has previously been required.

The purpose of this manual is to provide specific information with regard to each course field experience requirement. The information course charts identify activities to be completed by the teacher candidate in the public school classroom for each course. With this manual the classroom teacher will know why the student has asked to come into his/her class and what the student is to accomplish during the time in attendance.

The chart below explains the four stages of PDE field experience requirements.

PDE Field Experience Skills and District Collaboration Chart

Field Experience Stage	Knowledge and/or skill the teacher candidate is acquiring in this stage	Collaboration with PreK-12 schools to ensure a quality field experience
Stage 1: Observation Minimum of 20 hours	Observation skills, knowledge of child development	Students present the teachers in the observed classrooms with information from the professor describing the goal(s) and objective(s) of the observation.
Stage 2: Exploration Minimum of 20 hours	Observation and assessment skills, knowledge of child development and PA Academic Standards, skill in planning based on observations and standards, knowledge of child environments and ability to assess them, knowledge of community agencies and skill of advocacy, interacting and communicating with parents	Students present the teachers in the exploration classrooms with the professor's form outlining what is to be accomplished through this exploration. The teacher is encouraged to comment on this form to provide feedback with regard to the exploration experience(s).
Stage 3: Pre-Student Teaching Minimum of 150 hours	Knowledge of content areas and standards related to them, knowledge of integrated curriculum, ability to plan, implement, assess and reflect on lessons and activities for children, ability to communicate effectively with children, peers, parents and supervisors	Teachers are included in activity planning with University faculty prior to the beginning of the pre-student teaching experience. Teachers complete student evaluation forms and provide feedback for future experiences.
Stage 4: Student Teaching Minimum of 12 weeks – University requires a full semester or 15 to 17 weeks.	Ability to use skills and knowledge gained in stages one through three	Teachers discuss issues and activities with the student teacher.

Beginning on the next page are charts which describe the candidate's process through each Stage. There are also charts which outline the sequence of Field Experiences (FE) courses and student teaching by identified certification(s)/major(s).

Teacher Candidates are to follow the process below beginning with the freshman or first year of the program.

Field Experience (FE) Stage 1 and 2 Action Chart

Did you complete and turn in to the OFS the following:

- Act 33, Act 34, and the FBI clearances
- Physical Exam – Keeling Health Center
- TB/Mantoux Test – Keeling Health Center
- Field Services Student Clearance Document
- Proof of \$1,000,000 in liability insurance
- Signed confidentiality statement
- Proof of health insurance coverage (optional)

For ALL students taking 100 level, 200 level and early 300 level education courses, check your course sequence chart in your FE Manual.

IF YES

Continue Below

Log into your D2L account

Click on the DARK blue ORGANIZATIONS tab at the top of the screen

On this page under the first section, MY ORGANIZATIONS, click Field Experience Web

On this page, click on the LIGHT blue button on the left side, COURSE DOCUMENTS

Continue Below

IF NO, YOU ARE NOT PERMITTED TO DO FIELD WORK IN THE SCHOOLS!

In the Course Document page, you can review basic info about the School Districts available for Stage 1 and 2 Field Experiences.

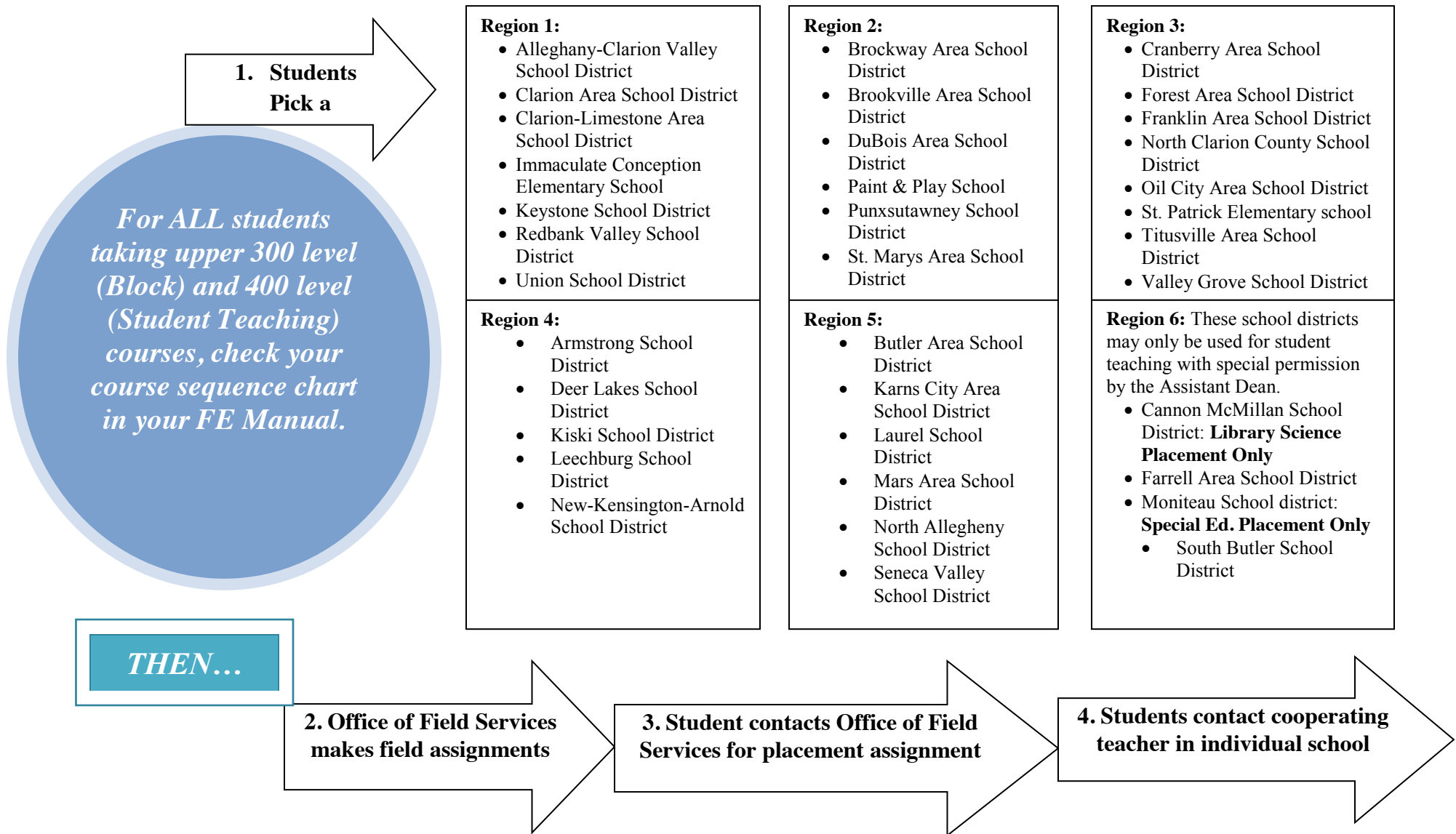


FINALLY

Click on one of the districts and follow the directions there to register.
(1) How to contact them
(2) How and when to meet
(3) How to schedule your experiences

Teacher candidates are to follow the process below beginning with the end of the sophomore year or the beginning of the junior year depending on the certification(s)/major(s) program sequence.

Field Experience Stages 3 & 4 Action Chart



Clearance & Related Requirements to Enter Districts

Teacher candidates must submit all clearances, medical, and other related document requirements to the Office of Field Services (OFS) during their first semester on campus, which is usually the first semester of the freshman year. The requirements list is in the chart on page four. Once the OFS clears the candidate, he/she may begin all course required field experiences each semester.

For Stages 1 & 2, the candidate must choose a regional school district through the OFS D2L Field Experience Website. District contacts and the candidate numbers the district will accept in a given semester have been established with the OFS. (*To update or revise this information, please contact the Assistant Dean at 814-393-2508.*) The OFS will either fax or email to the district contact the list of approved candidates. This list will be updated each academic year. Once the list has been sent to the district contact, the candidates will begin scheduling field experience dates and times directly with the district contact.

PLEASE NOTE: ONLY candidates on the district's approved list may communicate with the district contact. If a candidate not on the approved list contacts or tries to enter a district school, the school/district should refuse to work with the candidate. Working with OFS approved candidates assures the district that all legal requirements have been satisfied.

When a Teacher Candidate Comes to the Classroom

When a teacher candidate enters a classroom, he/she will present a form to the classroom teacher identifying:

- who he/she is, including student ID# and contact information,
- what course to which the field experience is attached,
- course professor's name and contact information,
- field experience Stage # with number of hours for this specific experience,
- brief description of required activity
- Signature line for the cooperating teacher verifying the candidate's completion of the field experience.
- Space for teacher comments with regard to the candidate's attitude, actions, etc. during the field experience. *Please note: This comment section is extremely important to the professor.*

Stages 3 & 4 Field Experiences

For Stages 3 & 4, candidates will be placed by OFS personnel as has been the process in the past. The OFS personnel will work directly with the school district's identified contact to finalize all placements. Six District regions have been identified for candidate placement in Stages 3 & 4. The regions are identified in the chart on page 5. It is strongly suggested that a candidate be placed in different districts or schools within a region for Stage 3 and then Stage 4. This maximizes the candidate's field experience.

For Stage 3: Block/Pre-Student Teaching, the candidate will complete the application form and select a region in which to complete all Stage 3 & 4 field experience requirements. Since the Stage 3 field experience has increased from a minimum of 45 hours to a minimum of 150 hours, the OFS asks the districts for patience and continued cooperation in meeting these PDE requirements. Depending on the certification(s)/major(s) program requirements, a candidate may have from one to three semesters where Stage 3 field experiences are required through specific courses. The OFS requests that, when possible, a candidate be permitted to remain in the same school for all Stage 3 hours. Research has shown this continuity to be more successful in building confidence, expertise, and professionalism within a candidate at this level. (Clark, C.M. (2007), *Teacher education on the margins*. Zellermyer, M. & Munthe, E. (Eds.)(2007) *Teachers learning in communities*. Rotterdam, NL: Sense Publishers, 241-244.)

For Stage 4: Student Teaching, the OFS requests that a candidate, when possible, be permitted to remain within the same school for the full semester. Again, research has shown this continuity to be more successful in building confidence, expertise, and professionalism within a candidate at this level.

PreK – 4 Field Experience Requirements by Course

Course Where Field Experience is Embedded	FE Hrs & Stage #	Required Activities
ED 121: Human Development and Learning	10 – Stage 1	Case Studies (infant, toddler, preschooler and school age)
ECH 231: Creativity in the Early Childhood Curriculum	10 – Stages 1 & 2	Observation notes Mini Lessons on Creativity
ECH 235: Observation: Constructing an Early Childhood Knowledge Base	20 – Stage 1	Child Observations (infant, toddler, preschooler, school age and child with disabilities) Reflective Journal
ECH 236: Assessment: Using an Early Childhood Knowledge Base	10 – Stage 2	Write up of child assessments: Ages & Stages, Ounce, Work Sampling documentation
ECH 245: Language and Literacy in Early Childhood Education	10 – Stage 2	Language Samples for infants, toddlers, preschoolers and school age
ECH 260: Early Childhood Environments	5 – Stage 2	Environmental Rating Scale
ECH 301: Child Development and Guidance	2 hrs – Stage 2 & 12.5 hrs. – Stage 3	Plan, conduct and reflect upon meeting with parent Child Behavior Plan
ECH 310: Family-Community Collaboration	2 hrs – Stage 2 & 12.5 hrs. – Stage 3	Home visit reflection Project designed to involve/inform community
ECH 322: Curriculum Bases for Learning and Teaching	8 hrs – Stage 2 & 12.5 hrs. – Stage 3	NAEYC 8 hour Self-Study Curriculum Project
ECH 323: Language, Literacy and the Young Child	12.5 – Stage 3	Lessons that address Literacy Kid writing journal
ECH 325: Young Children as Theory Builders	12.5 – Stage 3	Lesson plans that integrate mathematics, social studies, science and technology
ECH 413: Leadership in Early Childhood Settings	2 hrs – Stage 2 & 12.5 hrs. – Stage 3	Stand for Children Advocacy Project; Documentation of curriculum project and reflection
ECH 414: Learning and Teaching Language and Literacy in Grades 1-4	12.5 hrs. – Stage 3	Integrated Lesson; Assessment of Literacy Skills
ECH 415: Learning and Teaching Mathematics in Grades 1-4	12.5 hrs. – Stage 3	Integrated Lessons and Reflections
ECH 416: Learning and Teaching Social Studies in Grades 1-4	12.5 hrs. – Stage 3	Integrated Lessons and Reflections
ED 417: Advanced Instructional Technology in Grades 1 – 4.	12.5 hrs. – Stage 3	
ECH 418: Learning and Teaching Science in Grades 1-4	12.5 hrs. – Stage 3	Three-Day Teach Mini-Unit Assessment
HPE 410: Motor Development & Learning	12.5 hrs.– Stage 3	Motor Lessons and Reflections Motor Assessments
ECH 424: Student Teaching	8 weeks	Student Teaching Performance Profile, PDE 430/430A
ECH 425: Student Teaching	8 weeks	Student Teaching Performance Profile, PDE 430/430A

Total hours for Stage One: Observation = 40 hours

Total hours for Stage Two: Exploration = 37 hours

Total hours for Stage Three: Pre-Student Teaching = 150 hours

Total weeks for Stage Four: Student Teaching = 16 weeks

PreK-4/Special Education Field Experience Requirements by Course

Course Where Experience is Embedded	FE Hrs & Stage #	Required Activities
ED 121 (10 hrs.): Human Development and Learning ECH 231 Creativity in the Early Childhood Curriculum ECH 235 Constructing an Early Childhood Knowledge Base SPED 211: Intellectual Disabilities SPED 230: Social & Emotional Disturbances SPED 245: Applied Behavior Analysis SPED 381: Special Reading & Written Expression SPED 482: Special Mathematics Instruction	5 hrs. – Stage 1 9 hrs. – Stage 1 6 hrs. – Stage 1 5 hrs. – Stage 1 5 hrs. – Stage 1 5 hrs. – Stage 1 5 hrs. – Stage 1 5 hrs. – Stage 1	Case Studies (infant, toddler, preschooler & school age) <u>For all ECH courses:</u> Students present teacher in observed classrooms with information from the professor describing goal(s) and objective(s) of the observation. Observation log signed by classroom teacher Candidate in the SPED courses will keep an observation log. It is to be signed by the classroom teacher and turned in to the professor for signature and feedback. Group meeting will be held once a week during the experience for all of these SPED courses.
ECH 231: Creativity in the Early Childhood Curriculum ECH 236: Assessment – Using an Early Childhood Knowledge Base ECH 245: Language and Literacy in Early Childhood Education ECH 260: Early Childhood Environments ECH 301: Child development and Guidance ECH 310: Family-Community Collaboration ECH 322: Curriculum Bases for Learning and Teaching ECH 413: Leadership in Early Childhood Settings SPED 444 High Incidence Methods & Practicum SPED 446: Low incidence Methods & Practicum	1 hr. – Stage 2 10 hrs. - Stage 2 10 hrs. - Stage 2 2 hrs. - Stage 2 2 hrs. - Stage 8 hrs. - Stage 2 10 hrs. - Stage 2 5 hrs. - Stage 2 10 hrs. – Stage 2 10 hrs. – Stage 2	Observation notes; Mini Lessons on Creativity Write up of child assessments: Ages & Stages, Ounce, Work Sampling Language Samples for infants, toddlers, preschoolers and school age Complete Environmental Rating Scale Plan, conduct & reflect upon meeting with parent Child Behavior Plan Home visit reflection & project designed to involve/inform community, NAEYC 8 hour Self-Study, Curriculum Project <u>All courses</u> - Students give classroom teachers the professor's form of what is to be done. Teacher is encouraged to comment on this form to provide feedback with regard to the exploration experience(s). Log describing teacher's responsibilities, professional skills required to be successful in the class, comparison of student's expectations, professional values, & relationships driven inferences about teaching.
ECH 301: Child development & Guidance ECH 310: Family-Community Collaboration ECH 322: Curriculum Bases for Learning and Teaching ECH 323: Language, Literacy and the Young Child ECH 325: Young Children as Theory Builders ECH 413: Leadership in Early Childhood Settings ECH 414: Learning and Teaching Language and Literacy in Grades 1-4 ECH 415: Learning and Teaching Mathematics in Grades 1-4 ECH 416: Learning and Teaching Social Studies in Grades 1-4 ECH 418: Learning and Teaching Science in Grades 1-4 HPE 410: Motor Development & Learning	12.5 hrs. - Stage 3 12.5 hrs. - Stage 3 12.5 hrs. - Stage 3 12.5 hrs. - Stage 3 12.5 hrs. - Stage 3 12.5 hrs. - Stage 3 15 hrs. - Stage 3 15 hrs. - Stage 3 15 hrs. - Stage 3 15 hrs. - Stage 3 15 hrs. - Stage 3	Lessons that address Literacy, Kid writing journal Lesson plans that integrate mathematics, social studies, science and technology Stand for Children Advocacy Project, documentation of curriculum project and reflection Integrated Lesson, Assessment of Literacy Skills <u>All courses:</u> Complete required student evaluation forms and submit them to the supervising professor by the end of the field experience placement. Complete required student evaluation forms and submit them to the supervising professor by the end of the field experience placement.

Continued - PreK-4/Special Education Field Experience Requirements by Course

Course Where Experience is Embedded	FE Hrs & Stage #	Required Activities
SPED 411: Ed. Assessment Practicum SPED 422: Special Ed. Classroom Admin. SPED 472: Assistive technology SPED 444: High Incidence Methods & Practicum SPED 446: Low Incidence Methods & Practicum	30 hrs. – Stage 3 30 hrs. – Stage 3 30 hrs. – Stage 3 30 hrs. – Stage 3 30 hrs. – Stage 3 Total = 150 hrs.	Candidate will: <ul style="list-style-type: none"> • Complete course assignments related to student educational assessment. • Delivery of services to classroom students. • Use of assistive technology in the classroom. • Complete these activities with both high & low incidence students.
SPED 450: Student Teaching ECH 424: Student Teaching	Stage 4 - 8 wks in each major	Student Teacher Performance Profile (STPP) & PDE 430/430A

Middle Level Education Field Experience Requirements by Course

Course in which the Experience is Embedded	Field Experience Hours & Stage #	Required Activities
ED 110 ED 122 EDML 324 EDML 329 EDML 332 <i>Observation and exploration experiences are linked to middle level education competencies and middle level education courses that require a minimum number of hours across various grade levels and content areas.</i>	5 hrs. – Stage 1 5 hrs. – Stage 1 10 hrs. – Stage 2 10 hrs. – Stage 2 10 hrs. – Stage 2 Total 40 hours	<ul style="list-style-type: none"> • Observation log signed by cooperating teacher. • Observation write-up by teacher candidate with feedback provided by university instructor. • Group meeting once a week with university instructor so that field experience is linked to current courses and practices. This can also include the class meeting time.
EDML 322 EDML 325 EDML 334 ED 417 <i>Pre-student teaching experiences include teaching small to large groups of students under the supervision of middle level higher education faculty and the mentorship of a certified middle level education teacher.</i>	Stage 3 8 hrs.(1 day) * 10 weeks = 80 hrs. plus 3 weeks * 8 hours = 72 hours Total 152 hours	<ul style="list-style-type: none"> • Course assignments (e.g., journal, time log, reflective teaching) with feedback provided by university instructor. • Observation and feedback provided by university instructor • Group meeting once a week with university instructor
Student Teaching EDML 424 EDML 425 <i>Student Teaching includes a minimum of 12 weeks full time with increasing teaching responsibility to completely simulate the role of the middle level educator in the classroom.</i> <i>For greater than half of the student teaching experience, the teacher candidate will assume full responsibility as demonstrated by effective methods for the planning and delivery of instruction in the classroom.</i>	Stage 4 8 weeks 8 weeks	<ul style="list-style-type: none"> • Onsite visitation by university instructor • Observation feedback provided by university instructor. • Observation report by university supervisor • Lesson reflections by teacher candidate. • Daily observation feedback by cooperating teacher • Reflective journal submitted to university supervisor by candidate • Student teaching performance Profile form (STPP) completed by University Supervisor and Cooperating Teacher. • PDE 430 and 430A Forms completed by University Supervisor.

APPENDIX A: Forms

Forms to Be Used for Field Experience by Stage

Stages 1 & 2

The forms used for documentation of Stages 1 & 2 Field Experiences may vary in structure by the identified course. The course professor will develop the form for his/her specific course. However, each form must have the following data to meet PDE requirements for the Stage:

- Place for the teacher candidate name and contact information
- Course professor's name and contact information
- Course name and number
- Semester (fall or spring) and academic year
- PDE Stage number (1 or 2)
- Brief description of what is to be completed by the teacher candidate in the regional classroom.
- Place to identify the following:
 - ✓ the school,
 - ✓ cooperating teacher,
 - ✓ date(s) of the observation(s)/activity(ies),
 - ✓ signature line for the cooperating teacher verifying the candidate's completion of the field experience.
 - ✓ Space for teacher comments with regard to the candidate's attitude, actions, etc. during the field experience. *Please note: This comment section is extremely important to the professor.*

Stages 3 & 4

The forms used for documentation of Stages 3 & 4 Field Experiences can be found in the "Forms and Manuals" section of the OFS website at <http://www.clarion.edu/21702/>. University faculty supervising Stage 3 Field Experiences will provide evaluation forms to all cooperating teachers at the beginning of each experience. New forms are now being finalized for use beginning in the fall of 2010.

Stage 4: Student Teaching evaluation forms can be found on the Cooperating Teacher Resources section of the OFS website at <http://www.clarion.edu/20634/>. Questions regarding these forms can be answered by contacting either the assigned University Student Teacher Supervisor or the Director of Field Services, 102 Stevens Hall. Specific email and phone contacts are on the OFS homepage at <http://www.clarion.edu/19284/>.

APPENDIX B: Certification Program Course Sequences

PreK-4 Certification Program

The PreK-4 program provides teacher certification for those who want to teach children from birth through grade four. Many states also refer to this as early childhood education. Below are the **FES Courses** required each semester.

PreK-4 Semester Course Sequence

Semester Freshman Fall No FES courses taken this semester.	Semester Freshman Spring 1. ED 121-FES1 _____ 3
*By the end of the sophomore year, student should have passed Praxis I and submitted 'Admission to Program' application to the Office of Field Services.	
Semester Sophomore Fall – FES 1 & 2 1. ECH 231 - FES1/2 _____ 3 2. SPED 418 – FES1/2 _____ 3	Semester Sophomore Spring – FES 1 & 2 1. ECH 235 – FES1/2 _____ 3 2. ECH 260 – FES 2 _____ 3
Semester Junior Fall – FES 1 & 2 1. ECH 236 – FES2 _____ 3 2. ECH 245 – FES2 _____ 3 3. ED 350 – FES 1/2 _____ 3	Semester Spring Junior Pre K-K Block – All courses are FES3 1. ECH 301 _____ 3 2. ECH 413 _____ 3 3. ECH 325 _____ 3 4. ECH 310 _____ 3 5. ECH 322 _____ 3 6. ECH 323 _____ 3
Semester- Fall Senior - Take Praxis II this semester All Courses are 1-4 Block – FES3 1. ECH 414 _____ 3 2. ECH 415 _____ 3 3. ECH 416 _____ 3 4. ECH 418 _____ 3 5. ECH 417 _____ 3 6. HPE 410 _____ 3	Semester – Spring Senior – FES4 Student Teaching 1. ECH 424 / 425 _____ 12 2. SPED 442 _____ 3

Yellow or shaded indicates the course is spring/fall specific.

Courses listed in black type could be moved to a different semester as needed.

ED and ECH courses should be taken in the sequence shown.

PreK-4/Special Education K-8 Dual Certification Program

The PreK-4/Special Education K-8 program provides two teacher certifications. PreK-4 provides certification from birth through grade 4, and special education certification from kindergarten through grade 8. This dual certificate program can be completed in 126 credits and within four years. Below are the **FES Courses** required each semester.

PreK-4/SPED K-8 Course Sequence

Semester Freshman Fall _____ No FES courses taken this semester. *Obtain clearances and submit medical record to Keeling Health Center before beginning ED courses*	Semester Freshman Spring _____ ED 121 – FES 1 _____ 3 *Submit copies of Clearances to Stevens 102 before beginning field experiences*
*By the end of the sophomore year, student should have passed Praxis I and submitted 'Admission to Program' application to the Office of Field Services.	
Semester Sophomore Fall _____ ECH 235 – FES 1/2 _____ 3 SPED 245 – FES 1/2 _____ 3 SPED 381- FES 2 _____ 3 ED 350 – FES 2 _____ 3	Semester Sophomore Spring _____ 1. ECH 236 – FES 2 _____ 3 2. SPED 350 – FES 2 _____ 2 3. SPED 462 – FES 2 _____ 3 4. SPED 482 – FES 2 _____ 3

Semester Junior Fall _____ <i>Pre K-K Block – FES3</i> 1. ECH 301 _____ 3 2. ECH 325 _____ 3 3. ECH 310 _____ 3 4. ECH 322 _____ 3 5. ECH 323 _____ 3	Semester Spring Junior _____ SPED Block – FES3 SPED 411 _____ 1 SPED 472 _____ 3 SPED 422 _____ 3 SPED 444 _____ 3 SPED 446 _____ 3
Semester - Fall Senior - Take Praxis II this semester 1-4 Block – FES3 1. ECH 414 _____ 3 2. ECH 415 _____ 3 3. ECH 416 _____ 3 4. ECH 418 _____ 3 5. ECH 417 _____ 3 6. HPE 410 _____ 3	Semester – Spring Senior – FES4 1. ECH 424 _____ 6 2. SPED 450 _____ 6

Yellow or shaded indicates the course is fall/spring specific.

Courses listed in black type (if viewing online) could be moved to a different semester as needed. Blocks must be taken in this semester sequence.

Middle Level Grades 4-8 Programs

The Middle Level Grades 4-8 program provides teacher certification in one of four specialization areas for middle school teachers or for grades four through eight. Each certificate program can be completed in 120 credits and within four years if you follow this semester course sequence for each specialization. Below is the generic course sequence for all 4 middle level education teacher certification programs showing the required Field Experience Stage (FES) courses.

Generic Middle Level FES Course Sequence

<i>Semester Freshman Fall</i> No FES courses taken this semester.	<i>Semester Freshman Spring</i> 1. ED 110 – FES Course 3
<i>Semester Sophomore Fall</i> 1. ED 122 – FES Course 3	<i>Semester Sophomore Spring</i> No FES courses taken this semester.
<i>Semester Junior Fall</i> 1. SPED 418 – FES Course 3	<i>Semester Junior Spring Middle Level Junior Block</i> All FES Courses – Stage 2 1. EDML 324 3 2. EDML 329 3 3. ED 350 or ENG 469 3 4. EDML 332 3 5. SPED 441 3
<i>Semester Fall Senior Middle Level Senior Block</i> All FES Courses Stage 3 1. EDML 322 3 2. EDML 334 3 3. EDML 325 3 4. ED 417 3 5. EDML 333 3	<i>Semester Spring Senior Student Teaching – FES 4</i> 1. EDML 424 6 2. EDML 425 6 3. SPED 442 3 TOTAL 15 cr Four year program = 120 credits

Secondary Education Programs

The College of Education and Human Services offers eight secondary education teacher certification programs. Each one can be completed in four years. The credit requirements vary between 120 and 123 credits. The extra three credits result in some of the science programs where there are 4-credit courses as well as one-credit labs. These eight programs are Biology, Chemistry, Earth and Space Science, English, General Science, Mathematics, Physics, and Social Studies. Below is the generic course sequence for all 8 secondary education teacher certification programs showing the required **Field Experience Stage (FES) courses**.

Generic Secondary FES Course Sequence

Semester Freshman Fall No FES courses taken this semester.	Semester Freshman Spring ED 110 – FES course 3
Semester Sophomore Fall – FES 1 & 2 ED 122 – FES Course 3	Semester Sophomore Spring - FES 1 & 2 ED 225 – FES Course 3
Semester Junior Fall – FES 1 & 2 SPED 418 – FES Course 3	Semester Junior Spring - FES 1 & 2 ED 327 – FES Course 3 ED 350 – FES Course 3
Semester Fall Senior Secondary Block – FES 3 ED 332 – FE Course 3 ED 329 – FE Course 3 SPED 441 – FE Course 3 ED 417 – FE Course 3 BIO 300-499 3 Total 15 cr	Semester Spring Senior – FES 4 ED 424 – Student Teaching 6 ED 425 – Student Teaching 6 SPED 442 3 Total 15 cr Four year program = 121 cr.

K- 12 Programs

The College of Education and Human Services offers four K - 12 certification programs. Each can be completed in four years. The credit requirements are 120 credits per degree. These four programs are Spanish, French, Library Science, and Music Education. Below is the generic course sequence for all 4 K-12 teacher certification programs showing the required **Field Experience Stage (FES) courses**.

Generic K-12 Program FES Course Sequence

Semester Freshman Fall No FES courses taken this semester.	Semester Freshman Spring - All FES 1 ED 110 – FES Course 3
Semester Sophomore Fall - All FES 1 & 2 ED 122 – FES Course 3	Semester Sophomore Spring No FES courses taken this semester.
Semester Junior Fall All FES 1 & 2 SPED 418 – FES Course 3	Semester Junior Spring - All FES 1 & 2 ED 327 – FES Course 3 ED 350 – FES Course 3
Semester Fall Senior Secondary Block – All FES 3 LS 459 3 ED 338 3 ED 329 3 SPED 441 3 ED 417 3	Semester Spring Senior – FES 4 – Student Teaching ED 421/423/424/432 depending on major 12 SPED 442 3

APPENDIX C: Important University Links

List of specific University web links, including the University email directory:

- University Homepage, <http://www.clarion.edu/> .
- College of Education & Human Services, <http://www.clarion.edu/989/>.
- Office of Field Services, <http://www.clarion.edu/19284/>.

The professional teacher candidate program is housed in the College of Education and Human Services. Faculty contact information can be found within each Department website. The department websites are identified below:

- Department of Communication Sciences and Disorders, <http://www.clarion.edu/1092/>.
- Department of Education, <http://www.clarion.edu/1093/>.
- Department of Library Sciences, <http://www.clarion.edu/1095/>.
- Department of Special Education, <http://www.clarion.edu/1096/>.

Preparing professional teachers at Clarion University is a campus-wide collaborative effort. Teacher preparation at the middle levels and secondary levels involve faculty and staff from the College of Arts & Sciences. Courses related to specific majors in these areas are housed in the following departments. Their websites are identified below:

- Department of Biology, <http://www.clarion.edu/1057/>.
- Department of Chemistry, <http://www.clarion.edu/1058/>.
- Department of English, <http://www.clarion.edu/1059/>.
- Department of Geography, <http://www.clarion.edu/987/>.
- Department of Geology/Earth Science, <http://www.clarion.edu/987/>.
- Department of History (for Social Studies majors), <http://www.clarion.edu/1060/>.
- Department of Mathematics, <http://www.clarion.edu/1062/>.
- Department of Modern Languages (French, Spanish), <http://www.clarion.edu/1064/>.
- Department of Music, <http://www.clarion.edu/1065/>.
- Department of Physics, <http://www.clarion.edu/1066/>.