The College of Education plans to continue this tradition of excellence but has set an even greater mission - a mission that includes not only providing exceptional service to the local Lipscomb community, but also exceptional service to the broader community in which we live. At its core, the College of Education is dedicated to improving educational opportunities for all students by educating teacher-leaders, engaging with the community and enriching the lives of future and current teachers. An example of this service for all students is the recent addition of the IDEAL program (Igniting the Dream of Education and Access at Lipscomb). IDEAL is a two-year program providing education and career development for students ages 18-26 with intellectual and developmental disabilities, which encourages friendships and independent skills.

On a daily basis, the College of Education strives to educate teacher-leaders who know how to infuse best teaching practices into every classroom and use data to make instructional decisions and who can influence others to do the same. One of the primary focus areas of the college is community engagement. The college has been awarded multiple grants in recent years to work with current teachers to improve their knowledge and skills in the classroom. Cultural Perspectives is a course taught to give candidates competencies in appreciating the cultural differences in classrooms, developing a sensitivity to the needs of students and families living in poverty, and articulating the meaning and application of social justice. In addition to the fall and spring offerings, the course is also offered during Maymester as a travel course to an Indian reservation in Pine Ridge, South Dakota, or to a school in Lima, Peru.

Off-site learning experiences (i.e. clinical, practicum, internship, etc.) are required in many courses of study at Lipscomb. Successful completion of these experiential courses is required for graduation and/or licensure. Students should be aware that many experiential sites require satisfactory documentation of personal identification in the form of driver’s licenses, social security cards, passports, drug screening and background checks. Students should make sure that they are aware of and can meet all documentation requirements well in advance of the timeframe for admission into the respective program and placement into these sites. Failure to provide required documentation for successful entry into these experiential courses will result in failure to complete the desired program of study.

Graduate Programs in Education

The College of Education offers master’s, education specialist, and doctoral programs. The master of education programs are appropriate for those who are already licensed educators and also those seeking a teaching license. The areas of emphasis for master’s degrees are Applied Behavior Analysis Specialty, Collaborative Professional Learning, Educational Leadership, English Language Learning, Instructional Practice, Professional Learning & Coaching in Mathematics, Reading Specialty, Special Education, STEM, Technology Integration Specialty, Teaching, Learning, & Leading. Because of the diversity of programs offered, individuals holding bachelor’s degrees in a variety of disciplines may seek teaching licensure while pursuing their master’s degree. The education specialist degree offers programs in Educational Leadership, English Language Learning, Collaborative Professional Learning, and Reading Specialty.

The doctor of education program in Learning Organizations and Strategic Change, is an accelerated degree program with a unique collaborative capstone experience. The program is offered in a two-year face-to-face format or a three-year online format.

Graduate education courses have convenient evening, weekend and online classes. For further information, contact the Office of Outreach and Enrollment at 615.966.1811 or lisa.liszt@lipscomb.edu.
The mission of the College of Education is to serve and inspire candidates so that they master the knowledge, attitudes and skills needed to become caring and competent educators in a diverse and technological society. The college offers undergraduate and graduate programs built upon the conceptual framework of C.A.R.E.—Craft of Teaching, Attitudes and Values, Relationships, and Essential Knowledge. Courses are designed to meet Tennessee licensure and the Council for the Accreditation of Educator Preparation [formerly the National Council for Accreditation of Teacher Education] standards.

The College of Education cooperates with various academic departments to offer the PreK-3 early childhood major, K-5 interdisciplinary teaching major, the 6-8 interdisciplinary middle grades teaching major, the special education interventionist K-8 major, and six programs in grades 7-12 teaching majors (biology, chemistry, English, history, mathematics and physics). Several academic departments also provide preparation for teaching K-12 (art, theatre, health and physical education, instrumental and vocal music). Programs are offered for PreK-12 endorsements in French, German and Spanish. Candidates in secondary education will be expected to complete a teaching major in the academic department/subject or area in which they plan to teach. One may also elect to complete state requirements for endorsement in additional high school subjects. Undergraduate candidates completing most programs may work toward either the Bachelor of Arts or the Bachelor of Science degree.

The teacher education program at Lipscomb University is approved by the Tennessee State Board of Education and nationally accredited by NCATE. The recent accreditation visiting team recommended the passage of all standards with no areas for improvement cited. The state team recommended approval of all programs with no weaknesses. The next accreditation visit, Spring 2019, will be by the Council for the Accreditation of Educator Preparation (CAEP).

**Distinctives of the Undergraduate Education Department**

Because of Lipscomb’s location in the metropolitan Nashville area, candidates majoring in education have available to them a wealth of professional resources and opportunities. Lipscomb education majors enjoy a variety of placements in schools in Metro Nashville and neighboring counties. Special opportunities include magnet schools and schools with large English language learner populations. Interdisciplinary education majors (PreK-3, K-5, 6-8) also earn English as a Second Language endorsement as a required part of their program. Programs are developmental in nature. Following admission into teacher education, candidates enroll in proficiency-based courses in which classroom teaching and clinical placements in area schools are fully integrated.

Members of the education faculty invest their time and experience in the professional lives of their students, providing opportunities to learn and grow beyond the Lipscomb classroom.

Since the department emphasizes working with diverse populations and a variety of stakeholders, candidates visit and participate in area school activities throughout their education at Lipscomb. In addition, our candidates and faculty jointly make alternating annual trips in May to work in a two-week program with Native American students in South Dakota or with Spanish-speaking students in Lima, Peru, or Haiti. This program is offered in the three locations as part of the Cultural Perspectives course. Overseas student teaching opportunities are also available through the Christian College Teacher Education Coordinating Council. For more information, contact the director of student teaching.

Lipscomb University’s College of Education, named by the Tennessee Higher Education Commission’s Teacher Preparation Program Report Card as best in the state at preparing teachers, is a leader in the movement to support educational progress in Tennessee. The college has also been recognized by the National Council for Teacher Quality (NCTQ). Both elementary and secondary preparation programs are nationally ranked.

In Spring 2012, the Ayers Institute for Teacher Learning and Innovation was launched to define and design competencies around teacher leadership. The Ayers Institute will be working closely with the Tennessee Charter School Incubator in developing sustainable leadership programming. Working with the Tennessee Higher Education Commission, the institute will also be working to collaborate with institutions of higher education to develop and implement the new Tennessee Academic standards across the state. These efforts are designed to transform teaching and learning in pre-service teacher education in K-12 programs.
The Lipscomb College of Education has been consistently impacting schools across the state in significant ways. The college is the teacher professional development provider for the first public-school-to-charter-school transformation in Tennessee and has received more than $2.5 million of competitive grant monies to strengthen P-12 math and science instruction for local in-service teachers. Additional awards include four Race to the Top grants promoting STEM (science, technology, engineering, and math) and conducting professional development for teachers in Davidson, Cheatham, Williamson, Sunner and Robertson counties in Tennessee.

Career Opportunities

A teacher education degree prepares one for several types of service:
• Teaching in elementary and middle schools
• High school teaching
• K-12 teaching
• Consultants to publishers and industry
• Liaison between community services and schools
• Educational positions in industry
• Teaching in foreign countries
• Adult education
• Child-care centers
• Church kindergartens
• Administrators of children's homes
• Educational directors for local congregations
• Bible school teachers
• A teaching degree also serves as a foundation for rearing children in the home

Teaching Majors

Admission Requirements

The initial step for all students interested in being admitted to the Teacher Education Program is to enroll in and successfully complete Education 2313 Schooling in America, which includes a required weekend retreat at the beginning of the course.

Specific admission criteria include successful completion of both Lipscomb Seminar and English 1313 courses; Education 2313 Schooling in America; prerequisite scores on the Core Academic Skills for Educators test, or ACT/SAT; a 2.75 grade-point average; an interview; references; an autobiography and beginning of a professional portfolio; evidence of mental, physical, social, emotional, and moral maturity; approval by the Teacher Education Council; and a clean criminal background and fingerprinting check.

Upon successful completion of the above requirements, a student may be formally admitted to the program.

The capstone experience for candidates seeking a teacher education major and licensure is the successful completion of Clinical Practice III (student teaching), the student teaching seminar, a professional portfolio assessment, a teaching unit that documents student learning and an exit presentation.

Licensure Requirements

Candidates planning to teach in states other than Tennessee should contact the College of Education for requirements which may vary from those in Tennessee and at Lipscomb. In order to be recommended for licensure by Lipscomb University a candidate must complete the following requirements and must pass all PRAXIS II exams related to their major area. (These requirements may be changed as mandated by the State of Tennessee.)

Note: No grade below a “C” is acceptable in a professional education course. A minimum grade point average of 2.75 must be maintained.

Secondary and K-12 Teacher Education Programs

I. General Education Courses Required for Secondary and K-12 Teacher Education Programs

Biology 1003 or LUMS 2003
Chemistry 1013 or Physics 1003 or 1013 or LUMS 2013
Communication 1003
English 1313 and 2153 or 2163 or LULT 2043
History LUHI 2093
Lipscomb Seminar 1103
Mathematics 1043 or 1113
Physical Education 2012
Psychology 1113 and 3243

II. Core Professional Education Courses for Secondary and K-12 Teacher Education Programs

Education 2313, 3323 (except music), 3343, 3636, 3649, 4403, 474C or 475C
Teaching methods course in respective department

Note: No grade below “C” will be accepted for any professional education course.

For other academic requirements, consult the Teacher Education Handbook.

III. Specialized Professional Courses

See each major. Note: Candidates must take and pass the appropriate PRAXIS II national teachers’ exam(s) in order to student teach and to be recommended for licensure.

IV. Requirements for Specific Secondary and K-12 or PreK-12 Teaching Majors

Refer to each department’s section for teaching major requirements.

Visual arts teaching major
Biology teaching major
Chemistry teaching major
English teaching major
The program in teacher education is developmental in nature. It is outlined as a tier system and must be followed closely. Exceptions must be approved by the director of teacher education.

Tier 1– Exploring the Profession
Education 2313

Tier 2– Knowing about the Profession
(Admission to the program required)
Education 3343, 3636
Education 3323 (6-8, 7-12, K-12, & PreK-12 only)
Education 3636, 3404, 3533 (PreK-3, K-5 only)
English 3013 (K-5 6-8 only)
Psychology 3243

Tier 3– Modeling the Profession
Education 3649
Education 3476 (PreK-3, K-5, 6-8 only)
Foreign Language 4514 (Pre K-3, K-5, 6-8 only)
Teaching methods course (K-12, and 7-12)
Tier 4– Practicing the Profession
Education 4403, 471C (Pre-K), 472C (K-5), 473C (6-8), 474C (7-12), or 475C (K-12 and PreK-12)

K-5 Licensure Program
General Studies: Interdisciplinary Teaching Major (licensure K-5)
B.A. or B.S. degree program
I. General education for K-6 licensure program
Bible 1073, 1083, 1093 and 3213 or 3433 or 4213, Engagements, plus 3 hours embedded in Education 4403
Communication 1003
English 1313, 2153 or 2163, or LULT 2043
History LUHI 2093
Lipscomb Seminar 1103 or English 1113
Mathematics 1043, 1053, 3053
Physical Education 2012
Psychology 1113
Integrated Science LUMS 2003, 2013

II. Professional education for K-6 licensure program
Education 2313, 3343, 3404, 3533, 3636, 3649, 4403, 472C
Foreign language 8 hours of a foreign language and 4514

III. Interdisciplinary major
Art 3513 or Music 3203 or Theatre 3413
Education 3363, 3476
English 3013
History 2213 or 2223 and 3323
Physical Education 3323
Psychology 3243

6-8 Licensure Program
General Studies: Interdisciplinary Middle Grades Teaching Major (licensure 6-8)
B.A. or B.S. degree program
I. General education for 6-8 licensure program
Students may seek middle grades licensure (grades 6-8 endorsement) by majoring in the general studies interdisciplinary middle grades teaching major.
Bible 1073, 1083, 1093 and 3213 or 3433 or 4213, Engagements, plus 3 hours embedded in Education 4403
Communication 1003
English 1313, 2153 or 2163, or LULT 2043
History LUHI 2093
Lipscomb Seminar 1103 or English 1113
Mathematics 1043, 1053, 3053
Physical Education 2012
Psychology 1113
Integrated Science LUMS 2003, 2013

II. Professional education for 6-8 licensure program
Education 2313, 3323, 3343, 3476 3636, 3649, 4403, 473C
Foreign language 8 hours of a foreign language and 4514

III. Interdisciplinary major
Art 3513 or Music 3203 or Theatre 3413
Education 3363, 3476
III. Interdisciplinary major
   English 3013
   History 2213
   Physical Education 3323

IV. Areas of specialization
    Students must choose 2 of the following areas of specialization:
    - Language Arts (9 hours) - English 2113, 2123, 2133 or 2143 and 3053
    - Education 3723
    - Mathematics (10 hours) - Math 1123, 1141, 2183, Education 3533
    - Science (10 hours) - Biology 2213, 3612, 3712, Physics 1003
    - Social Studies (9 hours) - History 2223, 3323, LUHI 2103

K-8 Licensure Program
Special Education Interventionist Major (licensure K-8)
B.S. degree program
   I. General education for K-5 licensure program
      Bible 1073, 1083, 1093 and 3213 or 3433 or 4213, Engagements, plus 3 hours embedded in Education 4403
      Communication 1003
      English 1313, 2153 or 2163, or LUL T 2043
      History LUHI 2093
      Lipscomb Seminar 1103 or English 1113
      Mathematics 1043, 1053, 3053
      Physical Education 2012
      Psychology 1113
      Integrated Science LUMS 2003, 2013
   II. Professional education for K-5 licensure program
      Education 2313, 3343, 3404, 3533, 3476, 3649, 4403, 472C
   III. Interdisciplinary major
      ED 3353, 3373, 4213, 4233, 4223, 3546
      PS 2313, 3243
      Optional to add PreK-3: FS 2413, SW 3313

Requirements for Minor

Education Minor
The initial step for all students interested in the education minor is to enroll in and successfully complete Education 2313, Schooling in America. All education minors must maintain a 2.75 GPA and have at least an ACT score of 22 or acceptable scores on the Core Academic Skills for Educators test (or PRAXIS I). In addition, education minors will complete a professional portfolio as directed in their education courses.
Total hours required — 18
Specific courses required —
   Education 2313, 3323, 3343, 3636
   Psychology 3243

English as a Second Language (ESL) Endorsement
Students seeking an initial teaching license (K-12 or 7-12) can also seek an ESL (English as a Second Language) endorsement to add to the initial teaching license by successfully completing the following requirements:
   - 8 hours of a foreign language
     Foreign Language 4514

Note: Praxis II Required: In addition, students seeking the ESL add-on endorsement will have to pass the ESL Praxis II exam and complete a field placement in an ESL/ELL classroom during student teaching.

Requirements for Non-Teaching Major

General Studies: Interdisciplinary Non-teaching Major
B.A. or B.S. degree program
   General education hours required —
      Bible 1073, 1083, 1093 and 3213 or 3433 or 4213, Engagements, plus 3-hour Bible elective
      Biology 1003 or LUMS 2003
      LUMS 2003 and 2013
      Communication 1003
      English 1313, 2153 or 2163, or LULT 2043
      History LUHI 2093
      Lipscomb Seminar 1103 (or English 1113)
      Mathematics 1043,
      Physical Education 2012
      Psychology 1113, 3243
   Major courses required —
      Art 3513, Music 3203, or Theatre 3413
      Education 2313, 3343, 3363, 3404, 3476, 3533, 3636
      English 3013
      Foreign language (8 hours of a foreign language)
      History 2213 or 2223, 3323
      Mathematics 1053, 3053
      Physical Education 3323
   Twenty-one hours of elective courses

Note: A minor must be selected from one of the following areas: art, drama, ethics, French, German, Greek, Hebrew, music, philosophy, Spanish, theology or education.

Course Descriptions

Education (ED)
2313 Schooling in America (3) F, SP
   This course offers an orientation to the teacher education program at Lipscomb as well as to the social, historical and philosophical foundations of American education. The course is the prerequisite to all other education courses and is to be taken by the end of the sophomore year. This course must be taken at Lipscomb University. Students are required to attend a mandatory teacher education initiation retreat early in the semester. The specific days(s) will be listed when registering for the class.

3323 Planning for Learning (3) F, SP
   This course is designed to prepare 7-12 and K-12 majors for the realities of today's classroom, with a specific focus on procedural practices for management, Common
Core Curriculum standards, transforming standards into learning objectives, differentiating instructions, and writing and executing a lesson plan to teach and assess learning. Students in this course will work collaboratively with peers and with in-service teachers to create and adjust lesson plans appropriately. Technology use in instruction will be explored, as well as the importance of formative and summative assessments, collaborative team work/professional learning communities, and reflection and modification of teaching practices. A field experience is included.

3343 Cultural Perspectives in Education (3) F, SP, SU
This course is to develop an appreciation of the cultural differences in classrooms; a sensitivity to the needs of students and families living in poverty; and relationships with peers, teachers and students in schools. Significant time will be spent in school settings. Journal writing, readings and reflection papers will be assigned to develop reflective practitioners. The course may be taken during Maymester as a trip into a culturally diverse environment. Travel fee will be extra. This course offers Bible credit in the study of Micah and James as candidates articulate the meaning and application of social justice. Prerequisite: Admission to the program.

3353 Characteristics and Assessment of Students with Disabilities (3) F
Understanding individual student needs is essential to a special educator. The primary purpose of this course is to help students learn about the various disabilities as described in the federal law, how the characteristics of each disability are manifested, as well as the impact they have on learning. Students will also learn how the disabilities are evaluated and how students are determined to be eligible for special education services. This course will also introduce assessment as it relates to determining the needs of each student in the classroom.

3363 Books: Passport to Adventure (3) F, SP
This course is an in-depth look into how to create a literature-based classroom that integrates language and learning. The course will inform pre-service teachers about how to use trade books to support inquiry and learning in all areas of the curriculum. In addition, the course will expose pre-service teachers to all genres of children's literature as well as equip them with ideas about how to use these books to conduct read-alouds, book talks, mini-lessons, enrichment in content areas and as a model for classroom writing instruction and writer's workshop. Prerequisite: Admission to the program.

3373 Supporting Behavior of Students with Disabilities (3) SP
Managing the learning environment is important for all educators. For special educators, specific learning differences of the students may make this skill even more essential. In this course, students will learn the importance of managing the learning environment and how to use the physical environment and community to build a safe, positive environment for all learners. Students will also learn the basics of classroom management theories and strategies while they develop their own classroom management plans. Student behavior related to disabilities will also be discussed along with research-based strategies to support behavior in the classroom.

3404 Primary Education (4) F, SP, SU
This course is designed to equip early childhood and K-6 majors to meet the unique needs of young learners from kindergarten through the third grade. A primary focus of the course is on designing developmentally appropriate activities within the context of lesson planning and unit planning. A holistic perspective of meeting the physical, cognitive and socio-emotional areas of development is applied. In addition, events and individuals that have shaped early childhood education are discussed. The course includes a required field experience in a primary classroom. Prerequisite: Admission to the program.

3476 Reading and Language Arts (6) F, SP
This course is an in-depth look into research on how children become literate and the practical implications of this research for teachers. It focuses on equipping future teachers with the theoretical knowledge and pedagogical skills that will help them make appropriate instructional decisions as they teach children to become adept readers and writers. Assessment and diagnosis of the literacy strengths of a student and appropriate remediation techniques will be developed. A major field experience is required. Should be taken later in program. Prerequisite: Admission to the program.

3533 Math Methods (3) F, SP
This course will create proficiency in principles of learning and teaching mathematics to diverse populations of elementary and middle school students. Candidates will learn to prepare instructional materials and create laboratory experiences that relate principles to practice. Prerequisite: Admission to the program.

3546 Instructional Methods for Special Education (6) SP
Educating students with disabilities requires knowledge about the general curriculum, instructional strategies, and learning theories while balancing the special accommodations and strategies that might be needed based on a learner’s learning style. This course will introduce both general and specialized curricula that might be used with students with disabilities. Research-based instructional methods for problem solving, comprehension, memory, and other related deficits will also be discussed. This course will include a clinical practice placement in which students can observe and practice the instructional strategies they are learning.

3636 Clinical Practice I (6) F, SP
This course is designed to develop competencies in pre-service teachers related to lesson planning, teaching with a focus on differentiation and the exceptional child, classroom management, communication with school stakeholders, using technology in teaching and management, and becoming a reflective practitioner. This course includes a long-term field experience in which students will work in a diverse middle school. Prerequisites: Education 3323, 3404, 3476, 3533 as program requires and admission to program.

3649 Clinical Practice II (9) F, SP
Analysis of various methods and the basic factors in the teaching-learning process are considered in light of research-based teaching strategies and principles of learning in this course. The focus is on both short and long term instructional planning that incorporates formative and summative assessment and modifications to maximize student learning. Attention is given to adapting lessons for students with diverse needs, including those for whom English is a second language. This course includes a long-term field experience in which students will work in an elementary or high school, according to program. Prerequisite: Education 3636.
Integrated Literacy (3) Offered on demand
This course is an in-depth look at using a variety of strategies for integrating reading and writing across the curriculum and developing vocabulary and comprehension skills. It will help students understand how to identify and explore quality literature. It will also focus on using informational and exemplary texts to teach content, as well as evidence-based writing. Lastly, the course will address scaffolding and differentiation strategies for struggling readers. Prerequisite: Education 3476.

Collaboration and Co-teaching (3) F
The role of the special educator has changed in the last 20 years. Special Educators are now serving in a more collaborative role with general educators. They are often consulting and/or co-teaching in general education classrooms. This course will prepare students to work with other school staff, balance a caseload while supporting the needs of all students, and to effectively communicate with paraprofessionals. Specific strategies for collaboration, consultation, and co-teaching will be learned. In addition, the importance of communicating with families, as well as techniques to collaborate with families, will be discussed.

Communication, Language and Social Development (3) SP
This course covers the development of communication, language, and social skills for typically developing children, as well as the deficits seen in these areas in children with disabilities. Students will learn the link between communication and behavior, the educational implications of communication and language impairments, and instructional strategies related to communication, language, and social skills. Research-based interventions such as social narratives, video-modeling, and augmentative communication will also be discussed.

Student Teaching Seminar (3) F, SP
Taken concurrently with Clinical Practice III, this course meets at the beginning, middle and end of the semester in all-day sessions. It serves as a professional development and discussion time together. The primary focus of the seminar is on creating units of study and analyzing formative and summative assessments in the units as taught in the Clinical Practice III placements, developing a final showcase portfolio for presentation, and developing and being evaluated on the C.A.R.E. framework in both placements. Students will be required to attend all sessions, provide required documentation and participate in activities related to each major objective. Corequisite: Education 471C, 472C 473C, 474C or 475C.

Independent Study in Education (1, 2, 3) F, SP, SU
This course is designed to offer variable credit of one, two or three hours according to individual need. Permission of academic chair required. Prerequisite: Admission to program.

Special Topics (1-3) Offered on demand
Selected topics from the field of education are offered. The format of the course is determined by the topic. Field experiences may be required. Prerequisite: Permission of instructor.

Clinical Practice III - PreK-3 (12) F, SP
This course is the capstone experience required for all PreK-3 education majors - student teaching. Observation and directed teaching for a minimum of 15 weeks in assigned public schools are completed under the supervision of cooperating teachers and a university supervisor. Each student is placed in two varying classroom settings. The student teaching application package must be submitted no later than the last day of exams two semesters prior to student teaching. The accompanying seminar serves to guide candidates through the student teaching experience. Prerequisite: Education 3649, application approval and admission to the program. $400 fee. Corequisite: Education 4403.

Clinical Practice III - K-5 (12) F, SP
This course is the capstone experience required for all K-5 education majors - student teaching. Observation and directed teaching for a minimum of 15 weeks in assigned public schools are completed under the supervision of cooperating teachers and a university supervisor. Each student is placed in two varying classroom settings. The student teaching application package must be submitted no later than the last day of exams two semesters prior to student teaching. The accompanying seminar serves to guide candidates through the student teaching experience. Prerequisite: Education 3649, application approval and admission to the program. $400 fee. Corequisite: Education 4403.

Clinical Practice III - 6-8 (12) F, SP
This course is the capstone experience required for all 6-8 education majors - student teaching. Observation and directed teaching for a minimum of 15 weeks in assigned public schools are completed under the supervision of cooperating teachers and a university supervisor. Each student is placed in two varying classroom settings. The student teaching application package must be submitted no later than the last day of exams two semesters prior to student teaching. The accompanying seminar serves to guide candidates through the student teaching experience. Prerequisite: Education 3649, application approval and admission to the program. $400 fee. Corequisite: Education 4403.

Clinical Practice III - 7-12 (12) F, SP
This course is the capstone experience required for all 7-12 education majors - student teaching. Observation and directed teaching for a minimum of 15 weeks in assigned public schools are completed under the supervision of cooperating teachers and a university supervisor. Each student is placed in two varying classroom settings. The student teaching application package must be submitted no later than the last day of exams two semesters prior to student teaching. The accompanying seminar serves to guide candidates through the student teaching experience. Prerequisite: Education 3649, application approval and admission to the program. $400 fee. Corequisite: Education 4403.

Clinical Practice III - K-12 & PreK-12 (12) F, SP
This course is the capstone experience required for all K-12 education majors - student teaching. Observation and directed teaching for a minimum of 15 weeks in assigned public schools are completed under the supervision of cooperating teachers and a university supervisor. Each student is placed in two varying classroom settings. The student teaching application package must be submitted no later than the last day of exams two semesters prior to student teaching. The accompanying seminar serves to guide candidates through the student teaching experience. Prerequisite: Education 3649, application approval and admission to the program. $400 fee. Corequisite: Education 4403.