

Professional Education Department/Teacher Preparation Program

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The Professional Education Program (PED/TPP) is designed for students who wish to pursue certification leading to licensure in elementary education (K-6 Multi-Subjects), secondary education (5-Adult Content Specialization) and/or special education (an add-on endorsement for Multi-categorical Special Education or Learning Disabilities). Early and extensive field experiences in local schools complement content-rich university coursework. The PED/TPP program focuses on preparing teachers to meet the standards of the Interstate New Teachers Assessment and Support Consortium (INTASC) and attain initial certification in the state of West Virginia.

General Requirements

Students in Professional Education/Teacher Preparation complete coursework in three areas: 1) the core curriculum, 2) the professional education component, and 3) the major. Those considering certification in elementary education pursue a major in Liberal Studies in Elementary Education (LSEE). Those considering secondary certification must choose a content major (see list of areas of certification below). All secondary students complete a full major in addition to completing requirements in the Professional Education/Teacher Preparation Program; however, some secondary licensure programs may necessitate additional content courses that are not currently requirements of the major. All PED/TPP students should seek scheduling advice from the PED/TPP faculty early in their first year. PED/TPP students should maintain 16-18 credit hours per semester beginning with the freshman year.

The core curriculum, LSEE and secondary major requirements are available in related sections of the course catalogue. Students may receive specific course lists from a PED/TPP advisor. Program Guides for each area of certification are also available on the PED/TPP website.

After consulting a PED/TPP advisor as soon as possible in the freshman year, students should enroll in PED/TPP 231 during the fall semester of the sophomore year. Formal application to the program is made in the second semester of the sophomore year during enrollment in PED/TPP 232. Applicants must possess and subsequently maintain a minimum GPA of 2.5 overall. Additional program requirements include a 3.0 minimum GPA in the major (either LSEE or secondary content area), and a 3.0 GPA in all PED/TPP and psychology courses. In order to obtain teacher certification, students must successfully complete all of required Praxis Series testing through the Educational Testing Service (ETS). All LSEE and secondary PED/TPP students must pass the Pre-Professional Skills Test with West Virginia minimums to be permitted to register for 300 through 400 level PED/TPP courses.

Most PED/TPP courses include a field experience in local schools as an integral component. When scheduling classes, students should consider this requirement and allocate an appropriate block of time.

Major/Licensure Field(s)

- Biology/Biology (9-Adult) and General Science (5-Adult)
- Chemistry/Chemistry (9-Adult) and General Science (5-Adult)
- English/Language Arts (5-Adult)
- French/French (Pre K-Adult) (5-Adult)
- History/Social Studies (5-Adult)
- Liberal Studies/Multi-Subjects (K-6)
- Mathematics/Mathematics (5-Adult)
- Romance Languages/French and Spanish (5-Adult) (Pre K-Adult)
- Spanish (5-Adult)
- Physics (9-Adult) and General Science (5-Adult)

Theology majors are welcome to complete the PED/TPP Program, however, no state licensure is available for theology majors.

Special Education

The Specific Learning Disabilities (SLD) and multi-categorical special education (SLD, BD, MI) endorsements are not stand-alone programs but are earned in conjunction with one of the licenses listed above. Students completing elementary (K-6 Multi-Subjects) programs may earn a K-6 multi-categorical or SLD endorsement while secondary (5-Adult Content Specialization) licensees may add a 5-Adult multi-categorical or SLD endorsement. The addition of the multi-categorical or SLD endorsement requires careful course scheduling during the student's four year program and may result in additional hours beyond the typical load.

Students seeking Special Education certification may follow one of two tracks for either an elementary or a secondary subject specialization additional endorsement: Specific Learning Disabilities certification -or- Multi-Categorical certification. While the coursework is the same for both tracks, field experiences will be specific to the chosen track with the Multi-Categorical certification track having field experience in behavior disorders, learning disabilities and educable mental impairments, and the Specific Learning Disabilities track having all field experiences in learning disabilities. Students seeking elementary certification will complete a seven-week student-teaching placement at an elementary school and one seven-week special ed placement. Students seeking secondary certification will complete a seven-week student-teaching placement at a secondary school and one seven-week special ed placement.

Professional Education Sequence of Coursework**Professional Education Component:****FRESHMAN**

PSY 110 Fall or Spring

SOPHOMORE

PED/TPP 210 Fall
 PED/TPP 231 C/F Fall
 PSY 220 Fall or Spring
 PED/TPP 232 C/F Spring
 PSY 214 Fall [LSEE-required
 for K-6 Multi-Subjects]
 or
 PSY 216 Fall [Secondary-
 required for 5-12/A programs]

JUNIOR

PED/TPP 334 C/F Fall
 PED/TPP 333 C/F Spring
 Methods courses

SENIOR

PED/TPP 476* Fall or Spring
 PED/TPP 475 Fall or Spring
 PED/TPP 481 Fall or Spring
 according to area of certification.

During the student teaching experience, students will enroll in PED/TPP 475 and PED/TPP 481. Additional courses, participation in athletics and employment are strongly discouraged during this semester.

Specific Learning Disabilities or Multi-categorical
 Special Education

In addition to courses in K-6 Multi-Subjects or 5-Adult
 Content Specialization:

JUNIOR

PED/TPP 320 Spring
 PSY 315* Spring

SENIOR

PED/TPP 422 Fall
 PED/TPP 423 Spring

Course Descriptions**PSY 110 General Psychology (3 cr.)**

A survey of contemporary psychology, including the topics of conditioning and learning, sensation and perception, psychophysiology, motivation and emotion, memory and cognition, development, social behavior, psychological testing, personality, psychopathology and psychotherapy.

PSY 214 Child Psychology (3 cr./Fall only)

A study of the physiological, intellectual, social and emotional factors in child development. Prerequisite: PSY 110. Required for K-6 Multi-Subjects licensure.

PSY 216 Adolescent Psychology (3 cr./Fall only)

A study of basic research and theories concerning development in the adolescent years. Prerequisite: PSY 110. Required for 5-12 Content Specialization licensure.

PSY 220 Educational Psychology (3 cr.)

A study of the cognitive and affective dimensions of student behavior with an emphasis on the theoretical conceptions of learning which underlie education methods. Prerequisite: PSY 110.

PED 210 Educational Technology (3 cr.)

Experiences in teaching in technology, with technology and through technology by incorporating hands-on work with computers and associated peripherals, the internet, the WWW and content software. Strategies for effective integration of technology, and the security and ethical issues associated with technology are included.

PED 223 Integrated Curriculum Development & Methods: Physical Education, Health and Safety (2 cr./ Spring only)

Experiential examination of physical and emotional fitness, contemporary health issues and the integration of physical education, health and safety in multi-subject K-6 classrooms.

PED/TPP 231C / PED/TPP 231F Professional Education I: Schools and Communities (1 cr. each/total 2 cr./ Fall only)

Introduction to teaching as a profession with an emphasis on exploring various perspectives on education through classroom discussions, case studies and group projects. A survey of aspects of planning, implementing and assessing instruction that will be enhanced in PED 232 and PED 334. Also addressed are issues related to student diversity, learning styles, multiculturalism and multiple intelligences. The field component involves tutoring and/or leading activities at a local after-school program for at-risk children. Co-requisites: PED/TPP 231C and PED/TPP 231F.

PED/TPP 232C / PED/TPP 232F Professional Education II: Classroom and Teacher Roles (2 cr. C/ 1 cr. F: total 3 cr./ Spring only)

Study of teaching focusing on classroom pedagogical and management strategies, development of objectives and lesson plans, and discussion and of the various roles of a teacher. The field component involves observation and teaching experience under the guidance of a K-12 cooperating teacher. Focus on reflections related to planning, pacing and teaching strategies. Prerequisites: PED/TPP 231 and sophomore standing. Co-requisites: PED/TPP 232C and PED/TPP 232F.

PED/TPP 310 Integrated Curriculum Development & Methods: Secondary English/Language Arts (3 cr.)

Study of English/language arts curriculum incorporating specific methods to prepare students to teach secondary English/language arts.

PED/TPP 311 Integrated Curriculum Development & Methods: Secondary Mathematics/Science (3 cr.)

Study of mathematics/science curriculum incorporating specific methods to prepare students to teach secondary mathematics/science.

PED/TPP 312 Integrated Curriculum Development & Methods: Secondary Social Studies (3 cr.)

Study of social studies curriculum incorporating specific methods to prepare students to teach secondary social studies.

PED/TPP 316 Grammar (2 cr./Fall only)

Study of grammar and instructional strategies for teaching the conventions of language. Focus on integrating the teaching of grammar in the context of literacy activities. Students will analyze their own writing, teach mini-lessons, workshop papers and develop/analyze a writing task for K-5 students. Required of all K-6 LSEE majors and English license applicants. Prerequisite: LIT 120.

PED/TPP 320 The Special Education Process (2 cr./Spring only)

Study of the history of special education incorporating significant legislation, litigation and trends. Important practices including the referral process, functional behavior assessments, transition plans, 504 plans, IEPs and the continuum of services will be discussed.

PED/TPP 322C Teaching Reading in the Elementary School (3 cr. / Fall only)

Theories and strategies of the teaching of reading grounded in field experiences with emphasis on techniques for thematic teaching of reading/language arts. Includes the assessment and instruction process through construction, administration and interpretation of authentic reading and written language assessments. Diagnostic and corrective reading techniques integrated into the instructional process. Co-requisite: PED 322F.

PED/TPP 322F Teaching Reading in the Elementary School (1 cr. / Fall only)

Observation and teaching experience under the guidance of the cooperating teacher and university supervisor. Focus on teaching practice in reading and language arts. Co-requisite: PED/TPP 322C.

PED/TPP 323 Integrated Curriculum Development & Methods: Art through Children's Literature (2 cr. /Spring only)

Integrated, theoretical and hands-on experience designed to prepare a student to work in a multi-subject K-6 classroom. Application of visual art by drawing examples from and parallels to children's literature and the theories of each. Projects integrate visual arts into all content areas. Field experience is part of the junior year full-day placements. Prerequisite: junior standing.

PED/TPP 324C Integrated Curriculum Development and Methods: Mathematics and Science (3 cr. / Fall only)

Theories and strategies of the teaching of mathematics grounded in field experiences with emphasis on techniques for thematic teaching of integrated math and science. Includes the diagnostic and corrective assessment and instruction process and error analysis. Co-requisite: PED/TPP 324F.

PED/TPP 324F Integrated Curriculum Development and Methods: Mathematics and Science (1 cr. / fall only)

Observation and teaching experience under the guidance of the master teacher and university supervisor. Focus on teaching practice in mathematics and science. Co-requisite: PED/TPP 324C.

PED/TPP 325 Diagnosis and Correction: Mathematics (2 cr.)

Advanced strategies to support teaching to foster K-6 students' mastery of mathematical concepts and skills through multiple representations of concepts, remediation to correct misconceptions or gaps in knowledge and error analysis. Field experience is through the WJU Intervention Lab. Prerequisite: PED/TPP 324C/F.

PED/TPP 327 Integrated Curriculum Development and Methods: Music for Elementary Teachers (2 cr. /fall only)

Integrated, hands-on study of music and theory with parallels to the arts through a diverse selection of cultures designed to prepare the student to work in a multi-subject K-6 classroom. Field experience is part of the junior year full-day placements. Prerequisite: junior standing.

PED/TPP 333C Exceptionalities and Diversity for the Classroom Teacher (2 cr./Spring only)

Overview of the characteristics and needs of exceptional and diverse learners and the curricular and instructional alternatives that address these needs. Emphasis will be on accommodations and modifications, data collection, assistive technology and collaboration. Co-requisite: PED/TPP 333F.

PED/TPP 333F Exceptionalities and Diversity Lab (4 cr.)

Observation, data collection and teaching experience under the direction of the cooperating teacher and the university supervisor in inclusive classrooms. Co-requisite: PED/TPP 333C.

PED/TPP 334C/F Reading in Content Areas (2 cr. C/ 1 cr. F: total 3/fall only)

Systematic introduction to current theory, research and practice in the integration of literacy activities across content areas. Students will work in cooperative groups to design, publish and present a group unit using literacy strategies to address and assess content standard objectives. Class involves simulated teaching, discussion, position papers, reflective papers and peer response. Prerequisite: PED/TPP 232. Co-requisites: PED/TPP 334C and PED/TPP 334F.

PED/TPP 341 Integrated Curriculum Development & Methods: Language Arts and Social Studies (3 cr. / spring only)

Study of language arts and social studies curriculum incorporating specific methods to prepare students to integrate language arts into K-6 content areas. Field experience is part of the junior year full-day placement. Prerequisite: PED/TPP 322.

PED/TPP 375 Special Projects (1-3 cr.)

Development of a student-selected and instructor-approved project directly related to the teaching process, which may incorporate field and university activities. Elective. Prerequisite: PED/TPP 231.

PED/TPP 422C Special Education: Assessment & Methods I (2 cr./fall only)

Intensive study of assessment and instructional methods targeting behavior, reading and spelling. Content will focus upon those strategies that facilitate the use of the clinical teaching model with students with mild handicaps. Co-requisite: PED/TPP 422F.

PED/TPP 422F Special Education: Assessment & Methods I Lab (1 cr./fall only)

Lab experience in a special education classroom for a minimum of 30 hours is required. Focus will be on the development, implementation and monitoring of behavior interventions and reading and spelling strategies. Co-requisite: PED/TPP 422C.

PED/TPP 423C Special Education: Assessment & Methods II (2 cr./fall only)

Continued study of assessment and instruction of students with mild disabilities/learning disabilities. Content will focus on written language, mathematics, social skills, functional behavior assessments, life skills curriculum and general content strategies. Co-requisite: PED/TPP 423F.

PED/TPP 423F Special Education: Assessment & Methods II Lab (1 cr./fall only)

Lab experience in a special education classroom for a minimum of 30 hours is required. Focus will be on the development, implementation and monitoring of strategies for increasing written language, mathematics and social skills as well as the evaluation of a variety of life skills curricula. Co-requisite: PED/TPP 423C.

PED/TPP 441C/F Diagnosis and Correction: Reading and Language Arts (1cr. each)

Lab-based extension of the assessment/instruction process through construction, administration and interpretation of authentic reading and written language assessments; planning, teaching and evaluating lessons that incorporate the instructional strategies acquired and practiced during class time.

Prerequisite: PED/TPP 322C/F.

PED/TPP 473 Elementary Internship (2 cr.)

Capstone activity where the students work with elementary-aged children in a community-based setting, develop action research projects, prepare and present a summary of research-related activities and results.

PED/TPP 475 Student Teaching Seminar (1 cr.)

Further development of knowledge and skills vital to successful teaching, examination of contemporary issues in education and development of professional portfolio. Taken in conjunction with student teaching. Co-requisite: PED/TPP 481.

PED/TPP 476 Evaluation (2 cr.)

Continuation of the development of the knowledge and skills needed to assess various aspects of teaching and achievement by all learners, the appropriate role of reflection and self-evaluation, the examination of research on assessment and current reform movements as well as classroom, program, individual, formative, summative, traditional and alternative assessment models. Prerequisite: senior standing.

PED/TPP 481 Student Teaching (Variable credit 3-11 cr.)

A full semester (14 weeks) teaching experience in specific and assigned classes in the licensure content and programmatic area(s) under the direct supervision of a master teacher selected by University faculty. Prerequisite: Major department and PED/TPP approvals.

Note: Wheeling Jesuit University's Professional Education Department/TPP functions under approval provided by the West Virginia Department of Education. Course descriptions, credit hours or requirements may be revised based upon state requirements.



Accelerated Certification for Teaching (ACT) Program

ACT is an online certificate program designed for individuals who hold a bachelor's degree and seek to qualify for state teacher certification. ACT provides an accelerated pathway into teaching for individuals who have not completed a teacher preparation curriculum but who have considerable life experiences, career achievements, and academic backgrounds that are relevant for teaching in grades 5 through 12. Wheeling Jesuit University's teacher preparation program is designed to meet the "highly qualified" requirements of the federal No Child Left Behind Act. The teacher preparation course content is a candidate in good standing with the Teacher Education Accreditation Council (TEAC) and approved by the West Virginia Department of Education.

The online ACT program is aimed at individual qualification for a West Virginia Teaching Certificate with reciprocity to other states. Through reciprocity agreements between the states, a West Virginia teaching certificate may be converted to the equivalent teaching certificate in another state. If your state of interest is not West Virginia you can learn more by visiting our web site www.online.wju.edu/ACT or speaking with an ACT Counselor.

ACT provides an accelerated path to teacher certification for both those transitioning into a second career as well as those who already serve in the classroom as temporary, emergency, or substitute teachers who need to earn a formal teaching credential. The online ACT program offers you the flexibility to remain in your present career or your classroom while you prepare to fully enter the teaching profession. In the final semester, full time participation will be required as you fulfill the student teaching requirement. Those who are currently in the classroom can use part of their experiences towards this important part of the certification process.

A Practical Timeline to Certification

A personalized Academic Action Plan (AAP) will be devised just for you. Your plan will be based on an analysis of your college/university transcript(s), the Praxis I basic skills assessment and the national Praxis II competency evaluation for your chosen teaching subject/concentration.

Typically, the online ACT program can be completed in as little as 18 months, including student teaching! Completion may take longer for participants who need additional course work in their chosen teaching subject/concentration.

ACT allows you to complete only the requirements you need...not an entire additional bachelor's degree.



Program Features

The ACT program delivers two courses of educator training per semester for 5 terms over an 18 month period. This includes student teaching.

- Each course is content rich and related to 5th -12th grade learning needs.
- Minimal direct, face-to-face campus visits are required allowing you the flexibility to remain living and working in your home town community.
- You will be supported during your student teaching with training by a mentor and through the online community of professionals learning to be educators, just like yourself.

Secondary, 5th -12th grade, Certification Areas (Concentrations) Available

- Biology
- Chemistry
- English
- French
- General Science
- Mathematics
- Physics
- Social Science/History
- Social Science/Political Science
- Spanish
- Add-On Endorsements

Please note that we do not offer preparation for special education or elementary education on-line at this time.

Admission Requirements

- Must hold a Bachelor's Degree from an accredited college or university preferably with a concentration in one of the secondary certification areas available in the ACT program.
- GPA 3.0 in transferred in coursework including concentration
- Qualifying Scores on the Praxis I and Content Exams

Please note that in order to be hired in any state school system employees must pass a criminal background check. This is included in the West Virginia Teacher's Certification process.

Tuition and Fees

An up-to-date and complete tuition and fees sheet for the ACT program is available online or from an ACT Counselor. This certificate program is offered for less than half the traditional full-time tuition rate at Wheeling Jesuit University.

Candidates will be asked to write a separate check for their criminal background check which is covered in their teacher license application fee as they conclude their student teaching.



Is Financial Aid Available for the program?

There is financial aid for those who are enrolled in at least 6 credit hours, have filed the FAFSA (www.fafsa.ed.gov), and have not reached their aggregate loan limits for the Federal Stafford Loans. Those who do not qualify for federal aid can apply for a variety of educational loans through private lenders. For more information on loans available, you may call (800) 873-7665 to be transferred to the WJU Financial Aid Office.

As a Service Opportunity College, Wheeling Jesuit University welcomes adult students from the military who are making use of military aid or Montgomery G.I. Bill and other benefits to cover their education costs.

If you are an enlisted military servicemember or a veteran you may be eligible for educational benefits. Additional resources can be found on our web site www.online.wju.edu/ACT or by speaking with an ACT Counselor.

What is my Next Step?

Contact the Adult and Continuing Education Division at (800) 873-7665 or (304) 243-2250, or email adulced@wju.edu to receive an ACT application for an initial transcript analysis.

Wheeling Jesuit University
Adult and Continuing Education
316 Washington Avenue
Wheeling, WV 26003

ACT Program Sequence

Spring

Orientation to the Online Environment – non-credit, onsite program

PED 232 Classroom and Teacher Roles -3 credits

PED 333L Exceptionalities and Diversity -1 credits

PSY 220 Educational Psychology -3 credits

Summer

• PED 210 Educational Technology – 3 credits

• PED 310 Secondary English/Language Arts/Foreign Language – 1 credit

• PED 311 Secondary Mathematics/Science – 1 credit

• PED 312 Secondary Social Sciences – 1 credit

Methods of Teaching requires a face-to-face component, one day on campus, for lab work in concentration area.

PSY 216 Adolescent Psychology - 3 credits

Fall

PED 325 Secondary Methods -1 credit

PED 333C Exceptions and Diversity -2 credits

PED 333L Exceptionalities and Diversity -1 credit

PED 334 The Practice of Teaching -3 credits

Spring

PED 325 Secondary Methods -1 credit

PED 333L Exceptionalities and Diversity -1 credits

PED 475 Student Teaching Seminar 1 credit

PED 476 Evaluation -2 credits

PED 481 Student Teaching (3-11 credit hours)



Course Descriptions

PSY 216 Adolescent Psychology (3 credits)

A study of basic research and theories concerning development in the adolescent years. Prerequisite: PSY 110. Required for 5-12 Content Specialization licensure.

PSY 220 Educational Psychology (3 credits)

A study of the cognitive and affective dimensions of student behavior with an emphasis on the theoretical conceptions of learning which underlie education methods.

PED/TPP 210 Educational Technology (3 credits)

Experiences in teaching in technology, with technology and through technology by incorporating hands-on work with computers and associated peripherals, the internet, the WWW and content software. Strategies for effective intergration of technology, and the security and ethical issues associated with technology are included.

PED 232C Professional Education II: Classroom and Teacher Roles (2 cr. / spring only)

Study of teaching focusing on classroom pedagogical and management strategies, development of objectives and lesson plans. Discussion and observation of the various roles of a teacher.

PED 232L Professional Education II: Classroom and Teacher Roles (1 cr. / spring only)

Observation and teaching experience under the guidance of the co-operating teacher and university supervisor. Focus on planning, pacing, strategies and teaching planned lessons. Co-requisite: PED 232C

PED 310 Integrated Curriculum Development & Methods: Secondary English/Language Arts/Foreign Language (1 credit)

Study of English/language arts curriculum incorporating specific methods to prepare students to teach secondary English/language arts.

PED 311 Integrated Curriculum Development & Methods: Secondary Mathematics/Science (1 credit)

Study of Mathematics/science curriculum incorporating specific methods to prepare students to teach secondary mathematics/science.

PED 312 Integrated Curriculum Development & Methods: Secondary Social Studies (1 credit)

Study of social studies curriculum incorporating specific methods to prepare students to teach secondary social studies.

PED/TPP 325 Special Topics: Field Experience (1 credit)

Field experiences related to Integrated Curriculum Development & Methods coursework according to secondary teaching discipline interrelating specific subjects methods with other professional teaching practices.

PED 334C The Practice of Teaching (2 cr./fall only)

Systematic introduction to current theory, research and practice in the integration of literacy activities across content areas. Students will work in cooperative groups to design, publish and present a Group Unit using literacy strategies to address and assess content standard objectives. In addition to whole-group discussion, class format requires position papers, peer response, writing workshop and co-operative projects. Prerequisite: satisfactory completion of PED 232. Co-requisite: PED 334F



PED 334F The Practice of Teaching (2 cr./fall only)

Observation and teaching experience under the guidance of the master teacher and university supervisor. One lesson taught must include technology and one must be videotaped. Co-requisite: PED 334C

PED 333C Exceptionalities and Diversity (2 credits)

Overview of the characteristics and needs of exceptional and diverse learners and the curricular and instructional alternatives that address these needs. Emphasis will be on accommodations and modifications, data collection, assistive technology and collaboration. This is a service learning course. Corequisite: TPP 333L

PED 333F Exceptionalities and Diversity Lab (1 credit)

Observation, data collection and teaching experience under the direction of the master teacher and university supervisor in both inclusive and special education classrooms. Corequisite: TPP 333C

PED/TPP 334C/F The Practice of Teaching: Reading in Content Areas (2 cr. C/ 1 cr. F: total 3/Fall only)

Systematic introduction to current theory, research and practice in the integration of literacy activities across content areas. Students will work in cooperative groups to design, publish and present a group unit using literacy strategies to address and assess content standard objectives. Class involves simulated teaching, discussion, position papers, reflective papers and peer response. Prerequisite: PED/TPP 232. Corequisites: PED/TPP 334C and PED/TPP 334F

PED 475 Student Teaching Seminar (1 credit)

Further development of knowledge and skills vital to successful teaching, examination of contemporary issues in education and development of professional portfolio. Taken in conjunction with student teaching. Corequisite: PED/TPP 481

PED 476 Evaluation (2 credits)

Continuation of the development of the knowledge and skills needed to assess various aspects of teaching and achievement by all learners, the appropriate role of reflection and self-evaluation, the examination of research on assessment and current reform movements as well as classroom, program, individual, formative, summative, traditional and alternative assessment models. Prerequisite: senior standing.

PED 481 Student Teaching (Variable Credit: 3-11 credits)

A full semester (14 weeks) teaching experience in specific and assigned classes in the licensure content and programmatic area(s) under the direct supervision of a master teacher selected by University faculty. Prerequisite: Major department and PED/TPP approvals.

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