UNC Charlotte teacher candidates in initial licensure preparation programs are required to participate in field-based clinical experiences for many of the professional education courses. The following descriptions will assist schools in assigning candidates to appropriate classrooms.

**Art ARTE 2100 Intro to Art Education**
Candidates are required to complete a minimum of 20 hours observing an Art teacher at an assigned school. A journal must be kept and a report written.

**Art ARTE 3123 Critical and Creative Thinking in Art Education**
Candidates complete a 15-20 hour practicum at an assigned school.

**Art ARTE 3121/5121 Elementary Art Methods/Art Education Methods I**
Candidates are required to spend a minimum of 36 hours with an Art teacher in an elementary school. Activities include assisting individual students and small or whole group instruction.

**Art ARTE 4122/5122 Secondary Art Methods/Art Education Methods II**
Candidates are required to spend a minimum of 36 hours with an Art teacher in a middle or high school. Activities include assisting individual students and small or whole group instruction. Additional requirements include candidates video-recording themselves teaching a lesson to a group of students.

**Art ARTE 4124 Contemporary Issues in Art Education**
Candidates complete a 20 hour practicum at an assigned school.

**Child and Family Development CHFD 2113 Development: Prenatal to 36 Months**
Candidates are required to spend 8 hours in an appropriate clinical setting serving infants and/or toddlers. The developmental process, including qualitative descriptors and influences on development, are documented through course assignments.

**Child and Family Development CHFD 2412 The Practice of Observation, Documentation, and Analysis of Young Children’s Behavior**
Candidates are required to spend 15 hours in an appropriate clinical setting. Quality of experience and classroom interactions are documented through course assignments.

**Child and Family Development CHFD 3112 Supporting Diverse Young Learners – Birth through Eight**
Candidates are required to observe a minimum of 2 hours in an appropriate pre-k setting in order to identify curriculum and developmentally appropriate activities.

**Child and Family Development CHFD 3114 Responsive Approaches for Infants and Toddlers**
A field-based clinical assignment of approximately 15-20 hours is included during which candidates complete observations of infants/toddlers and plan and implement activities.

**Child and Family Development CHFD 3115 An Ecological Approach to Learning and Development: Early Childhood to Pre-Adolescence**
Candidates are required to complete observations (5-10 hrs.) in appropriate settings to identify the content areas in the classroom, teaching strategies employed by the teacher, and supports for diverse learners.

**Child and Family Development CHFD 3118 Approaches to Family Supports and Resources**
Candidates complete a field-based assignment of approximately 20 hours in settings with infants, toddlers, and/or twos, their families, and/or prenatals who are culturally, linguistically, and ability diverse. Collaboration with families is emphasized.

**Child and Family Development CHFD 3116/5116 Approaches to Integrated Curriculum for Young Children**
Candidates will observe in a pre-k or kindergarten classroom and develop a curriculum unit appropriate for those students. Additional requirements are to implement one lesson from the unit and accompany the teacher on a home visit or observe a parent conference with the teacher.

**Child and Family Development CHFD 3414 Language, Literacy, and Mathematical Thinking of Young Children: Birth-Kindergarten**
Candidates will spend approximately 15-20 hours in a Head Start classroom. Experiences include collecting demographic information, video recording of a Dialogic Read Aloud with a group of children, and conducting two mini lessons.
Child and Family Development CHFD 5100  Development: Prenatal to Pre-Adolescence
Candidates are required to complete 5-10 hrs. of observations in appropriate settings to identify the content areas in the classroom, teaching strategies employed by the teacher, and supports for diverse learners.

Child and Family Development CHFD 5114  Collaboration with Diverse Families: Prenatal to 36 months
Candidates are required to spend 15-20 hours in an appropriate clinical setting. Quality of experience and interactions with families and community programs are documented through course assignments.

Dance DANC 4227  Dance Education Methods I
Candidates are required to spend a minimum of 10 hours observing and teaching in an elementary setting. Quality of experiences are documented through observation journals, self and peer evaluations, along with teacher input and faculty feedback.

Dance DANC 4257  Dance Education Methods II
Candidates are required to spend a minimum of 10 hours observing and teaching in a middle or high school setting. Quality of experiences are documented through observation journals, self and peer evaluations, along with teacher input and faculty feedback. Additional requirements include candidates video-recording themselves teaching a lesson to a group of students.

Education EDUC 1100  Foundations of Education and Diversity in Schools
Candidates are required to spend a minimum of 12 hours outside of class in preschool, elementary, middle, and high school settings.

Education EDUC 2100  Introduction to Education and Diversity in Schools
Candidates are required to observe a minimum of 5 hours in an elementary setting and 5 hours in a middle or high school setting. The university instructor may provide a verification form for the school/teacher to sign upon completion.

Education EDUC 4290  Modifying Instruction for Learners with Diverse Needs
Candidates are required to spend 5-10 hours in general and special education classrooms completing observations, one-on-one tutoring, teacher interviews, small group work, and a case study. The host teacher at the clinical site will complete an evaluation form.

Education EDUC 4291  Modifying Instruction for Learners with Diverse Needs in Middle/Secondary Schools
Candidates are required to spend at least 5-10 hours in middle/secondary classrooms completing observations, one-on-one tutoring, teacher interviews, and small group work with adolescents with diverse learning needs. An evaluation form may be completed by the host teacher.

Education EDUC 5100  Diverse Learners
Candidates are required to spend 15-20 hours in the school setting most appropriate to the licensure area (elementary, middle, or high). The purpose of this clinical is for the students to observe a diversity of classroom environments: conventional, special education/inclusion, English as a Second Language (ESL), and AIG. Host teachers may be provided a verification form by the university instructor to be signed upon completion of the clinical. Elementary licensure area candidates are required to complete 20 hours.

Elementary Education ELED 3111  Instructional Design and Technology Integration in Elementary Schools
Candidates will spend 10-15 hours in a K-6 classroom where technology is used by teachers and students. Experiences include tutoring, observing, and co-teaching lessons that involve technology use.

Elementary Education ELED 3120  The Elementary School Child
Candidates are required to spend 10 hours a high poverty, high minority, high risk urban elementary school identifying examples of student behavior that reflect stages of language, cognitive, or social development.

Elementary Education – INTEGRATED METHODS BLOCK – CONSISTING OF THE FOLLOWING COURSES taught second semester of junior year

- Elementary Education ELED 3221  Teaching Science to Elementary School Learners
- Elementary Education ELED 3223  Teaching Social Studies to Elementary School Learners
- Elementary Education ELED 3226  Teaching Language Arts to Elementary School Learners
- Mathematics Education MAED 3224  Teaching Mathematics in the Elementary School: Grades 3-6
- Reading READ 3226  Teaching Reading to Intermediate Grade Learners

Candidates are required to spend 40 hours carrying out projects in an elementary classroom setting over a two week period. Most assessment projects are integrated with clinical requirements from other courses. All projects require consultation and permission from the teacher. While supervision by the teacher is not required, evaluative feedback is requested. Instructors facilitate placements; see instructors for additional information.
Elementary Education ELED 4121  Measuring and Evaluating Learning in the Elementary School Curriculum
Candidates are required to spend 15 hours carrying out projects in an elementary classroom setting. Most assessment projects are integrated with clinical requirements from other courses. All projects require consultation and permission from the teacher. While supervision by the teacher is not required, evaluative feedback is requested.

Elementary Education ELED 4122  Research and Analysis of Teaching Elementary School Learners
Candidates are required to spend up to 10 hours in the elementary setting observing classroom instruction and management techniques, using systematic data collection strategies. Candidates also may be required to interview the teacher before and after observations, assist the teacher, read to the class, teach a lesson, or video a lesson. Host teachers may complete an evaluation form or verification list of candidates.

Elementary Education ELED 4220  Integrating Curriculum for Elementary School Learners
Candidates are required to spend 10-15 hours in an elementary classroom setting. Candidates investigate a variety of curricular models, with opportunities to observe specific models within actual elementary classrooms. Particular emphasis is placed on examining an integrated model of curriculum with candidates developing individual integrated units aligned with the N.C. Standard Course of Study.

Elementary Education ELED 5201  Teaching Mathematics
Candidates will spend 20 hours in an elementary mathematics classroom. Candidates will interview students and complete a Diagnostic Mathematics Inventory (DMI).

Elementary Education ELED 5101  Child Development and Instructional Design for Elementary School Learners
Candidates will spend 20 hours in an elementary classroom.

Elementary Education ELED 5202  Integrating Curriculum for Diverse Elementary School Learners
Candidates are required to spend 20 hours observing and assisting in an elementary classroom.

Elementary Education ELED 5301  Assessing, Modifying, and Integrating Mathematics Instruction
Candidates will spend 20 hours in an elementary mathematics classroom. Course activities include teaching a 5-lesson unit to a small group of students, teaching a whole class lesson, co-teaching lessons and conducting interviews to assess students’ mathematical understanding.

Elementary Education ELED 5400  Teaching and Integrating Science
Candidates will spend 20 hours in an elementary science classroom. Course activities include observing, planning, and teaching science lessons in a whole class setting.

Elementary Education ELED 5401  Teaching and Integrating Social Studies
Candidates will spend 20 hours in an elementary social studies classroom. Course activities include observing, planning, and teaching social studies in whole class and small group settings.

English ENGL 4254/5254  Teaching English/Communications Skills to Middle and Secondary School Learners
Candidates complete requirements in assigned schools as arranged with their instructor. Additional requirements include candidates video-recording themselves teaching a brief (10-20 min) lesson to a group of students. 30 hour clinical requirement

Foreign Language Education FLED 4200/5200  Secondary Foreign Language Methods
Candidates are required to spend a minimum of 25 hours observing and working with students in a high school foreign language classroom. Additional requirements include candidates video-recording themselves teaching a brief (10-20 min) lesson to a group of students.

Foreign Language Education FLED 4201/5201  K-8 Foreign Language Methods
Candidates are required to spend a minimum of 15 hours observing and working with students in an elementary level or middle school foreign language classroom. Additional requirements include keeping a log of classroom observations and writing a reflection based on the experience.

Kinesiology KNES 3221  Elementary Physical and Health Education
Candidates are required to observe and teach one health lesson and two physical activities in the elementary setting.

Mathematics Education MAED 3222  Teaching Mathematics in the Elementary School: Grades K-2
Candidates will spend 10-15 hours in a K-6 classroom. Experiences include assessing students, teaching small group and whole class lessons, analyzing student work, and conducting observations.

Mathematics Education MAED 3224  Teaching Mathematics in the Elementary School: Grades 3-6
Candidates will conduct interviews, observations, teach a small group and whole class lesson, and become familiar with grades 3-6 mathematics classroom resources.

Mathematics Education MAED 4232/5232  Teaching Mathematics to Middle School Learners
Candidates are required to spend 25 hours observing, tutoring, and teaching lessons. Additional requirements include candidates video-recording themselves teaching a brief (10-20 min) lesson to a group of students.
**Mathematics Education MAED 4252/5252**  *Teaching Mathematics to Secondary School Learners*
Candidates are required to spend 25 hours observing, tutoring, and teaching lessons. Additional requirements include candidates video-recording themselves teaching a brief (10-20 min) lesson to a group of students.

**Middle Grades Education MDLG 3130**  *The Early Adolescent Learner*
Candidates are required to spend 40 hours in a middle grades classroom. Activities emphasize gaining a better understanding of the early adolescent and include such things as observing students, writing a case study based on a student, assisting the teacher, working with small groups of students, and tutoring.

**Middle Grades Education MDLG 3131**  *The Philosophy and Curriculum of Middle Grades Education*
Candidates are required to spend 40 hours in a middle grades classroom. Activities emphasize gaining a better understanding of what it’s like to be a successful middle school teacher. These include such things as assisting the teacher in all duties, shadowing a teacher, attending professional development and other school meetings, interviewing and observing a team in action, and teaching content area and advisory lessons.

**Middle Grades Education MDLG 5130**  *The Middle Grades Experience*
Candidates are required to spend a minimum of 30 hours in a middle school. Activities emphasize gaining a better understanding of early adolescents and their teachers. These include such things as shadowing a teacher, talking with early adolescents, teaching small and large groups of students, and interviewing teachers and administrators.

**Middle and Secondary Education MDSK 2100**  *Diversity and Inclusion in Secondary Schools*
Candidates are required spend 10 hours observing and participating in school settings.

**Middle and Secondary Education MDSK 3150/6000**  *Research & Analysis of Teaching Middle & Secondary School Learners*
Candidates are required to spend at least 20 hours in a middle or high school classroom. Activities include observations, interviews with teachers and students, analyzing various instructional methods and classroom management. Host teachers will complete a verification form.

**Middle and Secondary Education MDSK 3151**  *Instructional Design and Technology Integration*
Candidates are required to spend 15 hours at either a middle or secondary school evaluating programs and technological resources, and the effective use of emerging technologies in the classroom.

**Middle and Secondary Education MDSK 3160**  *Learning and Development: Birth through Adolescence*
Candidates are required to spend 10-15 hours observing and interacting with children and youth in school and non-schools settings.

**Middle and Secondary Education MDSK 4150**  *Assessment, Reflection, and Management Practices*
Candidates are required to spend 30 hours at either a middle or secondary school observing concepts, methods, and practices used by effective teachers in their daily classroom routine. *This course is taught concurrently with student teaching; the student teaching classroom is setting for this clinical requirement.*

**Middle and Secondary Education MDSK 4251/5251**  *Teaching Science to Middle and Secondary School Learners*
Candidates are required to spend 30 hours at either a middle school or a secondary school. Candidate requirements include keeping a log, classroom observations, teaching/tutoring and crafting a narrative explicating their experiences in the field. Additional requirements include candidates video-recording themselves teaching a brief (10-20 min) lesson to a group of students.

**Middle and Secondary Education MDSK 4253/5253**  *Teaching Social Studies to Middle and Secondary School Learners*
Candidates are required to spend approximately 30 hours in a secondary school setting observing classroom activities. Additional requirements include candidates video-recording themselves teaching a brief (10-20 min) lesson to a group of students.

**Middle and Secondary Education MDSK 6162**  *Planning for K-12 Instruction*
Candidates are required to complete 15 hours observation of K-12 students.

**Music Education MUSC 1223**  *Woodwind Techniques*
Candidates spend one rehearsal playing a woodwind instrument with a beginner-level school band.

**Music Education MUED 2100**  *Introduction to Music Education*
Candidates are required to spend a minimum of 10 community service hours in a music program of the candidate’s choice.

**Music Education MUED 2200**  *Foundations of Music Education*
Candidates are required to observe a minimum of 10 hours in a variety of school music education settings.

**Music Education MUED 2141**  *Music Development and Learning*
Candidates are required to spend a minimum of 10 hours teaching music in small groups and/or to individual students.

**Music Education MUED 4190L**  *Choral Methods Lab*
Candidates spend a minimum of 10 hours observing and rehearsing choral music in schools.
Music Education MUED 4192L  General Music Methods Lab
Candidates spend a minimum of 10 hours observing and teaching general music in schools.

Music Education MUED 4194L  Instrumental Methods Lab
Candidates spend a minimum of 10 hours observing and rehearsing instrumental ensembles in music programs.

Music Education MUED 4270  Teaching/Discipline: Assessment and Behavior in the Music Classroom
Candidates spend a minimum of 10 hours observing and teaching music to students with special needs.

Reading READ 3224  Teaching Reading to Primary Grade Learners
Candidates are required to spend 6-10 hours observing and/or assisting a teacher and students during normal reading instruction in grades K-2. Candidates will plan and implement reading lessons, conduct reading assessments, and work with small groups of students. The host teacher may complete an evaluation form.

Reading READ 3226  Teaching Reading to Intermediate Grade Learners
Candidates are required to spend 6-10 hours observing and/or assisting a teacher and students during normal reading instruction in grades 3-6. Candidates will plan and implement specific kinds of lessons using various reading materials. Written plans and evaluations are also required. The host teacher must complete an evaluation form.

Reading READ 3255/5255  Integrating Reading and Writing Across Content Areas
Candidates are required to spend a minimum of 10 hours in a setting that fits their area of licensure. Candidates will observe teaching and learning and, in particular, focus on ways in which literacy and learning are enacted in that subject area classroom or environment. Additionally, they will teach a whole class or small group lesson.

Reading READ 4161  Assessment, Design, and Implementation of Classroom Reading Instruction
Candidates are required to spend 10-15 hours in a K-12 classroom during literacy instruction. Candidates will be required to work with an individual student for several sessions. The candidate will assess the student and provide him or her with individualized instruction.

Reading READ 4270  Investigating Reading Curriculum
Candidates are required to spend 10-15 hours of field experience in a K-8 classroom during literacy instruction. Candidates will investigate a variety of curricular models, with opportunities to observe specific models within actual literacy classrooms. Candidates will work with individual students and/or small group.

Reading READ 5200  Teaching Reading to Primary Level Learners
Candidates are required to spend 20 hours in a K-2 classroom. Requirements include teaching one reading lesson, conducting a variety of reading assessments and implementing instructional strategies. Additionally, they may assist the classroom teacher by working with individuals or small groups of students.

Reading READ 5300  Teaching Reading to Intermediate Grade Learners
Candidates are required to spend 20 hours in grades 3-5. Requirements include observations of literacy instruction as well as instruction in the visual arts and music, conducting a variety of reading assessments, and teaching one whole class lesson.

Reading READ 6204  Teaching Reading to English Language Learners
Candidates are required to identify an ELL who is culturally and linguistically different from themselves and interact with that individual for a minimum of 10 hours to create an identity text. A case study report regarding that interaction and including what the candidate learned, the lessons, activities, and strategies taught, and a reflection is also required.

Secondary Education SECD 4140  Adolescence and Secondary Schools
Candidates are required to spend 30 hours in urban, suburban, or rural high school.

Secondary Education SECD 5140  The Secondary Experience
Candidates are required to spend 30 hours in urban, suburban, or rural high school.

Special Education SPED 2100  Introduction to Students with Special Needs
Candidates are required to spend 10 hours observing and/or working with special education students. The university instructor may provide a verification form for the school/teacher to sign upon completion.

Special Education SPED 4112  Authentic Approaches to the Assessment of Young Children with Disabilities: Birth-Kindergarten
A field-based clinical assignment of approximately 20 hours is required in which candidates observe and interact with children.

Special Education SPED 4210/5210  Developmental Interventions for Young Children with Disabilities: Birth-Kindergarten
A field-based clinical assignment of approximately 20 hours is required in which candidates observe and interact with children.

Special Education SPED 4270/5270  Classroom Management
Candidates are required to spend approximately 10 hours in a classroom observing social behaviors of a student at-risk for or with a disability, conducting a functional behavioral assessment (including teacher interview and anecdotal observations), collecting data, and designing and implementing an intervention plan.
Special Education SPED 4271/5271  Systematic Instruction in the Adapted Curriculum
Candidates are required to spend approximately 12 hours implementing a community referenced project to teach a functional/life skill. The candidate will use systematic instructional procedures which will include task analytic instruction, data collection procedures, reinforcement and prompting strategies to address the acquisition, proficiency, and/or generalization of a functional skill.

Special Education SPED 4272/5272  Teaching Math to Students with Special Needs:
Candidates are required to spend 10-12 hours of instruction with students with special needs in the area of math. This work should include assessment strategies used to determine the area of concentration for the clinical, instructional techniques utilized during the clinical, and techniques/strategies used to determine student progress during the clinical assignment.

Special Education SPED 4274/5274  General Curriculum Access and Adaptations
Candidates are required to spend 12 hours in an adapted curriculum special education classroom implementing individual student instruction and collecting data. Candidates are required to implement math, reading, and science lessons with students with moderate to severe disabilities. A video is required.

Special Education SPED 4275/5275  Teaching Reading to Elementary Learners with Special Needs
Candidates are required to spend approximately 10 hours teaching reading to elementary students using explicit instruction strategies. Candidates are required to assess and monitor the progress of an individual student over the course of the clinical experience. A video is required for candidates enrolled in 5275.

Special Education SPED 4276/5276  Teaching Reading to Middle and Secondary Learners with Special Needs
Candidates are required to spend 10 hours in a special education classroom teaching reading to middle/secondary students using explicit instruction strategies. Candidates are required to assess and monitor the progress of an individual student over the course of the clinical experience. A final case report and a video is required.

Special Education SPED 4277/5277  Teaching Writing to Learners with Special Needs
Candidates are required to spend approximately 12 hours teaching written expression using explicit instruction strategies. Candidates are required to assess and monitor the progress of an individual student over the course of the clinical experience. A final case report is required.

Special Education SPED 4279/5279  Content Area Instruction for Students with Special Needs
Candidates complete a 10 hour field experience in a 5th to 12th grade setting.

Special Education SPED 4280/5280  Multiple Disabilities
Candidates are required to complete 10-12 hours field work. Activities include observing and interacting with students with severe intellectual and multiple disabilities, interviewing the classroom teacher and related service personnel, and observing instruction and related services being delivered.

Special Education SPED 4316/5316  Transition Planning and Service Delivery
Candidates are required to interview a middle or high school teacher delivering transition services. This interview may be scheduled with an Exceptional Child Teacher, Exceptional Child Team Leader/Program Chair, Transition Coordinator, High School Principal, High School Assistant Principal, or Exceptional Child Program Director. An interview format is provided for candidates to structure the interview.

Special Education SPED 5100  Introduction to Special Education
Candidates are required to spend 10 hours observing and/or working with special education students. The university instructor may provide a verification form for the school/teacher to sign upon completion.

Special Education SPED 5112  Authentic Approaches to the Assessment of Young Children with Disabilities: Birth-Kindergarten
A field-based clinical assignment of approximately 20 hours is required for observation.

Special Education SPED 5278  Instructional Planning for Students in the Adapted Curriculum
A 10-hour field experience is a component of the course. Implementation of at least one lesson plan designed by the candidate (which may need to be repeated with the students) is required.

Special/Elementary Education SPEL 3100  Topical Seminar in Special Education: Dual Program Seminar
Candidates are required to spend 5-7 hours observing co-teaching among general education teachers and special education teachers and observe students with high and low incidence disabilities within general K-6 classrooms. The university instructor may provide a verification form for the school/teacher to sign upon completion. (Fall semester only)

Special/Elementary Education SPEL 4171  Special Education Collaboration and Consultation in Elementary Schools
Candidates are required to spend 10-15 hours observing co-teaching and working with families in elementary school settings. Candidates are expected to work with their cooperating teachers (Elementary and Special Education) to select, interview and interact with families of students with disabilities, particularly families from diverse cultures than that of the candidates. Fall semester only.
Teaching English as a Second Language TESL 4103/5103  *Methods in Teaching English as a Second Language*
Candidates are required to spend a minimum of 25 hours observing and working with English language learners in a K-12 setting. Additional requirements include keeping a log of classroom observations and writing a reflection based on the experience.

Teaching English as a Second Language TESL 4104/5104  *Authentic Assessment*
Candidates are required to spend a minimum of 25 hours observing and working with English language learners in a K-12 setting. Additional requirements include keeping a log of classroom observations and writing reflections based on the experience. Additional requirements include candidates video-recording themselves teaching a brief (10-20 min.) lesson to a group of students.

Teaching English as a Second Language TESL 4204  *Inclusive Classrooms for Immigrant Students*
Candidates spend a minimum of 20 hours working with English language learners, teachers, or local schools/communities. Additional requirements include keeping a log of classroom observations and writing a case study based on the experience.

Teaching English as a Second Language TESL 4600  *Literacy Development for Second Language Learners*
Candidates spend a minimum of 15 hours working with English language learners, teachers, or local schools/communities. Additional requirements include keeping a log of classroom observations and writing reflections based on the experience.

Teaching English as a Second Language TESL 6204  *Multicultural Education*
Candidates spend a minimum of 20 hours working with English language learners, teachers, or local schools/communities. Additional requirements include keeping a log of classroom observations and writing a case study based on the experience.

Teaching English as a Second Language TESL 6204  *Inclusive Classrooms for Immigrant Students*
Candidates spend a minimum of 20 hours working with English language learners, teachers, or local schools/communities. Additional requirements include keeping a log of classroom observations and writing a case study based on the experience.

Teaching English as a Second Language TESL 4103/5103  *Methods in Teaching English as a Second Language*
Candidates are required to spend a minimum of 25 hours observing and working with English language learners in a K-12 setting. Additional requirements include keeping a log of classroom observations and writing a reflection based on the experience.

Teaching English as a Second Language TESL 4104/5104  *Authentic Assessment*
Candidates are required to spend a minimum of 25 hours observing and working with English language learners in a K-12 setting. Additional requirements include keeping a log of classroom observations and writing reflections based on the experience. Additional requirements include candidates video-recording themselves teaching a brief (10-20 min.) lesson to a group of students.

Teaching English as a Second Language TESL 4204  *Inclusive Classrooms for Immigrant Students*
Candidates spend a minimum of 20 hours working with English language learners, teachers, or local schools/communities. Additional requirements include keeping a log of classroom observations and writing a case study based on the experience.

Teaching English as a Second Language TESL 4600  *Literacy Development for Second Language Learners*
Candidates spend a minimum of 15 hours working with English language learners, teachers, or local schools/communities. Additional requirements include keeping a log of classroom observations and writing reflections based on the experience.

Teaching English as a Second Language TESL 6204  *Multicultural Education*
Candidates spend a minimum of 20 hours working with English language learners, teachers, or local schools/communities. Additional requirements include keeping a log of classroom observations and writing a case study based on the experience.

Teaching English as a Second Language TESL 4104/5104  *Authentic Assessment*
Candidates are required to spend a minimum of 25 hours observing and working with English language learners in a K-12 setting. Additional requirements include keeping a log of classroom observations and writing reflections based on the experience. Additional requirements include candidates video-recording themselves teaching a brief (10-20 min.) lesson to a group of students.

Teaching English as a Second Language TESL 4204  *Inclusive Classrooms for Immigrant Students*
Candidates spend a minimum of 20 hours working with English language learners, teachers, or local schools/communities. Additional requirements include keeping a log of classroom observations and writing a case study based on the experience.

Teaching English as a Second Language TESL 4600  *Literacy Development for Second Language Learners*
Candidates spend a minimum of 15 hours working with English language learners, teachers, or local schools/communities. Additional requirements include keeping a log of classroom observations and writing reflections based on the experience.

Teaching English as a Second Language TESL 6204  *Multicultural Education*
Candidates spend a minimum of 20 hours working with English language learners, teachers, or local schools/communities. Additional requirements include keeping a log of classroom observations and writing a case study based on the experience.

Teaching English as a Second Language TESL 4103/5103  *Methods in Teaching English as a Second Language*
Candidates are required to spend a minimum of 25 hours observing and working with English language learners in a K-12 setting. Additional requirements include keeping a log of classroom observations and writing a reflection based on the experience.

Teaching English as a Second Language TESL 4104/5104  *Authentic Assessment*
Candidates are required to spend a minimum of 25 hours observing and working with English language learners in a K-12 setting. Additional requirements include keeping a log of classroom observations and writing reflections based on the experience. Additional requirements include candidates video-recording themselves teaching a brief (10-20 min.) lesson to a group of students.

Teaching English as a Second Language TESL 4204  *Inclusive Classrooms for Immigrant Students*
Candidates spend a minimum of 20 hours working with English language learners, teachers, or local schools/communities. Additional requirements include keeping a log of classroom observations and writing a case study based on the experience.

Teaching English as a Second Language TESL 4600  *Literacy Development for Second Language Learners*
Candidates spend a minimum of 15 hours working with English language learners, teachers, or local schools/communities. Additional requirements include keeping a log of classroom observations and writing reflections based on the experience.

Teaching English as a Second Language TESL 6204  *Multicultural Education*
Candidates spend a minimum of 20 hours working with English language learners, teachers, or local schools/communities. Additional requirements include keeping a log of classroom observations and writing a case study based on the experience.

For information, contact the Office of Field Experiences, located in the College of Education, Suite 139, Telephone 704-687-8802
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