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Request for Graduate Course Change

1. Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair.

2. E-mail one identical PDF copy to the Graduate Council Chair. If attachments included, please merge into a single file.

3. The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.

College: COEPD	Dept/Division: Special Education	Current Alpha Designator/Number	: CISP 553	
Contact Person: Lori Howard		Phone:	304-746-2076	
CURRENT COURSE DATA:				
Course Title: Characteristics/	Methods Mentally Impaired			
Alpha Designator/Number:	C I S P 5 5 3]		
Title Abbreviation: C h a	racteristi	cs/Method	s M I	

1. Complete this five page form in its entirety and route through the departments/committees below for changes to a course involving: course title, alpha designator, course number, course content, credit hours, or catalog description.

2. If this change will affect other departments that require this course, please send a memo to the affected department and include it with this packet, as well as the response received from the affected department.

3. If the changes made to this course will make the course similar in title or content to another department's courses, please send a memo to the affected department and include it with this packet as well as the response received from the affected department.

4. List courses, if any, that will be deleted because of this change (must submit course deletion form).

5. If the faculty requirements and/or equipment need to be changed upon approval of this proposal, attach a written estimate of additional needs.

Signatures: if disapproved at any level, do not sign. Return to previous signer with recommendation attached.

Dept. Chair/Division Head	Date 10/7/14
Registrar Achuta Auguson	Date 10/14/14
College Curriculum Chair College Curriculum Chair	Date
Graduate Council ChairChristofeco	Date_//-18-14

Form updated 04/2012

Request for Graduate Course Change - Page 2
College: COEPD Department/Division: Special Education Alpha Designator/Number: CISP 553
Provide complete information regarding the course change for each topic listed below.
Change in CATALOG TITLE: X YES NO
From C h a r a c t e r i s t i c s / M e t h o d s M I (limited to 30 characters and spaces)
To Characteristics/MethodseID
If Yes, Rationale The new title reflects the current language use for this population. Mentally Impaired (MI) is no longer used and the term Intellectually Disabled (ID) is preferred. This change also aligns with the recent change in language for WV teacher licensing standards.
Change in COURSE ALPHA DESIGNATOR:
From: To YES NO
If Yes, Rationale
Change in COURSE NUMBER: YES X NO
From: To: To:
If Yes, Rationale
Change in COURSE GRADING
From 🔲 Grade To 📋 Credit/No Credit
Rationale
Change in CATALOG DESCRIPTION: XES NO IF YES, fill in below:
From Characteristics and instructional methodology appropriate to mentally impaired students are considered. Emphasis will focus on collaborative/consultative approached linking instruction to content standards and objectives.
To Characteristics and effective instructional strategies appropriate for students with intellectual disabilities are considered. Emphasis will be on evidence and research based practices to address academic achievement and functional performance.
If Yes This description change reflects the language change from Mentally Impaired (MI) to students with Intellectual Disabilities (ID).

Change	e in COURSE CREDIT HOURS: 🔲 YES 🔀 NO 🛛 If YES, fill in below:
NOTE: I	f credit hours increase/decrease, please provide documentation that specifies the adjusted work requirements.
From	
To	
Change	e in COURSE CONTENT: 🔲 YES 🔀 NO (May attach separate page if needed)
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College: COEPD

Department: Special Education

Course Number/Title CISP 553 Characteristics/Methods Mentally Impaired (MI)

1. REQUIRED COURSE: If this course is required by another department(s), identify it/them by name and attach the written notification you sent to them announcing to them the proposed change and any response received. Enter NOT APPLICABLE if not applicable.

Not Applicable

2. COURSE DELETION: List any courses that will be deleted because of this change. A *Course Deletion* form is also required. Enter NOT APPLICABLE if not applicable.

Not Applicable

3. ADDITIONAL RESOURCE REQUIREMENTS: If your department requires additional faculty, equipment, or specialized materials as a result of this change, attach an estimate of the time and cost etc. required to secure these items. (NOTE: approval of this form does not imply approval for additional resources. Enter NOT APPLICABLE if not applicable.

Not Applicable

Request for Graduate Course Change - Page 5

Please insert in the text box below your course change summary information for the Graduate Council agenda. Please enter the information exactly in this way (including headings) based on the appropriate change:

COURSE DESCRIPTION CHANGE Department: Course Number and Title: Rationale: Course Description (old) Course Description: (new) Catalog Description: COURSE NUMBER CHANGE Department: Current Course Number/Title: New Course Number: Rationale: Catalog Description: Credit hours: COURSE TITLE CHANGE Department: Current Course Number/Title: New Course Title: Rationale: Catalog Description:

COURSE DESCRIPTION CHANGE

Department: Special Education

Course Number and Title: CISP 552 Characteristics/Methods Mentally Impaired (MI) (See new title below) Rationale: The language in the profession has changed from Mentally Impaired (MI) to Intellectual Disabilities (ID). Course Description (old) Characteristics and instructional methodology appropriate to mentally impaired students are considered. Emphasis will focus on collaborative/consultative approached linking instruction to content standards and objectives.

Course Description: (new) Characteristics and effective instructional strategies appropriate for students with intellectual disabilities are considered. Emphasis will be on evidence and research based practices to address academic achievement and functional performance.

Catalog Description: Characteristics and effective instructional strategies appropriate for students with intellectual disabilities are considered. Emphasis will be on evidence and research based practices to address academic achievement and functional performance.

COURSE TITLE CHANGE

Department: Special Education

Current Course Number/Title: CISP 553 Characteristics/Methods Mentally Impaired (MI)

New Course Title: Characteristics/Methods:Intellectual Disabilities (ID)

Rationale: The language in the profession has changed from Mentally Impaired (MI) to Intellectual Disabilities (ID).

Catalog Description: Characteristics and effective instructional strategies appropriate for students with intellectual disabilities are considered. Emphasis will be on evidence and research based practices to address academic achievement and functional performance.

Request for Bradwate Lourse Change - Page S

Plead assen in the next box bolow your course change symmary information for the Graduate Council agenda. Please encer the Priference exactly in this way (including headings) based on the appropriate change:

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Catalog Description:

COURSE NUMBER CHANGE Department: Curront Course Number/Hile: New Course Number/Hile: Ration de: Catalog Descriptic o: Credit hours:

COURSE TITLE CHANGE Department Correct Course Number Lite: New Course Title: Rationale: Catalog Decoription.

COURSE DESCRIPTION CHANGE

Genandment Special Education

Course Number and Title: CISP 537 Characteristics/Methods Mentaly Impaired (M): (See new title below) [Fotomain: The language in the profession has changed from Mentally Impaired (M) to intellectual Osabilities (D). [Course Develoption (old) Characteristics and Instructional methodology appropriate to montally impaired students are considered, Fotomash will focu on collaborative/consultative approacted initing instruction to content standards and tobjectives.

Course Descriptions (new) Characteristics and effective instructional strategies appropriate for students with intellectual initialialities are considered. Emphasis will be un evidence and research based practices to address academic achievement and fragmente or commence.

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SORRELARIE CHUNGO

Department Special Education

Coment Course Number/Tide: CISP 503 Characteristics/Methods Mentally Impaired (MI)

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Retionale. The language in the profession has changed from Mentally Imparied (Mi) to Intellectual Dissipaties (E):

Conduct Recordion: Characteristics and diffective instructional singles appropriate for students with intellectual disabilities are constructed. Emphasis will be on evidence and research based practices to address academic achievement and hinchional starmanates.

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	Request for Gr	aduate Course Change			
2. E-mail one identical PDF copy	to the Graduate Council Chair. If attach	nd forward to the Graduate Council Chair. ments included, please merge into a single file. eived both the PDF copy and the signed hard copy.			
College: COEPD Dept/Division: Special Education Current Alpha Designator/Number: CISP 645					
Contact Person: Lori Howard Phone: 304-746-2076					
CURRENT COURSE DATA:					
Course Title: Characteristics	Methods: Emotionally Disturbed	er og for Anne of Name of States of Sta			
Alpha Designator/Number:	C I S P 6 4 5				

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Chair: Tracy Christofero GC#7: Course Change

1. Complete this five page form in its entirety and route through the departments/committees below for changes to a course involving: course title, alpha designator, course number, course content, credit hours, or catalog description.

2. If this change will affect other departments that require this course, please send a memo to the affected department and include it with this packet, as well as the response received from the affected department.

3. If the changes made to this course will make the course similar in title or content to another department's courses, please send a memo to the affected department and include it with this packet as well as the response received from the affected department.

4. List courses, if any, that will be deleted because of this change (must submit course deletion form).

5. If the faculty requirements and/or equipment need to be changed upon approval of this proposal, attach a written estimate of additional needs.

Signatures: if disapproved at any level, do not sign. Return to previous signer with recommendation attached.

Dept. Chair/Division Head Jacque Meikanp	Date /0/7/14
Registrar Tehate Luguro P	Date 10/14/14
College Curriculum Chair College Curriculum Chair	Date
Graduate Council Chair Christofero	Date_//-/8-/4_

Form updated 04/2012

Title Abbreviation:

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(3) if the faculty requirements and/or equipment need to be changed upon approval of this proposal, attach a written estimate at additional.

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Request for Graduate Course Change - Page 2
College: COEPD Department/Division: Special Education Alpha Designator/Number: CISP 645
Provide complete information regarding the course change for each topic listed below.
Change in CATALOG TITLE: X YES NO
From C h a r a c t e r i s t i c s / M e t h o d s : E D (limited to 30 characters and spaces)
To Characteristics/Methods: E/BD
If Yes, Rationale The new course title is updated to reflect current practices in the profession of special education.
Change in COURSE ALPHA DESIGNATOR:
If Yes, Rationale
Change in COURSE NUMBER: YES NO
From: To: To:
If Yes, Rationale
Change in COURSE GRADING
From 🔲 Grade To 📋 Credit/No Credit
Rationale
Change in CATALOG DESCRIPTION: XES NO IF YES, fill in below:
From Recognition of emotional social disturbances, assessment of educational needs, establishment of programs to implement behavioral change and provision of necessary modification in educational programs to remediate learning and behavioral difficulties of children.
To Recognition of socio-emotional issues, assessment of educational needs, establishment of programs to implement behavioral change and provision of necessary modification in educational programs to remediate learning and behavioral difficulties of children.
If Yes Rationale

Alpha Designator/Numbro: CDP 643	ecial Education	Division: Sp	Department		04300 jegelio.
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Change in COURSE CREDIT HOURS: YES X NO If YES, fill in below:				
NOTE: If credit hours increase/decrease, please provide documentation that specifies the adjusted work requirements.				
From				
То				
Change in COURSE CONTENT: YES X NO (May attach separate page if needed)				
From				
To				
Rationale				

College: COEPD

Department: Special Education

Course Number/Title CISP 645 Characteristics/Methods: Emotional/Behavioral Disorders

1. REQUIRED COURSE: If this course is required by another department(s), identify it/them by name and attach the written notification you sent to them announcing to them the proposed change and any response received. Enter NOT APPLICABLE if not applicable.

Not Applicable

2. COURSE DELETION: List any courses that will be deleted because of this change. A *Course Deletion* form is also required. Enter NOT APPLICABLE if not applicable.

Not Applicable

3. ADDITIONAL RESOURCE REQUIREMENTS: If your department requires additional faculty, equipment, or specialized materials as a result of this change, attach an estimate of the time and cost etc. required to secure these items. (NOTE: approval of this form does not imply approval for additional resources. Enter NOT APPLICABLE if not applicable.

Not Applicable

Request for Graduate Course Change - Page 5

Please insert in the text box below your course change summary information for the Graduate Council agenda. Please enter the information exactly in this way (including headings) based on the appropriate change:

COURSE DESCRIPTION CHANGE Department: Course Number and Title: Rationale: Course Description (old) Course Description: (new) Catalog Description:

- COURSE NUMBER CHANGE Department: Current Course Number/Title: New Course Number: Rationale: Catalog Description: Credit hours:
- COURSE TITLE CHANGE Department: Current Course Number/Title: New Course Title: Rationale: Catalog Description:

COURSE DESCRIPTION CHANGE

Department: Special Education

Course Number and Title: CISP 645 Characteristics/Methods Emotionally Disturbed

Rationale: The new course description is updated to reflect current practices in the profession of special education. Course Description (old) Recognition of emotional social disturbances, assessment of educational needs, establishment ofprograms to implement behavioral change and provision of necessary modification in educational programs to remediate learning and behavioral difficulties of children.

Course Description: (new) Recognition of socio-emotional issues, assessment of educational needs, establishment of programs to implement behavioral change and provision of necessary modification in educational programs to remediate learning and behavioral difficulties of children.

Catalog Description: Recognition of socio-emotional issues, assessment of educational needs, establishment of programs to implement behavioral change and provision of necessary modification in educational programs to remediate learning and behavioral difficulties of children.

COURSE TITLE CHANGE

Department: Special Education

Current Course Number/Title: CISP 645 Characteristics/Methods: Emotionally Disturbed

New Course Title: Characteristics/Methods: Emotional/Behavioral Disorders

Rationale: The new course titl is updated to reflect current practices in the profession of special education.

Request for Graduate Course Thango - Page 5

Ploase inset in the read box below your course drange stimmary information for the finad-rate Council agenda. Please enter the Information eventy in this way find hullory headings) based on the appropriate changes.

- COURSE DESCRIPTION CHANGE Dear Promit Course Number and Titles Kationake Course Description (now) Course Description Course Description
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COURSE (DECHPHON CHANGE

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Addiovator The convicuuse description is updated to reflect current pulctees in the profession of special education. Courter Description (aid) Recognition of emotional social disturbances, assessment of uducational neers, excels proprograms to implement behavioral change and provision of necessary modification in educational programs to remarkate (fearme and behavioral difficuties of children.

Course Duscription (new) Recognition of sectoremotional issues, assessment of educational memor, establishment of programs (o Immiscrement behaviored change and provision of mecessary modification in educational programs to remainste learning and fachargoni ufficienties or childern

Catalog Description: Recognition of socio-amoninal issues, assessment of educational needs, establishment of programs to Implement (shorted chenge card provision of necessary modification in educational programs to remediate learning and beinavoral difficulties of children.

CORSETTS: CHANGE

Department: Special Education

Current Course Nurobie/Title: CISP 645 Characteristics/Methods: Emotionally Disturbed

New Cecker Yille: Characteristics/Methods: Emotional/Rebovictal Disorders

Rationale: The new course citl is updated to refloct current practices in the profession of speenal education.

Request for Graduate Course Change

1. Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair.

2. E-mail one identical PDF copy to the Graduate Council Chair. If attachments included, please merge into a single file.

3. The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.

College: COEPD	Dept/Division: Special Education	Current Alpha Designator/Number: CISP 647
Contact Person: Lori Howard		Phone: 304-746-2076
CURRENT COURSE DATA:		
Course Title: Characteristics/	Methods: Specific Learning Disabiliti	es
Alpha Designator/Number:	C I S P 6 4 7	
Title Abbreviation: C h a	racteristi	c s / M e t h o d s L D
	an a	

1. Complete this five page form in its entirety and route through the departments/committees below for changes to a course involving: course title, alpha designator, course number, course content, credit hours, or catalog description.

2. If this change will affect other departments that require this course, please send a memo to the affected department and include it with this packet, as well as the response received from the affected department.

3. If the changes made to this course will make the course similar in title or content to another department's courses, please send a memo to the affected department and include it with this packet as well as the response received from the affected department.

4. List courses, if any, that will be deleted because of this change (must submit course deletion form).

5. If the faculty requirements and/or equipment need to be changed upon approval of this proposal, attach a written estimate of additional needs.

Signatures: if disapproved at any level, do not sign. Return to previous signer with recommendation attached.

Dept. Chair/Division Head Jorge Meikanp	Date 10/7/14
Registrar <u>Anta La guso</u> College Curriculum Chair <u>An Bh</u>	Date <u>10/14/14</u> Date <u>10/15/14</u>
Graduate Council Chair <u>Christofero</u>	Date 11-18-14

Form updated 04/2012

	Request for Graduate Course Chang	je - Page 2
College: COEPD	Department/Division: Special Education	Alpha Designator/Number: CISP 647
Provide complete information	regarding the course change for each topic listed	below.
Change in CATALOG TITLE: YE	es 🛛 NO	••••••••••••••••••••••••••••••••••••••
From		(limited to 30 characters and spaces)
То [
If Yes, Rationale		
Change in COURSE ALPHA DESIGN	ATOR:	
From: To	YES 🛛 NO	
If Yes, Rationale		
Change in COURSE NUMBER:		
From: To:		
If Yes, Rationale		
Change in COURSE GRADING		<u></u>
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Rationale		
Change in CATALOG DESCRIPTION:	: 🕅 YES 📋 NO 🛛 IF YES, fill in belo	w:
From Theories, diagnosis, and tea	aching strategies concerning children who exhibit any or	^r several learning disabilities.
	abilities, assessment of educational needs, and understar ns to promote success of students with or at-risk of learn	
If Yes The new course descrip Rationale	ption is updated to reflect current practices in the profes	sion of special education.

Change in COURSE CREDIT HOURS: 📋 YES 🔀 NO If YES, fill in below:
NOTE: If credit hours increase/decrease, please provide documentation that specifies the adjusted work requirements.
From
То
Change in COURSE CONTENT: YES X NO (May attach separate page if needed)
From
To
Rationale

College: COEPD

Department: Special Education

Course Number/Title CISP 647 Characteristics/Methods: Specific Learning Disabilities

1. REQUIRED COURSE: If this course is required by another department(s), identify it/them by name and attach the written notification you sent to them announcing to them the proposed change and any response received. Enter NOT APPLICABLE if not applicable.

Not Applicable

2. COURSE DELETION: List any courses that will be deleted because of this change. A *Course Deletion* form is also required. Enter NOT APPLICABLE if not applicable.

Not Applicable

3. ADDITIONAL RESOURCE REQUIREMENTS: If your department requires additional faculty, equipment, or specialized materials as a result of this change, attach an estimate of the time and cost etc. required to secure these items. (NOTE: approval of this form does not imply approval for additional resources. Enter NOT APPLICABLE if not applicable.

Not Applicable

Request for Graduate Course Change - Page 5

Please insert in the text box below your course change summary information for the Graduate Council agenda. Please enter the information exactly in this way (including headings) based on the appropriate change:

COURSE DESCRIPTION CHANGE Department: Course Number and Title: Rationale: Course Description (old) Course Description: (new) Catalog Description: COURSE NUMBER CHANGE Department: Current Course Number/Title: New Course Number: Rationale: Catalog Description: Credit hours: COURSE TITLE CHANGE Department: Current Course Number/Title: New Course Title: Rationale: Catalog Description:

COURSE DESCRIPTION CHANGE

Department: Special Education

Course Number and Title: CISP 647 Characteristics/Methods: Specific Learning Disabilities

Rationale: The new course description is updated to reflect current practices in the profession of special education. Course Description (old) Theories, diagnosis, and teaching strategies concerning children who exhibit any or several learning disabilities.

Course Description: (new) Recognition of learning disabilities, assessment of educational needs, and understanding of evidencebased teaching techniques and interventions to promote success of students with or at-risk of learning disabilities. Catalog Description: Recognition of learning disabilities, assessment of educational needs, and understanding of evidence-based teaching techniques and interventions to promote success of students with or at-risk of learning disabilities.

	Chair: Tracy Christofero	GC#6: Course Addition
Request for Graduate Co	ourse Addition	
1. Prepare one paper copy with all signatures and supporting material and forward to t 2. E-mail one identical PDF copy to the Graduate Council Chair. If attachments includes 3. The Graduate Council cannot process this application until it has received both the	d, please merge into a single file.	
College: COEPD Dept/Division: Special Education Alpha Desig	gnator/Number: CISP 656	Graded @ CR/NC
Contact Person: Lori Howard	Phone: 304-746-207	6
NEW COURSE DATA:		
New Course Title: Field Experience: Non-Public Setting		
Alpha Designator/Number: C I S P 6 5 6		
Title Abbreviation: F i e I d E x p e r i e n c e	: N o n - P u b	
(Limit of 25 characters and spaces)		
Course Catalog Description: Field experience in a non-public setting affords (Limit of 30 words) based competencies required by CEC Standards		
Co-requisite(s): First Term to be Offered: Sum	nmer 2015	
Prerequisite(s): CISP 520, 553, 645, and 647 Credit Hours: 3		
Course(s) being deleted in place of this addition (must submit course deletion for	form): None	

Signatures: if disapproved at any level, do not sign. Return to previous signer with recommendation attached.

Dept. Chair/Division Head June Meikamp	Date /0/7/14
Registrar Anta Auguson 13/00/ College Curriculum Chair An Bud	Date 10/14/14
Graduate Council ChairChristofero	Date814

Form updated 10/2011

6656: Course Addition	Coair: Tracy Christoleto
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1. Propose one population with all spectares and supporting matrical and forward to the Gradueter Council Chair.
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Page 1 of 5

College: COEPD

Department/Division: Special Education

Alpha Designator/Number: CISP 656

Provide complete information regarding the new course addition for each topic listed below. Before routing this form, a complete syllabus also must be attached addressing the items listed on the first page of this form.

1. FACULTY: Identify by name the faculty in your department/division who may teach this course.

Dr. Joyce Meikamp Dr. Lori Howard

2. DUPLICATION: If a question of possible duplication occurs, attach a copy of the correspondence sent to the appropriate department(s) describing the proposal. Enter "*Not Applicable*" if not applicable.

Not Applicable

3. REQUIRED COURSE: If this course will be required by another department(s), identify it/them by name. Enter "Not Applicable" if not applicable.

Not Applicable

4. AGREEMENTS: If there are any agreements required to provide clinical experiences, attach the details and the signed agreement. Enter "Not Applicable" if not applicable.

Not Applicable

5. ADDITIONAL RESOURCE REQUIREMENTS: If your department requires additional faculty, equipment, or specialized materials to teach this course, attach an estimate of the time and money required to secure these items. (Note: Approval of this form does not imply approval for additional resources.) Enter "**Not Applicable**" if not applicable. Not Applicable

6. COURSE OBJECTIVES: (May be submitted as a separate document)

Please see attached syllabus.

7. COURSE OUTLINE (May be submitted as a separate document)

Please see attached syllabus.

8. SAMPLE TEXT(S) WITH AUTHOR(S) AND PUBLICATION DATES (May be submitted as a separate document) Please see attached syllabus

9. EXAMPLE OF INSTRUCTIONAL METHODS (Lecture, lab, internship)

Field Experience (student teaching)

Request for Graduate Course Addition - Page 4

10. EXAMPLE EVALUATION METHODS (CHAPTER, MIDTERM, FINAL, PROJECTS, ETC.)

Review of written lesson plans, observation of teaching, completion of teaching portfolio which includes a reflection journal, and a summative evaluation. Please see the attached syllabus for the lesson plan form and summative evaluation form.

11. ADDITIONAL GRADUATE REQUIREMENTS IF LISTED AS AN UNDERGRADUATE/GRADUATE COURSE

12. PROVIDE COMPLETE BIBLIOGRAPHY (May be submitted as a separate document)

Please see attached syllabus

Request for Graduate Course Addition - Page 5

Please insert in the text box below your course summary information for the Graduate Council agenda. Please enter the information exactly in this way (including headings):

Department: Course Number and Title: Catalog Description: Prerequisites: First Term Offered: Credit Hours:

Department: Special Education Course Number and Title: CISP 656 Field Experience: Non-Public Setting Catalog Description: Field experience in a non-public setting affords graduate students an opportunity to demonstrate the skillbased competencies required by CEC Standards and to qualify for the multi-categorical teaching license. Prerequisites: CISP 520, 553, 645, and 647 First Term Offered: Summer 2015 Credit Hours: 3



Syllabus

Course Title and Number: CISP 656 Field Experience in a Non-Public Setting

Semester and Year: TBD

Text Information:

Lemov, D. (2010). Teach like a champion: 49 techniques that put students on the path to college. San Francisco, CA: Jossey-Bass

Bruce, S., M., & Pine, G., J. (2010). Action research in special education: An inquiry approach for effective teaching and learning. New York, NY: Teachers College Press.

Computer Requirements: http://www.marshall.edu/muonline/tools.html

Credit Hours: 3 hours

Instructor(s): Special Education Faculty

Prerequisite: CISP 520 + CISP 553 + CISP 645 + CISP 647 (Note: Students are required to have completed most of their coursework in special education before completing their field experience.)

Course Description: Field experience in a non-public setting affords graduate students an opportunity to demonstrate the skill-based competencies required by CEC Standards and to qualify for the multi-categorical teaching license.

Graduate Candidate Eligibility Criteria

In order to qualify for a Special Education Multi-Categorical Field Experience in a non-public setting, the Graduate Candidate must meet all of the following criteria:

- Enrollment in a Master's degree or certification program at Marshall University in an area of Special Education;
- Possess a WV 74-1 Student Teacher Permit
- Permission of Special Education Program Director
- At least two hundred clock hours of field-based training in a public school

Council for Exceptional Children (CEC) Requirements

This course in special education encompasses all of the CEC standard areas as Field Experience students must demonstrate competencies in all of these areas to be successful as special education teachers.

- CEC 1: Learner Development and Individual Learning Differences:
- CEC 2: Learning Environments
- CEC 3: Curricular Content Knowledge
- CEC 4: Assessment
- CEC 5: Instructional Planning and Strategies
- CEC 6: Professional Learning and Ethical Practice
- CEC 7: Collaboration



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Course Title and Numbers - COSP 656 Field Experience in a Non-Public Setting

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Text Information:

- Comov. D. (2010). Feach libe a champiane 19 techniques that **pu** students on the path to codege. Son Francisco, CA: hoscep-Bass
 - Brace, S., M., & Pue, G., J. (2010), Artiun research in special charactarian: An inquiry deprived for effective teaching and tearning. New York, NY: Teachers Colloge Press.

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Insteactor(a): Special Education Faculty

Proroquiater CISP 320 + UISP 352 + CISP 645 + CISP 647 (Note: Sudants are required to have completed most of their courses ork in special education before completing their field experience.)

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- CEC 1: Learner Development and Individual Learning Differences.
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 - * CDC 3: Carrienter Contem Knowledge
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 - CEC 3: Instructional Plauning and Structures
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Please visit this link for the detailed list of the standards for both knowledge and skills. <u>http://sped.org/Standards/Special-Educator-Professional-Preparation/CEC-Initial-and-Advanced-Specialty-Sets</u>

WV Department of Education Teacher Licensing:

- *Federal and State Mandated Curriculum and Assessments
- *Multi-Cultural Education (Completion of On-Line Diversity Module)
- *Safe Schools
- *Student Code of Conduct (Also CEC CODE of Ethics)
- *Federal & State Regulations for the Instruction of Exceptional Students (IDEA)
- *Differentiating Instruction (Varied Approaches for Effective Instruction for Students At-Risk)
- At least 200 hours of field-based training in a public school

Course Objectives: Upon completion of this course, students will be able to:

1. demonstrate understanding (in lesson planning and instructional delivery) of the theories, strategies, and methods most appropriate for instruction in special education classrooms (both inclusion and self-contained).

2. apply appropriate strategies and methods of instruction in special education classrooms (both inclusion and self-contained). The use of strategies may include but is not limited to: direct instruction, cooperative learning, technological applications, and other appropriate strategies.

3. apply appropriate strategies and methods of classroom management (both inclusion and self-contained). The use of strategies may include but is not limited to: positive reinforcement, development of class rules, transition cues/prompts, and specific behavioral contracts.

4. actively reflect and self-assess the effectiveness of chosen instructional strategies and their own teaching practice through regular journaling.

5. create formal and informal assessments through reviewing, conducting, and analyzing student assessment information (file review, test construction/modifications, use of informal checks for understanding).

6. apply the concepts of data-driven decision making to their instructional practice by documenting progress towards IEP goals, incorporating data collection strategies (CBM), and adapting instruction based upon assessment data.

7. apply the CEC standards with respect to their own teaching practice/course of studies as evidenced by their teaching portfolio.

8. use effective communication techniques when working with students, parents, school professionals, and their assigned mentors (University Supervisors).

9. develop an individual professional development plan containing goals/objectives and complete a selfevaluation of their progress towards these goals/objectives. Please visit the line for the deathed list of the standard's for both fracticity, and skills. The standard set of streams before assigned by manufactor in the standard of the transmission of the standard c

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 use effective dominumention techniques when working with students: parents, schoot protessionals, and their assigned mentors (University Supervisors).

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Evaluation/Measurement/Assessment of Learner Outcomes:

Please note evaluation will occur throughout the field experience in many ways:

- a. Through observations and reflections with Clinical Supervisors.
- b. Through satisfactory completion of all course requirements.
- c. Written feedback will be given to candidates when they are observed by the Clinical Supervisors. Conferences with Clinical Supervisors will also provide candidates with opportunities for feedback.
- d. The Clinical Supervisors will examine candidates' portfolios periodically throughout the field experience.
- e. Candidates are expected to actively participate in the collaboration process.

Course Map

Course Objectives	Learning Activities (What you will do.)	Assessments (How you will be assessed on the material.)
1. Demonstrate understanding (in lesson planning and instructional delivery) of the theories, strategies, and methods most appropriate for instruction in special education classrooms (both inclusion and self-contained).	Write lesson plans Teach lessons	Review of lesson plans by Clinical Supervisors Observations of teaching Summative Evaluation
2. Apply appropriate strategies and methods of instruction in special education classrooms (both inclusion and self- contained). The use of strategies may include but is not limited to: direct instruction, cooperative learning, technological applications, and other appropriate strategies.	Teach Lessons	Observation by Clinical Supervisors. Summative Evaluation
3. Apply appropriate strategies and methods of classroom management (both inclusion and self-contained). The use of strategies may include but is not limited to: positive reinforcement, development of class rules, transition cues/prompts, and specific behavioral contracts.	Teach Lessons	Observations of teaching Summative Evaluation
4. Actively reflect and self-assess the effectiveness of chosen instructional strategies and their own teaching practice through regular journaling.	Lesson Plan Reflection Reflection Journal Entries	Teaching Portfolio Summative Evaluation
5. Create formal and informal assessments through reviewing, conducting, and analyzing student assessment information (file review, test construction, modifications, use of informal checks for understanding).	Observed during lessons	Observations of teaching Summative Evaluation
6. Apply the concepts of data-driven decision making to their instructional practice by documenting progress towards IEP goals, incorporating data collection	Completing Report Cards Collecting Data on skills	Teaching Portfolio Documentation Observations of teaching Summative Evaluation

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Preses now evidenties will occur throughout the field experience in many ways:

- a. Theoretic observations and reductions with Clinical Supervisors.
- b. Through subfactory completion of all course requirements.
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- The Clinical Supervisors will examine condidates' portfolios periodically discuglicant the tield esperiore.
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strategies (CBM), and adapting instruction based upon assessment data.		
 7. Apply the CEC standards with respect to their own teaching practice/course of studies as evidenced by their teaching portfolio. 8. Use effective communication techniques when working with students, parents, school professionals, and their assigned mentors (University Supervisors). 	Complete the IRIS Diversity Module Review the CEC Code of Ethics Conferences and Debriefings with Clinical Supervisors.	Teaching Portfolio Documentation Observation of teaching Summative Evaluation Summative Evaluation
9. Develop an individual professional development plan containing goals/objectives and complete a self- evaluation of their progress towards these goals/objectives.	Write a personal goal statements	Teaching Portfolio Documentation Summative Evaluation

Course Requirements

Special Education Field-Experience Portfolio

All candidates are required to maintain a portfolio throughout the placement. It should be assembled so as to contain artifacts chosen to demonstrate candidate knowledge, performance, and dispositions in relation to the standards on the Pro-Ed Assessment. It is anticipated the portfolio will reflect the highest of professional standards. The Clinical Supervisors will periodically examine the portfolio throughout the experience. At the end of the course, artifacts will be placed in candidates' field-based experience files. Candidates should not anticipate these materials being returned to them. The portfolio must contain the following artifacts:

- > Handbook/Syllabus (including end of program evaluation forms)
- > Weekly Schedule
- > 2 Observations with Completion of Observation Form
- > 20 Lesson Activities
- > Educational Philosophy Statement
- > Completed Lesson Plans using the approved Form
- > Lesson Observations (to be completed by the Clinical Supervisor)
- *Student Code of Conduct & CEC Code of Ethics (This is located on the Mu Online Course site. Please print out and sign.)
- > Diversity Module (The link Complete Module and include signed form)
- Reflection Journal (1 reflection per week and 2 reflections on the 2 Lessons prepared and taught over the course of the summer program)

Grading Policy:

Satisfactory completion of all course activities and requirements will result in successful completion of the field experience. In addition, candidates must receive a satisfactory rating on each of the standards on the Summative Evaluation, in order to earn an overall course grade of "S" satisfactory.

Marshall University Policies

By enrolling in this course, you agree to the University Policies listed below. Please read the full text of each policy be going to <u>www.marshall.edu/academic-affairs</u> and clicking on "Marshall University Policies." Or, you can access the policies directly by going to <u>http://muwww-new.marshall.edu/academic-affairs/policies/</u>.

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Academic Dishonesty

All students should be familiar with the university's policy concerning academic dishonesty. This policy is located at <u>http://muwww-new.marshall.edu/academic-affairs/policies/</u>.

Academic Dismissal

All students should be familiar with the university's policy concerning academic dismissal. This policy is located at <u>http://muwww-new.marshall.edu/academic-affairs/policies/</u>.

Academic Probation and Suspension

All students should be familiar with the university's policy concerning academic suspension and probation. This policy is located a<u>http://muwww-new.marshall.edu/academic-affairs/policies/</u>.

Academic Rights and Responsibilities of Students

All students should be familiar with the university's policy concerning academic rights and responsibilities of students. This policy is located at <u>http://muwww-new.marshall.edu/academic-affairs/policies/</u>.

Affirmative Action

This course will follow Marshall University's policy on Affirmative Action, which is located at <u>http://muwww-new.marshall.edu/academic-affairs/policies/</u>. Specifically, all students will be afforded equal opportunity without regard to race, color, sex, religion, age, disability, national origin, or sexual orientation.

Sexual Harassment

This course will follow Marshall University's policy on Sexual Harassment, which is located at <u>http://muwww-new.marshall.edu/academic-affairs/policies/</u>.

Students with Disabilities

Marshall University is committed to equal opportunity in education for all students, including those with physical, learning and psychological disabilities. University policy states that it is the responsibility of students with disabilities to contact the Office of Disabled Student Services (DSS) in Prichard Hall 117, phone 304 696-2271 to provide documentation of their disability.

Following this, the DSS Coordinator will send a letter to each of the student's instructors outlining the academic accommodation he/she will need to ensure equality in classroom experiences, outside assignment, testing and grading. The instructor and student will meet to discuss how the accommodation(s) requested will be provided. For more information, please visit <u>http://www.marshall.edu/disabled</u>or contact Disabled Student Services Office at Prichard Hall 117, phone 304-696-2271.

Please review the Blackboard 9.1 accessibility statement at this link: http://www.blackboard.com/Platforms/Learn/Resources/Accessibility.aspx

University Computing Services' Acceptable Use

All students are responsible for knowing this policy, which can be found on the web at http://www.marshail.edu/ucs/CS/accptuse.asp

Student Responsibilities

Your attendance, participation, and effort for each class session of are collectively a part of your commitment to your learning. As teachers you provide an experience for your students to be a community of learners. As students, *you* are also a part of this community of learners. Within this professional community, you have a responsibility to yourself and to each other to:

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All students should be familiar with the university's policy concerning academic distionesty. This policy is founded at a cold for each concern and the policy is founded at a cold for each concern and the policy is founded at a cold for each concern and the policy is founded at a cold for each concern and the policy is founded at a cold for each concern and the policy is founded at a concern and the polic

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Your assolution, participation, and effort for each class session of arc collectively a part of your commitment to providenting. As teachers you provide an experience for your students to be a community of learners. As students, you are also a part of this community of learners. Within this professional community, you have a responsibility to yourself and to each other to:

1

- Attendance and punctuality are expected every day of the field experience. If a candidate anticipates being either late or absent, he/she must contact the Site Manager. Remember he/she must be notified in the event of tardiness or absence. Any more than 2 absences or instances of tardiness will be deemed excessive. Excessive absences or tardiness may result in a grade of "U" Unsatisfactory or withdrawal from the course.
- Child Abuse Reporting: Please be advised that all school personnel are considered mandatory reporters of child abuse. This includes you, a student teacher in Special Education. Please contact Program Director. The Program Director will be responsible for contacting the appropriate agencies.
- Use of Marshall University Email Account: Use of the student's University email account is mandatory for purposes of conducting University business, contacting advisors and for any communications related to this course. The instructor(s) will often send email to your account, it is expected that you read your email regularly.
- **Demonstrate respect** for all individuals in our community of learners.
- Attendance and ponetunity are expected every day of the field experience. If a caudinate anticipates
 being either late or absent, he/she must contact the Site Manager. Remander he/she must be notifed in
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- Child Abase Repairing: Please be advised that all school personnel are considered mandatory reporters of child abase. This includes you, a student teacher in Special Education. Please contact Program Directory The Program Director will be responsible for contacting the appropriate agencies.
 - Use of Marshall University final Account: Use of the studen's University enail account is inadancy for purposes of conducting University business, contacting advisors and for any communications related to this course. The instructor(s) will offen send email to your account, it is expected that you read your email regularly.
 - · Demonstrate respect for all individuals in our community of icamers.

Course Outline

Important Dates	Activities	Assignments
3 Weeks Before Field Experience Begins	Orientation/Introduction	Begin Work on 20 Lesson Activities
2 Weeks Before Field Experience Begins	Special Education Teacher In- service	Diversity Module Completed CEC Code of Ethics Completed Educational Philosophy Completed Reflections on Assigned Reading
First Day of Field Experience	PROGRAM BEGINS	20 Lesson Activities Completed. Reflections on Assigned Readings Completed. These will be reviewed the 1 st day.
WEEK 1		 1st Reflection for RJ: Please focus this reflection on your class rules, behavior expectations, how you structured your classroom. Begin setting up your classroom. Preparations for instructional activities.
WEEK 2	Program Continues	Teach one of your 2 Lesson Plans Reflection on taught Lesson 2 nd Reflection for RJ: Please focus this reflection on your reading lessons. (These are 2 separate reflections.)
WEEK 3	Program Continues	3 rd Reflection for RJ: Please focus this reflection on your math lessons. Observation of another level should be completed by the end of this week
WEEK 4	Program Continues	4 th Reflection for RJ: Please focus this reflection on how you have differentiated instruction or addressed accommodations/modifications.
WEEK 5	Program Continues	2 nd Lesson Plan should be taught this week. Reflection on taught Lesson 5 th Reflection for RJ: Please focus this reflection on student progress.
WEEK 6 Last Week of Field Experience All Portfolios Due	Program Ends	Final Reflection for RJ (What was did you learn about yourself and your teaching?) Submit Completed Portfolio to Clinical Supervisor

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ana ann an Anna an Anna Anna Anna Anna	Activities	Assiguments
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Weeks Before	Special Education Teacher In-	Diversity Module Completed
iold Experience	SCIVICE STORE	CEC Code of Ethics Completed
egins (-	Educational Philosophy Compiles
•••		Reflections on Assigned Reading
To and init	PROGRAM BEGINS	20 Lesson Activities Coupleted
aonoinsgaid blui		Reflections on Assigned Readings Completed
·		These will be reviewed use 1" day.
1.4.37		1 st Reflection for RJ: Please focus this
		reflection on your class rules, believely
		corporations, how you surrouned your
		classroon.
		Begin setting up your classroom. Propositions
		for matructional activities.
S AH R	Program Continues	Teach one of your 2 Lesson Plans
		reaced algorithm and sollar
		2 nd Reflection for RJ: Please focus dus
		reliation on your reading lessons.
		(These are 2 separate reflections.)
机运用 的	Program Centinues	1.3 rd Reflection for RI: Please facus this
		reliection on your much less ons.
		Observation of another layed should be
		completed by the end of this week
4 JAREM	Program Commutes	4th Reflection for RJ: Please focus this
	•	reflection on how you have differentiated
		instruction or addressed
-		accommodations/modifications.
	Program Continues	2 nd Lesson Phan should be raught this week.
		Reflection on laught Lesson
		5th Reflection for RJ: Please focus this
		reflection on student progress.
26516.2016.7	shaff cangost	Final Reflection for RJ (What was did you
DELATER AND		learn about yourself und your reaching?)
agan inta a k		Submit Completed Portfolio to Clinical
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LESSON PLAN

Name:	<u> </u>		 		
Subject/Skill: _			 		
Date:		····	 	·····	
Rationale:		.	 		
Goal:			 		
WV CSO/Obje	ctive:				

Procedures:		S	strateg	jies Use	d
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Materials needed:

Assessment/Evaluation: (Self Rating & Reflection)

		Unacceptable	Emerging	Acceptable	Exemplary
1.	Overall success of lesson	1	2	3	4
2.	Student engagement	1	2	3	4
3.	Classroom management	1	2	3	4

*Note: You need to include 2 of these with your Portfolio. You will teach these lessons and reflect upon them.

Why keep a reflection Journal?

"When students and teachers make use of reflection as a tool for learning and assessment, they are creating an opening that allows them to enter into students' work, making sense of their endeavors and accomplishments, and learning how they judge their success."

R. Zessoules & H. Gardner

Reflection is a thoughtful response to either preplanned or spontaneous but conscious decisions and actions. The reflective process asks you to focus continuously on questions such as "What am I doing?" "Why?" "How well are my students learning?" "How do I know?" (Cruickshank, 1987; Fellows & Zimpher, 1988; Valverde, 1982).

Beliefs about teaching and learning are built over a lifetime. Teachers who approach teaching reflectively often view themselves as problem solvers, even change agents. Meeting the challenges of diversity and change will require your talents and resourcefulness. There is a sense of movement to change and to innovation, and there is often a sense of excitement and/or apprehension in the way individuals greet it (Rust, 1993, p. 14). Continually collecting evidence about student learning, you will learn to make wise choices and decisions, to identify strengths and weaknesses of your instructional decisions, and to analyze ways to improve your teaching. If you are an effective teacher, you will never be satisfied with the status quo. **Source:** Goethals, M. S. & Howard, R. A. (2000). Student teaching. A process approach to reflective practice. Prentice-Hall: Columbus, OH.

SAMPLE QUESTIONS TO ASK YOURSELF REGARDING YOUR TEACHING

- As I reflect on the lesson, to what extent were students productively or actively engaged?
- Did the students learn what I intended? Were my instructional goals met? How do I know, or how and when will I know?
- Did I alter my goals or instructional plan as I taught the lesson? Why?
- If I had the opportunity to teach this lesson again to this same student or group of students, what would I do differently? Why?
- What will be my next step?
- Why am I selecting these activities?
- How will I assess how well my students are learning?
- Why some students are still not engaged?
- What could I do differently to keep my students focused?
- What questions do I have about the lesson or my student(s)?

****Remember: These questions are for your consideration and intended to merely guide your thoughts as you write your reflections in the log. It is not anticipated you will necessarily respond to every question each day. Use them as a guide only to get your thoughts flowing.

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"When sustants and teachers make use of reflection as 2 that incluing and assessment. they are creating an opening that allows them to enter into stadents' work, anking sease of their codem as and accomplishments, and learning bow they judge their success."

R. Zessonies & H. Cardace

Reflection is .. thoughtail response to either preptanted or spantmeaus but conscious decisions and weights. The reflective process asks you to focus continuously on questions such as "What am I datag?" "Why??" "How well are my sudens training?" "How do'I know?" (Craiolasiank, 1982; Fellows & Zimpires). 1988: Valvarde, 1983).

Beliefs about reaching and learning are built over a lifetime. Teachers who approach teaching reflectively often view thenselves as problem solvers, even change agents. Meeting the challenges of diversity and change will require your takents and resourcefthess. There is a sense of movement to change and to innovation, and there is often a sense of excitement and/or approximation in the way individuals greet it (Rust, 100%, p. 14). Continuelly collecting evidence about student learning, you will learn to make way objects and decisions, to identify strengths and weeknesses of your instructional decisions, and to analyze ways to ingrove your teaching. If you are an effective teacher, you will never be satisfied with the status que. Source: Gothels, M. S. & Howard, K. A. (2000). Student teaching. A process approach to redective proofic . Prentice-Halt Columbus, OH.

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- Did the students loan what I intended? Were my instructional goals met? How do I know, or how and whee will flanew?
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 - What could 1 do differently to keep my students focused?
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****Remember: These questions are for your considention and intended to merely guide your thoughts as you write your enteriors in the log. It is not raticipated you will necessarily respond to every question each day. The them as a quide only to get your thoughts frowing.

Marshall University Lesson Observation Form

Student	Date
Observer	Area/Lesson

Teaching Skills:	Unacceptable	Emerging	Acceptable	Exemplary	NO
Teacher demonstrates:	-		-		
Appropriate Planning and					
Organization					
Collaboration with Other					
Professionals					
Differentiates Instruction					
Appropriate Instructional					
Methods (mnemonics, GOs)					
Collection of Data for					
Instructional Decision-Making					
Knowledge of Curriculum					
Content and Common Core					
Standards					
Effective Use of Learning					
Centers					
Effective Hands-on Learning					
Activities					
Enthusiasm for Teaching					
Engagement of Learners					
Effective Classroom					
Management					
Appropriate Teaching					
Routines (open/close)					
Rapport with Students					
A Safe, Equitable Classroom					
Environment					
Appropriate Time					
Management					
(pacing of the lesson)	<u> </u>	l			

Comments/Suggestions:

Clinical Faculty/College Supervisor	Date	
School-Based Professional	Date	······································
Field-Based Student	Date	

Lesson Observation Form Marshall University

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School-Bored Professional	Date	
Childen Generaly/College Supervisor	0889	

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Marshall University Graduate Special Education Program Clinical and Field Based Experiences Summative Program Evaluation

Student:	
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School-Based Professional:

Semester/Year: _____

Clinical Supervisor: _____

CEC Standards and Performance Skills	Unacceptable	Emerging	Acceptable	Exemplary
CEC 1: Learner Development and Individual Learning Differences:				
Teacher addresses the educational needs of all students using				
effective instructional strategies.				
• Teacher addresses individual learning goals/objectives for				
diverse groups of students with appropriate accommodations	,			
modification of materials, and instructional adaptations.				
• Teacher demonstrates respect for students and their families				
may have varied talents, perspectives, culture, language, beli	efs,			
and traditions.				
CEC 2: Learning Environments				
• Teacher plans and maintains a safe, equitable learning				
environment that supports learning for all students.				
• Teacher organizes the physical classroom environment to				
provide an optimal learning environment for all students.				
Teacher uses procedures and routines to minimize interruptio	ns			
and to handle non-instructional tasks (attendance, movement)				
Teacher creates a positive learning environment by establishi	ng			
clearly defined expectations and implementing appropriate				
classroom management strategies (rules, proximity, redirection	on).			
 Teacher responds to inappropriate behavior quickly and 				
consistently.				
CEC 3: Curricular Content Knowledge				
Teacher demonstrates knowledge of state and national curriculation	ula			
in subject areas of teaching.				
Teacher is knowledgeable regarding the scope and sequence	of			
the curriculum being taught.				
 Teacher integrates technology with the existing curriculum, t 	ooth			
to enhance the content instruction and to meet the individual				
needs of learners.				
CEC 4: Assessment				
• Teacher monitors student understanding on an ongoing basis			1	
through both formal and informal data collection. This include	les,			
but is not limited to: exit slips, homework, curriculum-based				
measures, teacher created evaluations, and standardized tests				
Teacher makes instructional adjustments based upon ongoing	5			
assessment results.				
• Teacher obtains and uses assessment information to address				
academic, social, and behavioral concerns as appropriate to the	ne			
needs of students with disabilities.	atu I		1	
 Teacher selects, adapts, and modifies assessments appropriat for individual learner mode 	eiy		1	
for individual learner needs.				
Teacher organizes and maintains student documentation.		<u> </u>		
CEC 5: Instructional Planning and Strategies				1
• Teacher creates lesson and unit plans that demonstrate effect				
instructional sequencing, state standards, learner objectives, a	ina			
rationale for instruction.		1		
• Teacher designs instructional activities to foster student		1		
engagement		1	1	

Marshall University Graduate Special Education Program Olinical and Pield Based Experiences Soumative Trogram Evaluation

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Clinical Supervisor.

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	to enhance the content instruction and to meet the individual accorded by the test				
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	but is not limited to: and slips, homework, curriculus-based				
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•	Teacher uses differentiated instructional strategies and evidence-		
	based practices appropriate to both the content (math, reading,		
	self-help) and the individual needs of the students.		
•	Teacher introduces (links to prior knowledge) and reviews		
	(summarizes key concepts) lesson content appropriately.		ŀ
٠	Teacher maintains an appropriate pace of instruction and		
	refocuses instruction as needed to maintain student		
	engagement/interest.		
•	Teacher monitors (informal checks for understanding) and		
	adjusts instruction (scaffolding, instructional level) as needed		
	during the lesson.		
•	Teacher incorporates teaching techniques appropriate to the		
	lesson (small group instruction, guided practice, independent		
	practice, hands-on).		
•	Teacher is responsive to students during lessons including		
	providing positive statements, corrective feedback, and		
	encouragement.	 	
<u>CEC 6:</u>	Professional Learning and Ethical Practice		
•	reaction interperates recuestion and the principal, interior,		
	school-based professional) into teaching performance.		
•	Teacher engages in ongoing reflective practice and adapts		
	instructional behaviors based upon these reflections.		
•	Teacher demonstrates awareness of and adherence to the		
	principles of the CEC Code of Ethics.		
٠	Teacher participates in on-going professional development		
	through the school, organizations, or by professional		
	memberships.	 	
	Collaboration		
•	Teacher maintains positive working relationships with families		
	and school professionals.		
٠	Teacher plans, directs, and coaches the work of instructional		
	assistants as appropriate to their teaching position.		
٠	Teacher demonstrates effective co-teaching behaviors including:		
	models of co-teaching, co-planning of instruction, and positive communication with co-teachers.		
-	Communication with co-teachers. Teacher maintains confidential communication about students		
•			
-	with special needs.		
•	Teacher demonstrates professional oral and written communication.		
	communication.	 	 L

What teaching skills should this field-based student continue to develop?

Comments:

Rating: Unsatisfactory Satisfactory Incomplete

Signature: ClinicalSupervisor:_____

_Date:_____

If incomplete, please state the reason.



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Special Education Clinical Faculty Evaluation						
Clinical Faculty:	SEMI					
In order to improve the quality of our clinical and field experiences, this information will be used for future planning, development, and program evaluation. Your identity and responses will be kept confidential.						
Using the following scale, please respond to these statements as they Faculty person and your clinical and field-based experience/practicu		to ye	our (Clinic	al	
1 = Strongly Disagree 2 = Disagree 3 = Undecided Agree	4 =	Agi	ree	5=	= Stro	ngly
		1	2	3	4	5
Clearly communicated and explained roles, responsibilities, expectations requirements for the experience.	, and					
Established rapport and maintained a professional demeanor during the experience.						
Utilized assessment techniques that effectively evaluated my performance. Provided constructive oral and/or written feedback about my performance,						
identifying strengths and weaknesses.						
Included opportunities for me to (receive feedback and) reflect on my performance.						
Was available and regularly provided support throughout this experience	•					
I would recommend this University Supervisor to another student. COMMENTS:						
COMMENTS:						

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ACCELERATED MASTER'S DEGREE (AMD) Program Proposal

Chair: Tracy Christofero GC#10: AMD

Prepare <u>one</u> paper copy with all signatures and forward to the Graduate Council Chair. Additionally, send <u>one</u> identical ELECTRONIC COPY with all supporting documentation as an e-mail attachment by to the Graduate Council Chair for electronic distribution to the Graduate Council Curriculum Committee.

Guidelines for an AMD Proposal

Accelerated Master's Degree Programs may be developed between an undergraduate and graduate program in a single department, between two programs in a single school/college or between programs in two different schools/colleges. AMD programs enrich the opportunities of the best undergraduates at Marshall University, enabling them to earn a Bachelor's and Master's degree in much less time than it would take following the traditional path. AMD students do not double count credits. They can take up to 12 graduate credits to be applied to the master's degree in place of 12 undergraduate elective credits. They will earn the undergraduate degree with up to 12 fewer credit hours, depending on how many graduate hours they take.

Rationale: The proposal should identify the rationale or need for an AMD, and, if the undergraduate and graduate programs are in different departments, clarify how they are appropriate for the AMD.

Rationale: The AMD in Health Informatics for Integrated Science and Technology students would allow exceptional MIS undergraduates who plan to pursue the Master of Science in Health Informatics (MS-HI) the opportunity to earn 12 graduate credits from coursework that is part of the MS-HI curriculum in place of 12 of the elective IST credits. The 12 graduate credits from the AMD would go toward the 39 hours of required course credits for the MS-HI Degree, contingent upon acceptance into the program. This AMD would also allow IST students to gain knowledge of a particular application area of information systems and technology.

Admission Requirements: The proposal should state whether admission requirements for the AMD differ from regular admission requirements (e.g. waive test scores).

Admission Requirements: Admission to the AMD program would require permission from the Health Informatics Program Director and the director of the IST program, and is contingent of successful completion of the first four semesters of the IST program with a GPA of 3.00 or greater. The GRE requirement will be waived for the AMD; however, if the AMD student plans to apply to the MS-HI program, the GRE will then be required.

AMD Credits: The proposal may allow an undergraduate student to earn a maximum of 12 credits in approved graduate courses to be applied to the master's degree. These 12 credits take the place of 12 undergraduate electives. Please note the maximum allowed credits.

AMD Credits: 12 credits

Curriculum: The proposal should show how a student can complete the Bachelor's degree by lowering the number of undergraduate credits (up to 12) with up to 12 graduate credits that will apply to the master's degree.

Curriculum: In place of some of the required IST credits, the following courses will be substituted with the following curriculum:

IST 332 -> replaced with EM660	
IST 333 -> replaced with MIS680	
MGT 320 -> replaced with HP605	
Technical Elective -> replaced with any of the other masters courses required in the HI mast	er's program3 hours

Student Eligibility: AMD applicants must have a minimum over-all grade point average of 3.30 and 3.30 in the major. Programs may require a higher GPA. Please note your required GPA.

Student Eligibility: Overall GPA of 3.00, and 3.00 in IST course work.

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Please insert in the text box below your summary information for the Graduate Council agenda. Please enter the information exactly in this way (including headings):

AMD Proposal

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Department: Allowable credits: Student eligibility requirements:

Department: College of Science/ Integrated Science and Technology Allowable Credits: 12 Student Eligibility requirements: Overall GPA of 3.00, and 3.00 in IST course work	ς.
Approvals Signatures	
1 29	7/05/14 Date
Undergraduate Advisor Jumoy Behie	07/31/2014
Graduate Studies Director	Date 29 1000 2014
Dean, Undergraduate College	Date
Whristo fero	11-18-14

Date

Graduate Council Chair

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