Chair: Tracy Christofero | **GC#7: Course Change**

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 r a c t e r i s t i c s / M e t h o d 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 Joyce Meikamp	Date 10/7/14
Registrar Roberta Ferguson	Date 10/14/14
College Curriculum Chair	Date 10/15/14
Graduate Council Chair TChristofero	Date 11-18-14

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: ☒ YES ☐ NO

From: Characteristics/Methods MI (limited to 30 characters and spaces)

To: Characteristics/Methods: ID

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 ☒ NO

From: ____ To: ____

If Yes, Rationale:

Change in COURSE GRADING

From ☐ Grade To ☐ Credit/No Credit

Rationale:

Change in CATALOG DESCRIPTION: ☒ YES ☐ 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 Rationale: This description change reflects the language change from Mentally Impaired (MI) to students with Intellectual Disabilities (ID).

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

To

Change in COURSE CONTENT: ☐ YES ☒ NO (May attach separate page if needed)

From

To

Rationale

Request for Graduate Course Change-Page 4

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

COURSE DESCRIPTION CHANGE
Department: Special Education
Course Number and Title: CISP 557 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.

Chair: Tracy Christofero | **GC#7: Course Change**

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 645

Contact Person: Lori Howard Phone: 304-746-2076

CURRENT COURSE DATA:

Course Title: Characteristics/Methods: Emotionally Disturbed

Alpha Designator/Number: C I S P 6 4 5

Title Abbreviation: C h a r a c t e r i s t i c s / M e t h o d s E D

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 Joyce Meikamp	Date 10/7/14
Registrar Roberta Ferguson	Date 10/14/14
College Curriculum Chair [signature]	Date 10/15/14
Graduate Council Chair T Christofero	Date 11-18-14

Chair: Tracy Christofero | GC-7: Course Change

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.**

Date: COFPD | 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

Alpha Designator/Number: C I S P 6 4 5

Title Abbreviation: C h a r a c t e r i s t i c s / M e t h o d s E D

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.
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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 _____
Registrar _____	Date _____
College Curriculum Chair _____	Date _____
Graduate Council Chair _____	Date _____

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: ☒ YES ☐ NO

From: Characteristics/Methods: ED (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:

From: ____ To: ____ ☐ YES ☒ NO

If Yes, Rationale:

Change in COURSE NUMBER: ☐ YES ☒ NO

From: ____ To: ____

If Yes, Rationale:

Change in COURSE GRADING

From ☐ Grade To ☐ Credit/No Credit

Rationale:

Change in CATALOG DESCRIPTION: ☒ YES ☐ 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: The new course description is updated to reflect current practices in the profession of special education.

Request for Graduate Course Change - Page 2

College: COEPD | Department/Division: Special Education | Alpha Designator/Number: CSP 643

Provide complete information regarding the course change for each topic listed below.

Change in CATALOG TITLE: ☒ YES ☐ NO

From: Characteristics/Methods: ED (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:

From: To: ☐ YES ☒ NO

If Yes, Rationale:

Change in COURSE NUMBER: ☐ YES ☒ NO

From: To:

If Yes, Rationale:

Change in COURSE GRADING

From: ☐ Grade To: ☐ Credit/No Credit

Rationale:

Change in CATALOG DESCRIPTION: ☒ YES ☐ NO If YES, fill in below:

Acc: 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.

Ex: 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: The new course description is updated to reflect current practices in the profession 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

To

Change in COURSE CONTENT: ☐ YES ☒ NO (May attach separate page if needed)

From

To

Rationale

Request for Graduate Course Change-Page 4

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 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 of programs 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 title is updated to reflect current practices in the profession of special education.

Chair: Tracy Christofero | **GC#7: Course Change**

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 Disabilities

Alpha Designator/Number: C I S P 6 4 7

Title Abbreviation: C h a r a c t e r i s t i c s / M e t h o d s L D

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 Joyce Meikamp	Date 10/7/14
Registrar Roberta Ferguson	Date 10/14/14
College Curriculum Chair Lori Beth	Date 10/15/14
Graduate Council Chair JChristofero	Date 11-18-14

Request for Graduate Course Change - 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: ☐ YES ☒ NO

From ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐ (limited to 30 characters and spaces)

To ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

If Yes, Rationale

Change in COURSE ALPHA DESIGNATOR:

From: ☐☐☐☐ To ☐☐☐☐ ☐ YES ☒ NO

If Yes, Rationale

Change in COURSE NUMBER: ☐ YES ☒ NO

From: ☐☐☐☐ To: ☐☐☐☐

If Yes, Rationale

Change in COURSE GRADING

From ☐ Grade To ☐ Credit/No Credit

Rationale

Change in CATALOG DESCRIPTION: ☒ YES ☐ NO IF YES, fill in below:

From: Theories, diagnosis, and teaching strategies concerning children who exhibit any or several learning disabilities.

To: 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.

If Yes Rationale: The new course description is updated to reflect current practices in the profession 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

To

Change in COURSE CONTENT: ☐ YES ☒ NO (May attach separate page if needed)

From

To

Rationale

Request for Graduate Course Change-Page 4

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 evidence-based 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 Course Addition

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 | Alpha Designator/Number: CISP 656 | ○ Graded ◉ CR/NC

Contact Person: Lori Howard | Phone: 304-746-2076

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 l 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: (Limit of 30 words)
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.

Co-requisite(s): | First Term to be Offered: Summer 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 form*): None

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

Dept. Chair/Division Head Joyce Meikamp	Date 10/7/14
Registrar Roberta Ferguson 131001	Date 10/14/14
College Curriculum Chair Lu Bud	Date 10/16/14
Graduate Council Chair TChristofero	Date 11-18-14

Chair: Tracy Christofero | GC&E: Course Addition

Request for Graduate Course Addition

1. Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair.
2. Email 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 | Alpha Designator/Number: CISP 656 | Graded | + CIVNC

Contact Person: Lori Howard | Phone: 304-746-2076

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 l 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: (Limit of 30 words) 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.

Co-requisite(s): | First Term to be Offered: Summer 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 form): None

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

Dept. Chair/Division Head	Date
Registrar	Date
College Curriculum Chair	Date
Graduate Council Chair	Date

Request for Graduate Course Addition - Page 2

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 deparment(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 skill-based 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

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: [illegible]

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 7-4-1 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

Please visit this link for the detailed list of the standards for both knowledge and skills.
http://sped.org/Standards/Special-Educator-Professional-Preparation/CEC-Initial-and-Advanced-Specialty-Sets

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 self-evaluation of their progress towards these goals/objectives.

Please visit this link for the detailed list of the standards for both knowledge and skills.

[illegible]

WV Department of Education Teacher Licensing:

- *Federal and State Mandated Curriculum and Assessments
- *Multi-Cultural Education (Completion of On-Line Diversity Module)
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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 self-evaluation of their progress towards these goals/objectives.

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

Planning Activities	Teaching Learning Activities	Assessments
Identify the learning outcomes to be achieved by the end of the course	Lecture on Introduction to the course	Observation of learning

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.	Complete the IRIS Diversity Module Review the CEC Code of Ethics	Teaching Portfolio Documentation Observation of teaching Summative Evaluation
8. Use effective communication techniques when working with students, parents, school professionals, and their assigned mentors (University Supervisors).	Conferences and Debriefings with Clinical Supervisors.	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 www.marshall.edu/academic-affairs and clicking on "Marshall University Policies." Or, you can access the policies directly by going to http://muwww-new.marshall.edu/academic-affairs/policies/.

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.	Complete the IRIS Diversity Module Review the CEC Code of Ethics	Teaching Portfolio Documentation Observation of teaching Summative Evaluation
8. Use effective communication techniques when working with students, parents, school professionals, and their assigned mentors (University Supervisors).	Conferences and Debriefings with Clinical Supervisors.	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 Pre-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:

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By enrolling in this course, you agree to the University Policies listed below. Please read the full text of each policy by going to [illegible] and clicking on "Marshall University Policies." Or, you can access the policies directly by going to [illegible]

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

Academic Dismissal
All students should be familiar with the university's policy concerning academic dismissal. This policy is located athttp://muwww-new.marshall.edu/academic-affairs/policies/.

Academic Probation and Suspension
All students should be familiar with the university's policy concerning academic suspension and probation. This policy is located ahttp://muwww-new.marshall.edu/academic-affairs/policies/.

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 http://muwww-new.marshall.edu/academic-affairs/policies/.

Affirmative Action
This course will follow Marshall University's policy on Affirmative Action, which is located at http://muwww-new.marshall.edu/academic-affairs/policies/. 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 http://muwww-new.marshall.edu/academic-affairs/policies/.

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 http://www.marshall.edu/disabledor 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/Accessibilty.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:

Academic Dishonesty
All students should be familiar with the university's policy concerning academic dishonesty. This policy is located at

Academic Dismissal
All students should be familiar with the university's policy concerning academic dismissal. This policy is located at

Academic Probation and Suspension
All students should be familiar with the university's policy concerning academic suspension and probation. This policy is located at

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

Affirmative Action
This course will follow Vanderbilt University's policy on Affirmative Action, which is located at
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 Vanderbilt University's policy on Sexual Harassment, which is located at

Students with Disabilities
Vanderbilt 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 Furman Hall 111, phone 306-3571 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 accommodations 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 or contact Disabled Student Services Office at Furman Hall 111, phone 306-6396-3571.

Please review the BlackBoard 9.1 accessibility statement at this link:

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All students are responsible for knowing this policy, which can be found on the web at

Student Responsibilities
Your attendance, participation, and effort for each class session will be collectively a part of your contributions 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

- **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 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.
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- Demonstrate respect for all individuals in our community of learners.

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 1st 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 2nd Reflection for RJ: Please focus this reflection on your reading lessons. (These are 2 separate reflections.)
WEEK 3	Program Continues	3rd 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	4th Reflection for RJ: Please focus this reflection on how you have differentiated instruction or addressed accommodations/modifications.
WEEK 5	Program Continues	2nd Lesson Plan should be taught this week. Reflection on taught Lesson 5th 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

Course Outline

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

Selected Bibliography

deBettencourt, L. U., & Howard, L. (2007). *The effective special education teacher: A practical guide to success*. Chicago, IL: Prentice-Hall/Merrill/Pearson.

Evans, S. B. (1991). A realistic look at the research base for collaboration in special education. *Preventing School Failure, 35*(4), 10-13.

Friend, M., & Cook, L. (2012). *Interactions: Collaboration skills for school professionals (7th ed).* NY: Pearson Education.

Howard, L., & Potts, E. A. (2009). Using co-planning time: Strategies for a successful co-teaching marriage. *Teaching Exceptional Children Plus, 5*(4), Article 2.

Johnson, L. M. (2003). *What we know about culture and learning.* Arlington: VA: Educational Research Service.

King-Sears, M. E. (1997). Best academic practices for inclusive classrooms: *Focus on Exceptional Children, 29*, 1-22.

Mastropieri, M.A, & Scruggs, T.E., (2014). *The Inclusive Classroom: Strategies for Effective Differentiated Instruction (5th ed.).* Upper Saddle River, NJ: Pearson.

McDuffie, K. A. (2010). *The co-teaching guide for special education administrators: From guesswork to what really works.* Horsham, PA: LRP.

Potts, E. A., & Howard, L. A. (2011). *How to co-teach: A guide for general and special educators.* Baltimore, MD: Brookes.

Schumm, J. S., Vaughn, S., & Sobol, M.C. (1997). Are they getting it? How to monitor student understanding in inclusive classrooms. *Intervention in School and Clinic, 32,* 168-171.

Scruggs, T. E., Mastropieri, M. A., & McDuffie, K. A. (2007). Co-teaching in inclusive classrooms: A meta-synthesis of qualitative research. *Exceptional Children, 73*, 392-416.

Weiss, I. R., & Pasley, J. D. (2004). What is high-quality instruction? *Educational Leadership, 61*(5), 24-28.

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Johnson, L. M. (2003). *What we know about culture and learning.* Arlington: VA: Educational Research Service.

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Potts, E. A., & Howard, L. A. (2011). *How to co-teach: A guide for general and special educators.* Baltimore, MD: Brookes.

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Scruggs, T. E., Mastropieri, M. A., & McDuffie, K. A. (2007). Co-teaching in inclusive classrooms: A meta-synthesis of qualitative research. *Exceptional Children, 73*, 392-416.

Weiss, I. R., & Pasley, J. D. (2004). What is high-quality instruction? *Educational Leadership, 61*(5), 24-28.

Ysseldyke, J. E., Christenson, S., & Kovaleski, J. F. (l994). Identifying students' instructional needs in the context of the classroom and home environments. *TEACHING Exceptional Children 26*(3), 37-41.

Zutter, T. (2004). Working with principals and administrators: Developing skills in politics and negotiation. In J. P. J. Burnette, C (Ed.), T*hriving as a special educator: Balancing your practices and ideals* (pp. 15 - 26). Arlington, VA: Council for Exceptional Children.

LESSON PLAN

Name: _____

Subject/Skill: _____

Date: _____

Rationale: _____

Goal: _____

WV CSO/Objective:

Procedures:	**Strategies Used**			

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.

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

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Marshall University
Lesson Observation Form

Student_____Date_____
Observer_____Area/Lesson_____

Teaching Skills: Teacher demonstrates:	Unacceptable	Emerging	Acceptable	Exemplary	NO
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)					

Comments/Suggestions:

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

Marshall University
Lesson Observation Form

Student _____ Date _____

Observer _____ Area/Lesson _____

Teaching Skills: Teacher demonstrates:	Unacceptable	Emerging	Acceptable	Exemplary	NO
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Comments/Suggestions:

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

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

Student: _____ Semester/Year: _____

School-Based Professional: _____ 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 who may have varied talents, perspectives, culture, language, beliefs, 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 interruptions and to handle non-instructional tasks (attendance, movement). • Teacher creates a positive learning environment by establishing clearly defined expectations and implementing appropriate classroom management strategies (rules, proximity, redirection). • Teacher responds to inappropriate behavior quickly and consistently.				
CEC 3: Curricular Content Knowledge • Teacher demonstrates knowledge of state and national curricula 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, both to enhance the content instruction and to meet the individual needs of learners.				
CEC 4: Assessment • Teacher monitors student understanding on an ongoing basis through both formal and informal data collection. This includes, but is not limited to: exit slips, homework, curriculum-based measures, teacher created evaluations, and standardized tests. • Teacher makes instructional adjustments based upon ongoing assessment results. • Teacher obtains and uses assessment information to address academic, social, and behavioral concerns as appropriate to the needs of students with disabilities. • Teacher selects, adapts, and modifies assessments appropriately for individual learner needs. • Teacher organizes and maintains student documentation.				
CEC 5: Instructional Planning and Strategies • Teacher creates lesson and unit plans that demonstrate effective instructional sequencing, state standards, learner objectives, and rationale for instruction. • Teacher designs instructional activities to foster student engagement				

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

Student: _____ Semester/Year: _____

School-based Professional: _____ Clinical Supervisor: _____

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• Teacher obtains and uses assessment information to address academic, social, and behavioral concerns as appropriate to the needs of students with disabilities.				
• Teacher selects, adapts, and modifies assessments appropriately for individual learner needs.				
• Teacher organizes and maintains student documentation.				
CEC 5: Instructional Planning and Strategies				
• Teacher creates lesson and unit plans that demonstrate effective instructional sequencing, state standards, learner objectives, and rationale for instruction.				
• Teacher designs instructional activities to foster student [illegible]				

• 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. • 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: Professional Learning and Ethical Practice</u> • Teacher incorporates feedback from others (principal, mentor, 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. • Teacher participates in on-going professional development through the school, organizations, or by professional memberships.				
<u>CEC 7: Collaboration</u> • Teacher maintains positive working relationships with families and school professionals. • Teacher plans, directs, and coaches the work of instructional assistants as appropriate to their teaching position. • Teacher demonstrates effective co-teaching behaviors including: models of co-teaching, co-planning of instruction, and positive communication with co-teachers. • Teacher maintains confidential communication about students with special needs. • Teacher demonstrates professional oral and written communication.				

What special teaching skills have you observed in this field-based student?

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.

Special Education
Clinical Faculty Evaluation

Clinical Faculty:	**SEMESTER Summer 2013**

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 relate to your Clinical Faculty person and your clinical and field-based experience/practicum:

1 = Strongly Disagree 2 = Disagree 3 = Undecided 4 = Agree 5= Strongly Agree

	1	2	3	4	5
Clearly communicated and explained roles, responsibilities, expectations, and requirements for the experience.					
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:

Special Education
Clinical Faculty Evaluation

Clinical Faculty:	SEMESTER Summer 2013

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Was available and regularly provided support throughout this experience.					
I would recommend this University Supervisor to another student.					

COMMENTS:

ACCELERATED MASTER'S DEGREE (AMD)
Program Proposal

Chair: Tracy Christofero | GC#10: AMD

Prepare **one** paper copy with all signatures and forward to the Graduate Council Chair. Additionally, send **one** 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.....3 hours
IST 333 -> replaced with MIS680.....3 hours
MGT 320 -> replaced with HP605.....3 hours
Technical Elective -> replaced with any of the other masters courses required in the HI master's program.....3 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.

Accelerated Master's Degree Proposal-Page 2

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

Department:
Allowable credits:
Student eligibility requirements:

AMD Proposal

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.

Approvals
Signatures

7/25/14
Undergraduate Advisor — Date

07/31/2014
Graduate Studies Director — Date

29 July 2014
Dean, Undergraduate College — Date

11-18-14
Graduate Council Chair — Date