

Course Proposals

Course Name: Student Teaching in Special Education for MED Students

Course Prefix: MED

Course Number: 6890

Submitted by: David Byrd, davidbyrd@weber.edu

Current Date: 2/19/2015 College: Education

Department: Teacher Education

From Term: Spring 2016

Substantive

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new

Current Course Subject: N/A

Current Course Number:

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New/Revised Course Information:

Subject: MED

Course Number: 6890

Check all that apply: *This is for courses already approved for gen ed. Use a different form for proposing a new gen ed designation.*

- DV
- CA
- HU
- LS
- PS
- SS
- EN
- AI
- QL
- TA
- TB
- TC
- TD

- TE

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Course Title: Student Teaching in Special Education for MED Students  
Abbreviated Course Title: Student Teaching for SPED  
Course Type: SUP  
Credit Hours:  
or if variable hours: 4-6 to

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Contact Hours:Lecture:  
Lab: 270 or 400 hours  
Other:

Repeat Information:Limit: 0  
Max Hrs: 0  
Grading Mode: crnc

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This course is/will be:

- a required course in a major program
- a required course in a minor program
- a required course in a 1- or 2- year program
- elective

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Prerequisites/Co-requisites: Pre-requisites: MED 6050, MED 6515, MED 6530, MED 6540, MED 6565, MED 6575, MED 6580 and MED 6860

Course description (exactly as it will appear in the catalog, including prerequisites):

MED 6890 Student Teaching in Special Education for MED Students  
Credits: (4-6)  
Typically taught:  
Fall [full semester]  
Spring [full semester]

The student teaching experience is the culminating learning experience for the special education licensure track. Student teaching is a time for developing one's classroom management style, instructional design, and collaborating with a mentor teacher. Student teaching is a rigorous experience, which is carefully planned, guided, assessed, and evaluated. Offered CR/NC only; this course does not grant credit towards the MED degree but is required for a teaching license in the state of Utah.

Justification for the new course or for changes to an existing course. (Note: Justification should emphasize academic rationale for the change or new course. This is particularly important for courses requesting upper-division status.)

MED 6890 Student Teaching in Special Education for MED Students has been created to take the place of Educ 4680 Special Education Student Teaching. Since the teacher candidates taking MED 6890 are post baccalaureate students, it was determined that they would best be served by having a graduate level course to finish their licensure. This change also aligns the special education graduate licensure with both the elementary and secondary graduate licensure programs at Weber State University. The variable credit option also meets the needs of in-service teachers who are working towards special education endorsements. They are required by the state to complete only four (4) credits of student teaching due to their previous experience with proof of at least one year of in-service teaching.

INFORMATION PAGE  
for substantive proposals only

1. Did this course receive unanimous approval within the Department? true

If not, what are the major concerns raised by the opponents? none

2. If this is a new course proposal, could you achieve the desired results by revising an existing course within your department or by requiring an existing course in another department?

No other course in the department meets the needs of this course.

3. How will the proposed course differ from similar offerings by other departments? Comment on any subject overlap between this course and topics generally taught by other departments, even if no similar courses are currently offered by the other departments. Explain any effects that this proposal will have on program requirements or enrollments in other department. Please forward letters (email communication is sufficient) from all departments that you have identified above stating their support or opposition to the proposed course.

No other course on WSU campus meets the needs of this course.

4. Is this course required for certification/accreditation of a program? yes

If so, a statement to that effect should appear in the justification and supporting documents should accompany this form.

5. For course proposals, e-mail a syllabus to [Faculty Senate](#) which should be sufficiently detailed that the committees can determine that the course is at the appropriate level and matches the description. There should be an indication of the amount and type of outside activity required in the course (projects, research papers, homework, etc.).

Please mail a signed [approval page](#) to the Faculty Senate Office, MA 210J, MC 1033.

APPROVAL PAGE

for: MED 6890 Student Teaching in Special Education for MED Students Date submitted online February 19, 2015

For new course proposals, excluding Experimental and Variable Title courses, the following must be completed by the Library bibliographer:

The WSU Library has adequate information resources to support this proposal.

Currently, the WSU Library does not have adequate information resources to support this course. However, if this proposal is approved, a Library bibliographer will work closely with departmental faculty to acquire the information resources needed. Funding for the new resources will come from the library's budget.

Jan Hubbard WSU Librarian/Date 2/19/15

Approval Sequence:

St Hadley 2/19/15  
Department Chair/Date (or BIS Director)

Glarkin 3.5.15  
College Curriculum Committee/Date (Signature not needed on Experimental or Variable Title courses.)

\_\_\_\_\_  
Career and Technical Education Director. (Needed on new or deleted courses required in a 2-year program.)

Chloe D Merrill 3-6-15  
Dean of College/Date

Courses required in programs leading to secondary undergraduate teacher certification must be approved by the University Council on Teacher Education before being submitted to the Curriculum Committee.

\_\_\_\_\_  
University Council on Teacher Education/Date

Graduate course proposals must be reviewed by the University Graduate Council before being submitted to the Curriculum Committee.

I have read the proposal and discussed it with the program director.

Mark A. Hansen 3/27/15  
University Graduate Council Representative/Date

\_\_\_\_\_  
University Curriculum Committee/Date

Effective  
Semester \_\_\_\_\_

Passed by Faculty Senate \_\_\_\_\_ Date

**MED 6890**  
**Student Teaching in Special Education for MED Students**  
**4-6 credit hours**

Contact Dr. Alexander at (801) 626-8742 or [melinaalexander@weber.edu](mailto:melinaalexander@weber.edu) if you have questions or Mr. Hansen at (801) 626-6622 or [dwaynehansen@weber.edu](mailto:dwaynehansen@weber.edu).

**Course description:**

The student teaching experience is the culminating learning experience for the special education licensure track. Student teaching is a time for development of one’s classroom management style, instructional design, and collaboration with a mentor teacher. Student teaching is a rigorous experience, which is carefully planned, guided, assessed and evaluated. Student teachers are placed in settings in consideration of employment and student needs. Offered CR/NC only; this course does not grant credit towards the MED degree, but is required for a teaching license in the state of Utah.

**Course Outcomes/Objectives:**

We work within our communities to prepare caring, competent educators and to promote inclusive and transformative education practices. The program standards are performance-based: that is, they describe what teachers should know and be able to do in order to be awarded a license. Course outcomes and objectives are geared around the Utah Effective Teacher Standards (UETS), and the Council for Exceptional Children (CEC) Standards

<b>UETS</b>	<b>CEC</b>
1. Learner Development	1. Learner Development and Individual Learning Differences
2. Learning Differences	2. Learning Environments
3. Learning Environments	3. Curricular Content Knowledge
4. Content Knowledge	4. Assessment
5. Assessment	5. Instructional Planning and Strategies
6. Instruction Planning	6. Professional Learning and Ethical Practice
7. Instructional Strategies	7. Collaboration
8. Reflection and Continuous Growth	
9. Leadership and Collaboration	
10. Professional and Ethical Behavior	

Outcomes	Standards	Assignment
Understand the ethical	CEC 6	Ethics test

implications for what is expected while becoming a licensed special educator in the state of Utah.	UETS 10	Information session: Ethics
Improve their ability to manage a group of students and provide individualized behavioral programming.	CEC 2,4,5,6 UETS 3,5,6,8	Reflective journal
Demonstrate competency of Individualized Education Programs.	CEC 3,4,5,7 UETS 4,5,6,9	Lesson plans Reflective journal
Understand the importance of why ePortfolios are a necessary component of the job application process.	CEC 7 UETS 9	Information session: career file and human resources
Become part of a collaborative professional learning community with fellow teacher candidates in an effort to support each other in becoming highly qualified teachers.	CEC 6,7 UETS 9,10	Timeline Notebook/binder

**Grading policy:**

As a credit/no credit course, teacher candidates will not receive credit if they miss ten percent of their designated time in the placement without making up the time or missing two or more class periods. Credit may also be lost by teacher candidates demonstrating consistently low evaluation scores along with the recommendation of the university supervisor, cooperating teaching and the student teaching director.

**University Ethics Policy:**

Failure to maintain academic ethics/academic honesty including the avoidance of cheating, plagiarism, collusion and falsification will result in an E in the course and may result in charges being issued, hearings being held, and /or sanctions being imposed. Any violation of the WSU student code of conduct may result in a failing grade in the course and /or withdrawal of the students admission to the Teacher Education Program.

**ADA Statement:**

Any student requiring accommodations or services due to a disability must contact Services for Students with Disabilities (SSD) in room 181 of the Students Service Center. Their phone number is (801) 626-6413. SSD can also arrange to provide course materials (including this syllabus) in alternative formats if necessary.

**Counseling and Psychological Services:**

Weber State University has counseling services free of charge to students. If you feel you may be in need of these services for any reason, please contact them at 801 626 6406. Or visit the office in suite 280 of the Student Service Center.

### Campus Closure:

In the event that WSU is closed for an extended period of time due to an unforeseen event, please access the course website <https://learn-wsu.uen.org/login> for information on how class will proceed.

### Requirements

1. **Days in School.** You must be in your assigned school every day during contract hours beginning \*\*\*\* until \*\*. Contract hours are usually 30 minutes before and after the school day (the required time for the students). You must notify your cooperating teacher and your supervisor if you are absent or late. If you are absent for 2 or more days, you must notify Dwayne Hansen. More than 2 days absence can result the appropriate number of days being added to the end of your experience.
2. **Ethics test.** Each candidate must complete an ethics test. This test must be completed within the first ten days of your placement. The test is available through Canvas.
3. **Timeline.** During the first week, you should be observing, consulting with the cooperating teacher, and writing lesson plans. You can be working with small groups or individuals or teaching short lessons throughout the day. During the second week, you should be teaching more of the daily curriculum. By the beginning of the third week, you should be teaching all day in your assigned class(es). This full time teaching should last until the end of your required days. The more time you have in front of a class of students, the more prepared you will be when you receive your first teaching assignment.
4. **Information sessions.** You are **required** attend several information sessions (roll will be taken; if you must miss one of these sessions, please notify Dr. Alexander) that take place on Monday afternoons throughout the semester. One session will explain how to set up and maintain your career file; one session will have the human resource directors from each of the local school districts to explain their process of hiring in that specific district; one session will be about how to apply and receive your teaching license; and the last session will be on ethics related to being a teacher (this last one is critical to your success as a teacher). The following table contains the topics, dates, times, and locations for the sessions.

What?	When?	Where?
Career File/ Interviewing	Second Month First Week	Smith Auditorium/ Wattis Building
Human Resource Directors	Third Month First Week	
Licensure	On a Mon. @ 4:30 – TBA – watch for an announcement in Canvas	Classroom in ed. building.
Ethics	End of Fourth Month	Smith Auditorium/ Wattis Building

5. **Notebook/Binder.** As described in the orientation for student teaching, you must keep a notebook at all times. The following items should be in the notebook each with its own labeled tab: *Student Teaching Handbook*, lesson plans, log (time sheet), reflective journal, and evaluations from the

cooperating teacher and the university supervisor. This notebook will be turned into Dr. Alexander at the conclusion of student teaching to verify successful completion of the student teaching. It will be returned to you.

- a. **Lesson Plans.** Detailed lesson plans are a requirement every day for every subject. These plans should include your objectives tied to the core curriculum, assessments, activities with a suggested time frame, lecture notes, handouts, ppts in handout format, list of specific textbook(s) and pages used, etc. (A non-licensed substitute should be able to teach from your plans.) You can frame these plans as part of units that you are teaching to the students. You may need a separate binder for these plans because there will be many, especially in the elementary setting.

Your cooperating teacher should approve of the plans at least a week before they are taught. Stay on top of these! Your supervisor will want to see all lesson plans each time he/she visits, but most importantly, will want the current plan as he/she observes you teaching it. (You are not required to do a Teacher Work Sample. This is a requirement in the undergraduate program.)

- b. **Log/Time Sheet.** Keep a daily log of your activities throughout your experience. This log must be turned into Dr. Alexander at the end of the student teaching experience. Each week your cooperating teacher should sign off on the log to confirm your activities.
- c. **Reflective Journal.** This journal should be completed daily. Do not just tell what happened, but reflect upon the happenings in your classroom. Think about: What went well in the lesson? What did not go well? How will you fix it for future lessons? How is classroom management? When or in what periods does it work; when does it not work? How are your assessments working, or not working? Do they give you an accurate picture of what your students are learning and understanding? What other critical items are playing a role in your success as a teacher? Although these questions do not need to be answered specifically, hopefully they will give writing ideas for the journal. Only spend about 10-15 minutes on this each day. You may hand-write this section of your notebook.