EDUC 3350 - Survey of Exceptional Student Education

I. Course Information
   Course: EDUC 3350 - Survey of Exceptional Student Education
   Semester Credit Hours: 3.0
   Course CRN and Section: 22040 - 1DY
   Semester and Year: Fall 2017
   Course Start and End Dates: 08/21/2017 - 10/15/2017
   Building and Room: NSU Library - MR3015

II. Instructor Information
   Professor: Dr. David K Griffin
   Email: griffida@nova.edu
   Phone: 954-262-7929

III. Class Schedule and Location

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Time</th>
<th>Location</th>
<th>Building/Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>TR</td>
<td>08/21/2017 - 10/05/2017</td>
<td>9:15 AM - 11:45 AM</td>
<td>Ft Lauderdale/Davie Campus</td>
<td>NSU Library-MR3015</td>
</tr>
<tr>
<td>T</td>
<td>10/10/2017 - 10/10/2017</td>
<td>10:30 AM - 12:30 PM</td>
<td>Ft Lauderdale/Davie Campus</td>
<td>NSU Library-MR3015</td>
</tr>
</tbody>
</table>
IV. Course Description

Catalog Description
Foundations in exceptional student education in which historical perspectives, student characteristics, prevalence, incidence, etiology and medical aspects of exceptional learners are discussed. Techniques of prevention and intervention, from infancy through adulthood, are explored through classification processes, the continuum of services and the utilization of community services. Current trends and issues will be investigated. In addition to class meetings, a minimum of 10 hours of observation and participation in a field setting is required. Prerequisites: COMP 1500, COMP 2000 or COMP 2020, MATH 1040, MATH 1050, and passing scores on the Florida Teacher Certification Examination General Knowledge Test. Frequency: Every Fall and Winter.

Course Rationale: Given the current movement toward including students with disabilities in general education classrooms, general educators along with special educators must be prepared to work with and understand the special student. Additionally, the teacher must be prepared to provide appropriate educational programming for these students. Both general and special educators must be aware of the challenges of students with special needs and how to work collaboratively to deliver appropriate education in the least restrictive environment.
V. Learning Outcomes

1) Analyze and apply theories, philosophies, and research methods that form the basis for special education practice including knowledge of the foundation in the area of special education from historical perspectives, state and federal legislation, and legal and ethical standards, (Foundations)

2) Understand the development and characteristics of typical and atypical learners including children with diverse backgrounds including children with cultural and linguistic differences. (Diversity)

3) Identify and prioritize areas of the general curriculum and accommodations / modifications for individuals with exceptional learning needs (Instructional Planning)

4) Describe and apply knowledge of individual learning differences to formulate Individual Education Plans, Individual Family Service Plans and Transdisciplinary Plans (Individual Learning Differences)

VI. Materials and Resources

Book Url: NSU Book Store

Course Required Texts and Materials:

Course Supplemental Materials:

VII. Course Requirements

1. Required Technology: Each NSU student must acquire a working NSU email address for enrollment in all courses, whether instruction is live or online. To open an NSU email, go to http://www.nova.edu/resources/nsuidentity.html.

2. A headset with a microphone is also required for participation in interactive online sessions.
**VIII. Course Schedule and Topic Outline**

**Course Schedule:**

The *pre-assignments* for this course are as follows: Read chapters 1 and 2 of the Hallahan and Kauffman & Pullen text. Review special education law at Wrights law, retrieved from [http://www.wrightslaw.com](http://www.wrightslaw.com) and review IDEA, IEP, FAPE also on the Wright’s law web site.

This pre-assignment must be completed prior to the first class session to prepare you for the discussions that will be held.

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sessions</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Session 1 | Introductions, ground rules, expectations and goals  
| Course requirements  
| Syllabus: policies, objectives, assignments, grading criteria etc.  
| Chapter 1: Exceptionality and Special Education [http://www.cec.sped.org/](http://www.cec.sped.org/)  
| review the website for information on what it offers to special educators, keep this website for future reference as both a general and special educator  
| For more information on the history of special education go to [www.specialednews.com](http://www.specialednews.com)  
| Chapter 2: Current Practices for meeting the needs of Exceptional Learners  
| In Class Discussion:  
| The history of special education  
| The legislation up to IDEA 2004,  
| The process of RTI  
| [http://www.rti4success.org/](http://www.rti4success.org/): This link is the center on response to intervention and thoroughly describes the process  
| Discussion Question #1  
| See p. 19 of your textbook. In your own words:  
| 1. What is the definition of special education?  
| 2. What are the history and origins of special education?  
| 3. On a timeline, list the major legislation that has affected special education?  
| 4. After reading chapter one, what is the overall perspective on the progress of special education today?  
| POST YOUR ANSWER TO THE DISCUSSION BOARD DUE WEEK 2 |
Chapter 3: Multicultural and Bilingual Aspects of Special Education
In class discussion: review and discuss the questions on p. 62 of your text.

Chapter 4: Parents and Families
For information on the impact of a child with a disability on the family visit: http://link.springer.com/article/10.1007/s10995-007-0307-z/fulltext.html

In class discussion p. 82 of your text how can the families and the schools and teachers do more to collaborate, how can the parents/families feel part of the school culture? Conduct an online search, see some internet sites on p. 83 of your text to find helpful resources for parents.

This site discussing help for the siblings of the children with disabilities and how it affects them.
Discuss how it affects the siblings as well as the parents.

The Sibling Support Project at www.siblingsupport.org

Discussion Question 2: Go to the following web page and read about the Florida Consent Decree. Discuss how it is consistent with the mission for accommodating and educating English Language Learners.
http://www.fldoe.org/aala/cdpage2.asp

POST YOUR ANSWER TO THE DISCUSSION BOARD DUE WEEK 3

The topic for your power point presentation will be assigned this week by your professor. You may indicated your area of interest, but your professor will determine the outcome.
Chapter 5: Learners with Intellectual and Developmental Delays

Chapter 6: Learners with Learning Disabilities

Go to:
http://aaidd.org/intellectual-disability/definition/#_V2L6vT_2Zjo
read the current definition of IDD and watch the video on IDD in your own words what is the new definition of IDD be prepared to discuss in class

For more information on Learning Disabilities visit Learning Disabilities www.ldonline.org

The Learning Disabilities Association of America http://ldaamerica.org/support/new-to-ld/

What is LD? What are the different types of LD etc.?
http://ldaamerica.org/resources/ld-adhd-information-resources/
List of helpful LD resources

DISCUSSION QUESTION #3
WHAT IS THE DEFINITION OF IDD POST TO THE DISCUSSION BOARD DUE WEEK 4
Chapter 7: Learners with Attention Deficit Hyperactivity Disorder
For more information on ADHD visit information www.chadd.org or www.add.org

In Class Discussion:
What is the current definition of ADHD?
What causes ADHD?
What are some of the psychological and behavioral characteristics or learners with ADHD?
What are some educational considerations for learners with ADHD?

Chapter 8: Learners with Emotional or Behavioral Disorders (EBD)
For more information on EBD visit www.ccbd.net

In Class Discussion:
What is the definition of emotional or behavioral disorder?
What are the causes of emotional or behavioral disorders?
How are emotional or behavioral disorders identified?
What are the major educational considerations regarding emotional or behavioral disorders?

Classroom Accommodations.
Read the entire PDF at http://www.ed.gov/rschstat/research/pubs/adhd/adhd-teaching.html

DISCUSSION QUESTION #4:
List and describe two effective strategies for each component of effective teaching of a child with ADHD.
Post to the Discussion Board DUE WEEK 5

IN CLASS:
Week 6, watch the mock IEP conference at the following links. Discuss what it is like to actually be in the IEP meeting.
https://www.youtube.com/watch?v=FU3dGQWZzx8
https://www.youtube.com/watch?v=LWNYnVFL2Cn
view what not to say to parents in an IEP
https://www.youtube.com/watch?v=ok0irMNfKmY

Go to:
http://www.specialeducationguide.com/pre-k-12/individually-education-programs-iep/the-iep-process-explained/

DISCUSSION QUESTION #6
1. The First Step: Determining Eligibility for Services
2. How Can I Have My Child/Student Evaluated for Eligibility? Summarize this information in your own words and post to the discussion board DUE WEEK 5.
Chapter 9: Learners with Autism Spectrum Disorders

Chapter 10: Learners with Communication Disorders


In Class Discussion:
What causes autism spectrum disorders?
What are some of the psychological and behavioral characteristics of learners with autism spectrum disorders?
What are some educational considerations for learners with autism spectrum disorders?

For more information on Communication Disorders visit American Speech-Language-Hearing Association www.asha.org

In Class Discussion:
What is the difference between commutative differences and disorders?
What are the major disorders of language?
What are the major disorders of speech?
What are the main educational considerations for communication disorders?

Assignment #1 Special Education Paper Due Week 8

Go to: http://www.specialeducationguide.com/pre-k-12/individualized-education-programs-iep/the-iep-process-explained/

Discussion Question #7

Step Two: The IEP
1. Who attends the meeting?
2. What goes into the IEP? List and briefly describe in your own words, each component

Post your answers to the Discussion Board Dues Week 6.
### Session 6

**Chapter 11: Learners who are Deaf or Hard of Hearing**  
**Chapter 12: Learners with Blindness or Low Vision**

Watch a video about how the world sounds to people who use cochlear implants [http://www.youtube.com/watch?v=00WOao4kpwM](http://www.youtube.com/watch?v=00WOao4kpwM). Discuss why this technology is controversial in the Deaf culture.

For more information on deafness or communication disorders visit [www.nidcd.nih.gov](http://www.nidcd.nih.gov)

For more information on Blindness or low vision visit The National Federation of the Blind: [www.nfb.org](http://www.nfb.org)

Note: Remind NSU students to complete formal course evaluations online at [https://www.nova.edu/shin/evaluations/oece-get-nsuid.cgi](https://www.nova.edu/shin/evaluations/oece-get-nsuid.cgi) by required deadline

---

Go to: [http://www.specialeducationguide.com/pre-k-12/individualized-education-programs-iep/the-iep-process-explained/](http://www.specialeducationguide.com/pre-k-12/individualized-education-programs-iep/the-iep-process-explained/)

**DISCUSSION QUESTION #8**

1. **What happens at the IEP meeting.**  
   Summarize in your own words and own words and post to the discussion board.

2. **Step 3: Follow up**  
   What should be done for follow up after the IEP meeting? Add any additional information you have learned about the IEP process that you have not stated in the past Discussion posts that you would like to add here.
| Session 7 | Chapter 13: Learners with Low-Incidence, Multiple, and Severe Disabilities  
Chapter 14: Learners with Physical Disabilities  
IN CLASS PRESENTATIONS OF POWER POINT ON DISABILITIES | Go to Assistive technology [http://www.abledata.com/](http://www.abledata.com/)  
ASSIGNMENT 2 POWER POINT PRESENTATIONS DUE WEEK 7 &8 |
| --- | --- | --- |
| Session 8 | Chapter 15: Learners with Special Gifts and Talents  
For more information on Gifts and Talents view National Association for Gifted Children [www.nagc.org](http://www.nagc.org) | Continue with power point presentations |
IX. Instructional Methods

The primary methods of instruction used in this course include lecture, large and small group discussion, and modeling as well as students’ oral presentations/activities. The content will be delivered either on-line or face-to-face.

Teacher candidates enrolled in on-line classes will submit their assignments as stated: drop box, or e-mail. Teacher candidates enrolled in the face-to-face classes will submit their papers in class to the professor and participate in live discussions.
X. Assignments

The field experiences for this course will encompass 10 or more hours of your time. You are expected to observe and work with children in an educational setting, logging a minimum of ten hours. Specific activities must be completed during the field experiences. These activities fall into these categories: (a) collecting observation data using pre-selected tools, (b) teaching a lesson, and (c) working with the teacher and/or students in the classroom. Please see the syllabus attachments for further details. The due dates for the field experiences assignments are listed in the course schedule.

PLEASE SEE THE APPENDIX SECTION AT THE END OF THE SYLLABUS FOR CONTACT INFORMATION REGARDING FIELD EXPERIENCES AS WELL AS INFORMATION REGARDING SECURITY CLEARANCE

Key Assessment Assignments

Key assessments for each education major are integrated throughout various courses in the Undergraduate Teacher Education Program and document teacher candidates’ acquisition/mastery of standards. Therefore, it is important that you do your best work on the key assessments.

Key assessments are graded by the instructors teaching the courses in which the assessments are integrated. Instructors grade the key assessments using the required rubrics. Grades of 80-89 meet standards, and grades of 90-100 exceed standards. Grades of 79 or less do not meet standards. Your instructor will enter the data (i.e., doesn’t meet, meets, exceeds) for the standards into the online Live Text system at the time that course grades are submitted. Please note that reflection is part of the key assessments.

If you fail to meet standards (i.e., earning a grade of B- or higher) on a key assessment, you must remediate the key assessment with the course instructor. You have one eight-week term to revise and resubmit the key assessment for instructor re-grading using the required rubric.

Once you successfully remediate the key assessment, the course instructor will enter the data in Live Text. Changing your rating from does not meet to meets or exceeds standards. The course instructor also indicates in the comments section Live Text that the key assessment was remediated. If you fail to meet standards (i.e., earning a grade of B- or higher) on a key assessment, you must remediate the key assessment with the course instructor. You have one eight-week term to revise and resubmit the key assessment for instructor re-grading using the required rubric.

PLEASE NOTE THAT ALL KEY ASSESSMENTS THAT DIDN’T MEET STANDARDS MUST BE REMEDIATED BEFORE YOU WILL QUALIFY FOR INTERNSHIP. PLEASE NOTE THAT REMEDIATION OF THE KEY ASSESSMENT DOES NOT CHANGE THE COURSE GRADE.

The key assessments for this course are listed here.

Critical Task/Artifact #4 Field Experience. The key assessment includes field experiences demographic data that you must enter.

Your course instructor will check ASSESS to insure that your demographic data was completed.

Critical task Assignment #1 Foundations in Special Education Paper and Assignment #3 IEP module. FSAC 1, 3 FEAP 1, 2, INTASC 1, 2, 4 CEC 5, ESOL Domain 3

COURSE ASSIGNMENTS

Assignment #1 Foundations in Special Education Paper (30 points)

The purpose of this assignment is to examine specific foundational aspects of the field of special education, identify how elements relate to one another, and contribute to current knowledge and practice. You will need to do the following:

1. **Introduction:** Provide an overview of the key historical foundations, major contributors, major legislation, and current issues related to knowledge and practice in the field of special education in both school and society. FSAC 1, FEAP 1, INTASC 4

2. **Discussion:** Topics should include the following six aspects:
a. federal legislation (e.g., IDEA, ADA) 
b. definition and issues related to the identification of individuals with exceptional learning needs 
c. cultural aspects of special education and factors that influence over-representation of cultural diverse students 
d. the impact of exceptionalities on families, and the role of families in the educational process (CEC Standard 6 Professional Learning and Ethical Practice) CEC Standard 1, Learner Development and Individual Learning Differences, CEC Standard 5, Instructional Planning and Strategies 

3. Conclusion and reflections: provide a summary of the topics discussed and highlight those points that affect the field of special education. (CEC Standard 6 Professional Learning and Ethical Practice)

RUBRIC FOR ASSIGNMENT #1 SPECIAL EDUCATION PAPER 30 POINTS

<table>
<thead>
<tr>
<th>Elements</th>
<th>Does Not Meet</th>
<th>Meets</th>
<th>Exceeds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section 1 – Introduction</td>
<td>The overview lacked depth and was missing key elements 0 points</td>
<td>Candidate provided an overview of the key historical foundations, classic studies, major contributors, major legislation, and current issues related to knowledge and practice 4 points</td>
<td>Candidate provided a comprehensive overview of the key historical foundations, classic studies, major contributors, major legislation, and current issues related to knowledge and practice 5 points</td>
</tr>
<tr>
<td>Section 2 - Foundational Topics</td>
<td>The definition and discussion of this element was incomplete or the candidate did not relate how the element relates to the field of special education and students with exceptional learning needs 0 points</td>
<td>Candidate provided a definition and discussion on the 13 categories of special education and provided 3-4 issues related to the identification of individuals with exceptional learning needs. 4 points</td>
<td>Candidate provided a detailed definition and discussion on the 13 categories of special education and provided 4-5 issues related to the identification of individuals with exceptional learning needs. 5 points</td>
</tr>
</tbody>
</table>

INTASC1,2,4 FSAC 3, ESOL domain 3

The definition and role of the Individual Educational Plan (IEP) and/or Individual Family Service Plan (IFSP) and ITP

Candidate provided a definition and discussion on the definition and role of the IEP plan and IFSP plan with a student with exceptional learning needs. 4pts. 

Candidate provided a detailed definition and discussion on the definition and role of the IEP plan and IFSP plan with a student with exceptional learning needs. 5 pts.
ASSIGNMENT # 2 POWER POINT PRESENTATION

1. Choose one of the categories of special education listed in your textbook, i.e., autism, learning disabilities, etc.

2. Create a 10-15 slide power point following the outline of your textbook.

3. It should include the definition, the causation, the prevalence, the diagnosis/assessment of the disability, the educational considerations. What can teachers do in the classroom to assist students with this disability in the classroom? Provide a list and description of at least 3 educational strategies that would be helpful and provide references.

4. How can the teacher assist this student socially in the classroom? How can the teacher differentiate for learning, how can the teacher help the student...
become fully included in the classroom?
5. What types of accommodations/modifications must the teacher need to make to assist the student in the classroom? Provide references and web links that will be helpful to your peers
6. You must use 4-5 other references other than your textbook.

---

**SCORING RUBRIC FOR POWER POINT PRESENTATION – Assignment # 2**

<table>
<thead>
<tr>
<th>Teacher candidate’s name</th>
<th>Date</th>
<th>20 points</th>
</tr>
</thead>
</table>

Levels of Proficiency

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Exceeds</th>
<th>Meets</th>
<th>Does not meet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization</td>
<td>Well organized – provides a good overview and summation of the topics provided a reference page</td>
<td>Organized but the power point does not flow well. No reference page</td>
<td>Unorganized.</td>
</tr>
<tr>
<td></td>
<td>7 pts.</td>
<td>6 pts.</td>
<td>0 pts.</td>
</tr>
<tr>
<td>Material covered:</td>
<td>All aspects of the topic are covered in their entirety. and 3-4 educational considerations were provided</td>
<td>Some aspects were incomplete in the topic or in the educational considerations</td>
<td>Under prepared.</td>
</tr>
<tr>
<td></td>
<td>7 pts.</td>
<td>6 pts.</td>
<td>0 pts.</td>
</tr>
<tr>
<td>Oral presentation</td>
<td>Well prepared. Professional presentation, dressed professionally, demonstrated additional knowledge from various sources to expand on the presentation</td>
<td>Somewhat prepared. Read mostly from the power point</td>
<td>Under prepared – Read verbatim from power point.</td>
</tr>
<tr>
<td></td>
<td>6 pts.</td>
<td>6 pts.</td>
<td>0 pts.</td>
</tr>
<tr>
<td>Total:</td>
<td>Possible pts.</td>
<td>Possible pts.</td>
<td>Possible pts.</td>
</tr>
</tbody>
</table>

Teacher candidate’s Total Score: __________________________

**SCORING RUBRIC FOR ASSIGNMENT # 2 POWER POINT PRESENTATION**

<table>
<thead>
<tr>
<th>Teacher candidate’s name</th>
<th>Date</th>
<th>20 POINTS</th>
</tr>
</thead>
</table>

Levels of Proficiency

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Exceeds</th>
<th>Meets</th>
<th>Does not meet</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Assignment #3 (30 points) Mock IEP conference:**

watch the mock IEP conference at the following links

https://www.youtube.com/watch?v=FU3dGQWZxz8

https://www.youtube.com/watch?v=LWNYnVFL2Cc  view what not to say to parents in an IEP

https://www.youtube.com/watch?v=ok0irMNfKmY

After viewing these videos and reading about the IEP process at the following link

http://www.specialeducationguide.com/pre-k-12/individualized-education-programs-iep/the-iep-process-explained/

please address the following topics in a 4-5 page narrative. Paper is DUE WEEK 8

A.

a. What is an IEP?

b. List and describe the 12 components of the IEP as presented in the IEP module that you completed.

c. What is a transition plan, how does it differ from an IEP?

d. Who attends an IEP meeting?

e. How should you as the general education, ESE teacher or SLP prepare for the conference?

f. What are 10 good tips you have learned for how to conduct a successful IEP meeting?
g. Create an IEP agenda/checklist. What needs to happen at the IEP meeting to be successful?
h. List 5 tips on what not to say or do at an IEP meeting?
XI. Assessments
   There will be a midterm week 4 and a final week 8
XII. Grading Criteria

Guidelines – The requirements for each assignment are outlined in detail in this syllabus and attachments. Please follow the guidelines carefully in order to receive full credit.

B. Plagiarism – Teacher candidates will submit all major written assignments into Turnitin and then correct their work for plagiarism before submitting their assignments to their instructor. Please note that if you plagiarize, you will earn a grade of F on the assignment. If you plagiarize a second time, you will earn a grade of F on the assignment and in the course. The instructor will report all instances of plagiarism to the administration.

C. American Standard English (ASE) – All written work must be submitted in professional form. American Standard English grammar and mechanics is required. Please pay particular attention to correct spelling, capitalization, punctuation, grammar, and sentence and paragraph structure. All assignments must be submitted using Microsoft Word, be error free, and grammatically correct.

D. American Psychological Association Manual – All assignments must be completed using the style delineated in the Publication Manual of the American Psychological Association (APA). Please pay close attention to the format for: spacing, margins, title page, numbering of pages, headings, and references pages. Cite support from the literature in the field for the concepts and ideas you present in your assignment by paraphrasing and/or quoting and providing a reference for each new work cited (i.e., one-to one correspondence). At the end of your assignment, include references pages using the correct APA format for the works paraphrased and/or quoted. Please note: a page or paragraph number is required for all citations in your work for this course (APA, 2010, p. 170). Review chapters six and seven in the APA Manual to insure that you are correctly paraphrasing and/or quoting and referencing works cited. All instructors will review the use of APA style during the first week of each course.

E. Grading of Assignments – The instructor reserves the right to refuse to read and/or correct an assignment that does not meet professional form using ASE and APA style standards.

F. Assignments Not Meeting Standards – The instructor refers teacher candidates who are having difficulty with reading the course content and/or writing assignments to meet ASE and APA standards to the Office of Tutoring and Testing for remediation. For critical tasks/key assessments that do not meet standards, the instructor works directly with the teacher candidate to remediate the work.

G. Synchronous Online Sessions – Instructors provide live online sessions to students to discuss course content, review assignment requirements, and give students an opportunity to ask questions. It is recommended that students attend the sessions. To accommodate teacher candidates’ needs, these sessions will use a variety of media and will be recorded and posted for later access.

H. Late Assignments – Late assignments are NOT accepted.

I. Grading Rubrics – Rubrics for all assignments are located in the Appendixes.

J. Grading Scale – A list of the course requirements and the grade scale follow. Quality points are used to calculate the grade point average across programs in FCE.

Final Course Grade:

<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>Percentage of Total Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundations in Special Education Paper Assignment #1</td>
<td>20</td>
</tr>
<tr>
<td>Field Experience Form</td>
<td>Pass/Fail (all 10 hours documented and a signed form by the cooperating teacher is present)</td>
</tr>
<tr>
<td>Exceptionality power point Assignment #2</td>
<td>24</td>
</tr>
<tr>
<td>Assignment #3 IEP assignment</td>
<td>20</td>
</tr>
<tr>
<td>Midterm</td>
<td>10</td>
</tr>
<tr>
<td>Final</td>
<td>10</td>
</tr>
<tr>
<td>Letter Grade</td>
<td>Percentage</td>
</tr>
<tr>
<td>--------------</td>
<td>------------</td>
</tr>
<tr>
<td>A</td>
<td>94-100</td>
</tr>
<tr>
<td>B+</td>
<td>87 -89</td>
</tr>
<tr>
<td>B</td>
<td>83 -86</td>
</tr>
<tr>
<td>B-</td>
<td>80 -82</td>
</tr>
<tr>
<td>C+</td>
<td>77 -79</td>
</tr>
</tbody>
</table>

XIII. Course Policies

Reading
It is important that you read the assigned material in preparation for class as class sessions require you to apply what you have read. If you experience any difficulty with the reading, you should contact the Undergraduate Testing and Tutoring Center for assistance at [http://www.nova.edu/tutoring-testing/index.html](http://www.nova.edu/tutoring-testing/index.html).

These assignments are designed to help you understand and demonstrate educational psychology and professional ethics. **All written homework assignments must be submitted to the instructor, as they will be checked by him/her.** Please see the course calendar and weekly schedule for due dates and directions for each assignment.

Guidelines – The requirements for each assignment are outlined in detail in the calendar and appendixes. Please follow the guidelines carefully in order to receive full credit.

Plagiarism – Teacher candidates will submit all major written assignments into Turnitin and then correct their work for plagiarism before submitting their assignments to their instructor. **Please note that if you plagiarize, you will earn a grade of F on the assignment. If you plagiarize a second time, you will earn a grade of F on the assignment and in the course.** The instructor will report all instances of plagiarism to the administration. All instructors will review how to avoid plagiarism during the first week of the course.

1. **American Standard English (ASE)** – All written work must be submitted in professional form; American Standard English grammar and mechanics are required. Please pay particular attention to correct spelling, capitalization, punctuation, grammar, and sentence and paragraph structure. All assignments must be word processed, error free, and grammatically correct. Online candidates, please note that your instructor can only read work completed in the Microsoft Office Programs (e.g., Word, PowerPoint) and scanned documents in PDF or JPG formats. Assignments submitted in any other format will not be graded.

2. **American Psychological Association Manual** – All assignments must be completed using the style delineated in the *Publication Manual of the American Psychological Association* (APA). Please pay close attention to the format for: spacing, margins, title page, numbering of pages, headings, and references pages. Cite support from the literature in the field for the concepts and ideas you present in your assignment by paraphrasing and/or quoting and providing a reference for each new work cited (i.e., one-to one correspondence). At the end of your assignment, include references pages using the correct APA format for the works paraphrased and/or quoted. **Please note: a page or paragraph number is required for all citations.**
in your work for this course (APA, 2010, p. 170). Review chapters six and seven in the APA Manual to insure that you are correctly paraphrasing and/or quoting and referencing works cited. All instructors will review the use of APA style during the first week of each course.

3. **Grading of Assignments** – The instructor reserves the right to refuse to read and/or correct an assignment that does not meet professional form and/or style (i.e., ASE and APA).

4. **Assignments Not Meeting Professional Form/Style** – The instructor refers teacher candidates who are having difficulty with reading the course content and/or writing assignments that meet professional form/style to the Office of Tutoring and Testing for remediation.

5. **Synchronous Online Sessions** – Instructors provide live online sessions to students to discuss course content, review assignment requirements, and give students an opportunity to ask questions. It is recommended that students attend the sessions. To accommodate teacher candidates’ needs, these sessions will use a variety of media and will be recorded and posted for later access.

6. **Late Assignments** – Late assignments are not accepted.

7. **Grading Rubrics** – Rubrics for assignments are located in the Appendixes. You must include the appropriate rubric in the assignment so that you submit only one document.
XIV. University Policies

A. Academic Misconduct

The University, as a community of scholars, embraces the free expression of ideas in furthering the acquisition of knowledge, while upholding the principles of trust, responsibility, honor, integrity, and ethical behavior in meeting program and degree requirements. As such, students are expected to adhere to a standard of academic honesty in all work submitted. Violations of academic honesty standards constitute academic misconduct, and violate the NSU Code of Student Conduct and Academic Responsibility, available online http://education.nova.edu/students/current-students/studentcataloghandbook.html.

The following acts violate the academic honesty standards and will result in a finding of academic misconduct:

1. **Cheating in any form**: intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise, or having others complete work or exams and representing it as one's own.

2. **Fabrication**: intentional and unauthorized falsification or invention of any information or citation in an academic exercise.

3. **Facilitating academic dishonesty**: intentionally or knowingly helping or attempting to help another to violate any provision of this code.

4. **Plagiarism**: the adoption or reproduction of ideas, words, or statements of another person as one's own without proper acknowledgment. (See Academic Honesty Standards.)

5. **Conspiracy to commit academic dishonesty**: assisting others to commit acts of academic misconduct.

6. **Misrepresentation**: intentionally making false statements or omissions of facts in a contract. Examples include, but are not limited to portfolios, cover sheets, and clinic, training station, and practicum agreements.

7. **Bribery**: offering of goods, services, property or money in an attempt to gain an academic advantage.

8. **Forging or altering documents or credentials**: examples include, but are not limited to signatures, dates and other information on portfolios, cover sheets, and clinic, training station, and practicum agreements.

9. **Knowingly furnishing false information to the institution**.

Penalties for academic misconduct can range from reduced grades on assignments or in courses, to failing grades on assignments or in courses, as determined by the course professor. Academic misconduct may also result in dismissal from the Abraham S. Fischler College of Education without the possibility of re-enrolling at any time. Students may not withdraw from a course in progress to avoid a failing grade upon receiving notice that academic misconduct may have occurred.

**Note:** If a charge of academic misconduct is determined in a course, any student initiated withdrawal for that course will be administratively reversed and a grade of F will be entered on the student's transcript for that course.

B. Plagiarism

Work that is submitted for credit must be the original work of the student. Any assignment that is not the original work of the student is considered plagiarized and in violation of the Code of Student Conduct and Academic Responsibility. Plagiarism occurs when another person's work, words, or ideas are represented as one's own without the use of a school-recognized method of citation (e.g., copied from another source such as an author or another student without properly acknowledging the actual writer/author) or when another person's work is copied or otherwise duplicated for academic credit. Plagiarism also occurs when knowingly giving or allowing one's own work to be copied or otherwise duplicated by another for academic credit, or when resubmitting one's own work for academic credit (i.e., work that has previously been submitted for academic credit). Cutting and pasting from online sources on the Internet without proper acknowledgment and citation of primary and secondary sources (e.g., writers/authors/organizations) also constitutes plagiarism.

Penalties for plagiarism may range from reduced grades on assignments or in courses, to failing grades on assignments or in courses, as determined by the course professor. A subsequent determination of plagiarism in a future course (i.e., a second violation) may result in dismissal from the Abraham S. Fischler College of Education without the possibility of re-enrolling at any time.
Course assignments submitted in partial fulfillment of degree requirements may be checked for plagiarism. Students may not withdraw from a course in progress to avoid a failing grade or other consequence upon receiving notice that plagiarism may have occurred. If a charge of plagiarism is determined in a course, any student initiated course withdrawal for that course will be administratively reversed and a grade of F will be entered on the student's transcript for that course [see Academic Misconduct]. Student access to online courses, and attendance at site-based courses, will be discontinued following a determination of plagiarism that results in an "F" for the course. All students are entitled to due process pursuant to Fischler College of Education policies and procedures.

C. Americans with Disabilities Act (ADA)
Nova Southeastern University complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. No qualified individual with a disability shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination in any activity, service, or program of the university solely by reason of his or her disability. Each qualified individual with a disability who meets the academic and technical standards required to enroll in and participate in Nova Southeastern University's programs shall be provided with equal access to educational programs in the most integrated setting appropriate to that person's needs through reasonable accommodation.

At the postsecondary level, it is the student's responsibility to initiate the process for disability services. The process for obtaining a reasonable accommodation is an interactive one that begins with the student's disclosure of disability and a request for a reasonable accommodation. The student has the responsibility to provide Nova Southeastern University with proper documentation of disability from a qualified physician or clinician who diagnoses disabilities and sets forth the recommended accommodations.

The necessary forms and procedure for requesting disability-related accommodations can be obtained from the NSU Office of Student Disability Services through its website at http://www.nova.edu/disabilityservices/index.html, via e-mail at disabilityservices@nova.edu, or by calling 954-262-7185 (toll free at 800-986-3223, ext. 27185).

To ensure that reasonable accommodations can be provided in a timely manner, all forms and documentation should be submitted to the NSU Office of Student Disability Services a minimum of four (4) weeks prior to the commencement of classes for any given semester.

D. Course/Instructor Evaluation
- It is expected that all students will participate in the online Course/Instructor Evaluation at or near the end of the course.
- Notices of Course/Instructor Evaluation access are sent to registered students by NSU email.

E. The current edition of the FCE Catalog and Student Handbook is available at http://education.nova.edu/students/current-students/studentcataloghandbook.html. This document provides extensive information on University and FCE policies, regulations and procedures. Students should visit http://www.nova.edu/academic-affairs/nsu-syllabus-policy.html to access additional required college-wide policies. It is your responsibility to access and carefully read these policies to ensure you are fully informed. As a student in this class, you are obligated to follow these college-wide policies in addition to the policies established by your instructor.

The following policies are described on this website:
- Academic misconduct
- Last day to withdraw
- Email policy
- Student course evaluations
- Student responsibility to register
- Student responsibility for course prerequisites

Academic Resources
Nova Southeastern University offers a variety of resources that may aid in student success. Among these resources are:

Accommodations for students with documented disabilities: For more information about ADA policy, services, and procedures, students may call the Office of Student Disability Services at 954-262-7189 or visit http://www.nova.edu/disabilityservices.

Tutoring and testing center:
Students are encouraged to use the free, individualized tutoring services offered by the Tutoring and Testing Center (TTC). TTC provides a supportive atmosphere in which tutors and students work collaboratively on improving students’ writing, math and/or science skills. http://www.nova.edu/tutoring-testing/index.html
XV. Appendix/Appendices

APPENDIX A: STANDARDS

1. NOTE TO TEACHER CANDIDATES: Standards (i.e., expectations for teacher and student performance) vary from state to state, with some states using national standards. Review the standards here, making sure that you know which ones apply to you.

Standards for Teacher Candidates:


Standards for Students:

The National Research Council (NRC), the National Science Teachers Association (NSTA), the American Association for the Advancement of Science (AAAS), and Achieve, Inc. (2011). Next generation science standards. Washington, DC: Author. Retrieved from http://www.nextgenscience.org/
Field Experience Information

COURSE: XXXX 1234

I. What are field experiences?
Field experiences are more than what are typically known as field experiences. In field experiences, NSU students, known as teacher candidates, may observe and/or work with children in a school setting. They require the student to observe and/or work with children in a school and/or virtual setting plus reflect on new knowledge that occurs from those experiences. The teacher candidate is asked to apply information learned in course work and think reflectively about the field experiences to develop the skills of an effective practitioner.

II. What are the general requirements?
It is mandated that all education majors in state approved initial teacher preparation programs participate in a planned series of field experiences as an integral part of their training. NSU requires a minimum of ten hours of field experiences for each major education course. Underlying this commitment is the philosophy that field experiences enable teacher candidates to apply theory and practice in actual classrooms and/or virtual settings while acquiring the competencies necessary for successful teaching.
All teacher candidates, including non-education majors and certification teacher candidates, are responsible for completing all field experiences procedures and will be required to use and submit all required field experiences documents.

III. If this course requires a Field Experience, your placement must be coordinated through the Office of Placement Services. The placement process is coordinated through University and County officials only. Direct school contact is not permitted without prior approval from this office. All School-Based Field Placements must be arranged through the Office of Placement Services. Please contact our office as soon as you have registered for a course requiring participation in a PreK-12 classroom:

Rubyann Bradshaw
rb516@nova.edu
(954) 262-8453

Each school district determines how school-based field placements are arranged with their district's schools. Direct school contact by teacher candidates is not permitted without prior approval from the Office of Placement Services. Because the amount of time needed to secure school-based field placement varies by school district, students need to request placement immediately after registering for a course that requires any activity in a PreK-12 classroom or school. Requests for should be made no later than Week 1 of class. Placements in some school districts can take as long as four weeks. If you are requesting your first placement, the first step is Security Clearance (background check). Once obtained, it is your responsibility to keep your Security Clearance current.
Appendix C  Security Clearance Directions

APPLYING FOR SECURITY CLEARANCE IN FLORIDA

Please select the appropriate School District or County from the list below. If your district/county is not listed, refer to the All Others at the bottom of the list.

BROWARD

Broward Security Clearance (Effective July 1, 2015):

2. Click on schedule an appointment.
3. Register as a New User or sign in as an Existing User.
4. Select I know my Fieldprint® Code and enter the applicable Fieldprint® Code from the list below (e.g., FPBCPSResEdNETorFPBCPSResEdBRepNET):
5. Complete the Personal Information requested. This is specific to the purpose for which you are being fingerprinted and release.
6. Complete the Security Background Check Questionnaire and release.
7. Schedule your visit. Fingerprinting and badging sites are located throughout the United States. There are several authorized processing locations in the tri-county area you can choose from:
   - 401 East Las Olas Boulevard, Ft. Lauderdale, FL
   - 1503 West Prospect Road, Fort Lauderdale, FL
   - 1830 North University Drive, Plantation, FL
   - 3200 NW 62nd Avenue, Margate, FL
   - 8403 Pines Boulevard, Pembroke Pines, FL
   - 11352 West State Road 84, Davie, FL
   - 15970 West State Road 84, Sunrise, FL
   - 160 West Camino Real, Boca Raton, FL
   - 1581 West 49th Street, Hialeah, FL
   - 123 SE 3rd Avenue, Miami, FL
8. Complete Payment and a Confirmation Page will display. You may want to print this page for your records.

Broward School-Based Field Placement: Login

   • Placements should be requested for the entire semester. You will have to search Term 1 and Term 2 separately. If you have transportation
Do not select something similar.

1. Click on New Here? Sign Up, which is located at bottom-left corner of the login box.

2. Create Account - Your password must be a minimum of six characters and MUST include a SPECIAL character (# ! @ ? ...). Use your NSU email as your password. Your Role is a College Student. Click Submit.

3. Validate email - You should immediately receive a confirmation email message. Use the link provided in that email message to go back to the website and finish registration.

4. Login with the user name and password you just created. Keep a record of this information.

5. Course Registration - Enter information in all fields (i.e., home phone and cell phone fields both require an answer, even if you are using the same number. Use your local Broward address. Select the term, and alphabetize the course list by clicking the COURSE header, then tab through pages to find your course, highlight, and submit.

6. Request all courses you are registered for (i.e., Term 1 and Term 2) at the same time.

After the School-Based Field Placement request has been accepted, you will see the notation "Placed" by your course and you will receive an email message from the Broward County placement website. You (the teacher candidate) should then contact the assigned school within one week of obtaining placement to introduce yourself to the school-based administrator or teacher and to arrange your schedule.

DUVAL

Duval Security Clearance: Duval County Security Clearance (Jacksonville)

When selecting your printing location, make note of #5 in the instructions as you have only one location option:

#5. Enter DUVAL for the county, and continue until all information is entered. When choosing the correct "CRI Literal" please choose the following:

FL931022Z - DUVAL COUNTY SCHOOLS/CONTRACTORS & VENDORS ($78.50) NOTE: If you are being employed with DCPS, DCPS Charter Schools or any affiliated company that works within the DCPS district you CANNOT be fingerprinted at any location other than the DCPS Administration Building (1701 on Prudential Drive, Jacksonville, Florida / 904-390-2000).

Duval School-Based Field Placement: The placement process is handled by university and district officials only. Email or fax the Placement Request Form to Rubyann Bradshaw at RB516@nova.edu with your entire semester's schedule. Depending on the time of year, placement can take up to four weeks. Your form should be faxed or emailed one month prior to class - and no later than the first day of class. After the request has been accepted, the Office of Placement Services will contact you (the teacher candidate) with the placement information. You (the teacher candidate) should then contact the assigned school within one week of obtaining placement to introduce yourself to the school-based administrator or teacher and to arrange your schedule.

HILLSBOROUGH

Hillsborough Security Clearance: Contact Rubyann Bradshaw at RB516@nova.edu for the current packet with forms and procedures to complete security clearance in Hillsborough County. The packet is also available at the Tampa Campus (3632 Queen Palm Drive, Tampa, Florida). Notify the Office of Placement Services if you wish to pick up a packet at the Tampa campus, so that we can authorize that a packet to be given to you.
Hillsborough School-Based Field Placement: After you have completed the Hillsborough Security Clearance process and have your stamped yellow Fingerprint Verification Form, you must contact schools directly to arrange field experience hours.

1. Email the Placement Request Form to Rubyann Bradshaw at RB516@nova.edu with your entire semester’s schedule to receive a personalized Letter of Introduction.

2. Speak with the Assistant Principal at the school where you are seeking placement. Be sure to take (1) your stamped yellow Fingerprint Verification Form and (2) your Letter of Introduction with you when you inquire about placement.

Volunteer: If you are interested in arranging additional time in the classroom beyond your assignment requirement, consider volunteering in a Hillsborough County school. Information for this opportunity may be found on this page.

LAKE

Lake Security Clearance: Link here and follow the instructions for Level II Volunteer.

Lake School-Based Field Placement: After you have completed and passed the Lake County Security Clearance process, you may contact schools directly to arrange field experience hours.

1. Email the (1) Placement Request Form and (2) your entire semester’s schedule to Rubyann Bradshaw at RB516@nova.edu to receive a personalized Letter of Introduction.

2. Speak with the Principal at the school where you are seeking placement. Confirm you have completed Security Clearance and show your Letter of Introduction when you meet with the Principal.

3. Approval from the District Office Human Resource department will be given at the Principal’s request.

LEE

Lee Security Clearance: Download, review, and follow the Fieldprint Fingerprinting Registration Instructions.

Get answers to common questions about Fieldprint Fingerprinting here.

Lee School-Based Field Placement: After you have completed and passed the Security Clearance process, you may contact schools directly to arrange field experience hours.

1. Email the Placement Request Form to Rubyann Bradshaw at RB516@nova.edu with your entire semester’s schedule to receive a personalized Letter of Introduction.

2. Speak with the Assistant Principal at the school where you are seeking placement. Confirm you have completed Security Clearance and show your Letter of Introduction when you inquire about placement.

MIAMI-DADE

Miami-Dade Security Clearance: Contact Rubyann Bradshaw at RB516@nova.edu for the current packet with forms and procedures to complete security clearance in Miami-Dade.

Miami-Dade School-Based Field Placement: After you have received your Security Clearance Card from the Office of Placement Services, you can contact schools directly to arrange field experience hours.
1. Email the Placement Request Form to Rubyann Bradshaw at RB516@nova.edu with your entire semester’s schedule to receive a personalized Letter of Introduction.

2. Speak with the Assistant Principal at the school where you are seeking placement. Have your Security Clearance Card and Letter of Introduction when you inquire about placement.

ORANGE

Orange Security Clearance: Field Experience only (10 hours or less) https://fingerprint.fadv.com/fpWebApp/webPages/module/home/redirect.jsf

Internships, Pre-Internships, and Practicums require advanced planning and specialized screening.

Orange School-Based Field Placement: School-based field experience placements (10 hours or less) are arranged directly with the school after you have registered as a Volunteer through the Additions link (above). You must identify the school you are seeking placement with in Additions so the school can verify your clearance.

Pre-Internship, Practicum, and Applied Professional Experience placements fall under the same guidelines as Senior Internship placements. A formal placement request/application must be submitted to the Office of Placement Services in accordance with Orange County deadlines. Contact Rubyann Bradshaw at RB516@nova.edu for this packet.

Timeline:
Fall placements (August or October) request must be submitted by March 31.

OSCEOLA

Osceola Security Clearance: Visit http://www.osceolaschools.net/departments/o_a_s_i_s_school_volunteer_program for school-based field experience placements that do not require student interaction (i.e., this would be an activity that requires observation, only). All other placements require clearance to be arranged through the Office of Placement Services.

Osceola Field Placement: If your assignment is observation, only, you may contact Osceola County schools directly to arrange your visit AFTER you are cleared through OASIS (link above). If your field experience includes any interaction with students, please fill out the Placement Request Form and email or fax it to Rubyann Bradshaw at RB516@nova.edu.

PALM BEACH

Palm Beach Security Clearance: Refer to "Field Experience, Practicum, and Interns" procedures at https://www.palmbeachschools.org/schoolpolice/fingerprintingandbadges/

Palm Beach Field Placement: Email or fax the Placement Request Form to Rubyann Bradshaw at RB516@nova.edu with your entire semester’s schedule. After the request has been accepted, the Office of Placement Services will contact the teacher candidate with the placement information. You (the teacher candidate) should then contact the assigned school within one week of obtaining placement to introduce yourself to the school-based administrator or teacher and to arrange your schedule.

POLK

Polk Field Placement: Once you have completed and passed the Level II Security Clearance process, you may contact schools directly to arrange field experience hours.

1. Email the Placement Request Form to Rubyann Bradshaw at RB516@nova.edu with your entire semester’s schedule to receive a personalized Letter of Introduction.

2. Speak with the Assistant Principal at the school where you are seeking placement. Have your Level II Security Clearance and Letter of Introduction when you inquire about placement.

ST. JOHNS


St. Johns Placement: After you have completed and passed the Security Clearance process, you can contact schools directly to arrange field experience hours.

1. Email the Placement Request Form to Rubyann Bradshaw at RB516@nova.edu with your entire semester’s schedule to receive a personalized Letter of Introduction.

2. Speak with the Assistant Principal at the school where you are seeking placement. Have your Security Clearance and Letter of Introduction when you inquire about placement.

ST. LUCIE


St. Lucie Placement: Email or fax the Placement Request Form to Rubyann Bradshaw at RB516@nova.edu with your entire semester’s schedule. After the request has been accepted, the Office of Placement Services will contact you (the teacher candidate) with the placement information. Teacher candidates should contact the assigned school within one week of obtaining placement.

VOLUSIA

Volusia Security Clearance: Download and complete the Application to Volunteer. Fax the completed form to 386-506-5067 (Attention: Ms. Ashorda Foley). Field Experiences, Pre-Internships, and Practicums can all be cleared through the county’s Volunteer program. When you fill out and submit the application a background check will automatically be performed. Please allow three weeks for the clearance process.

Volusia Placement: Once you have completed and passed the Security Clearance process, you may contact schools directly to arrange field experience hours.

1. Email (1) the Placement Request Form and (2) your entire semester’s schedule to Rubyann Bradshaw at RB516@nova.edu to receive a personalized Letter of Introduction.

2. Speak with the designated Volunteer Coordinator at the school where you are seeking placement. Have proof of your Security Clearance and your Letter of Introduction when you inquire about placement.

All Other Florida Districts
Email the Placement Request Form to Rubyann Bradshaw at RB516@nova.edu with your entire semester’s schedule. If your district/county is not listed, procedures will have to be established for this placement. Since this process may take several weeks, please request your placement as soon as possible.

Appendix D Field Experience Verification Form

Field Experiences Verification Form

Teacher Candidate’s Name
Candidate’s Directions
1. Fill out the placement information
2. Obtain the cooperating teacher’s initials for each assigned task and the total number of hours.
3. Submit the completed form to your instructor on the due date.
4. The instructor’s signature on this form does not verify completion of field experiences nor indicate a passing grade for the course.

Placement Information

School’s Name
Cooperating Teacher’s Name
Cooperating Teacher’s Email

Cooperating Teacher’s Directions
1. Initial the appropriate areas on the first page.
2. Rate the teacher candidate on the items in the table by circling the letter for the rating that best represents his/her performance on the items below.
3. Answer the questions below using the back of the form.
4. Sign the form.

<table>
<thead>
<tr>
<th>NM</th>
<th>Not Met</th>
<th>Cooperating Teacher’s Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>Met</td>
<td>Teacher candidate performed assigned tasks with moderate proficiency and guidance.</td>
</tr>
<tr>
<td>E</td>
<td>Exceeded</td>
<td>Teacher candidate performed assigned task with proficiency and minimal guidance.</td>
</tr>
</tbody>
</table>
Questions
1. Throughout this semester, what progress have you seen in this teacher candidate?
2. Based on your interaction with the teacher candidate, please indicate one or two suggestions that might enhance his/her potential for success in future field experiences and eventually as a classroom teacher.
3. Please provide any other comments regarding the teacher candidate’s field experience in your classroom.
4. Have you discussed this evaluation with the teacher candidate?

Cooperating Teacher’s Signature

Course Instructor’s Directions
1. The instructor reviews the Field Experiences Verification Form for accuracy and completion, including checking the data entry Live Text.
2. The instructor grades the form by circling the appropriate performance level indicated below.
3. The instructor returns the form to the teacher candidate.
4. Questions or concerns can be addressed by calling

<table>
<thead>
<tr>
<th>NM</th>
<th>Not Met</th>
<th>&lt; 80</th>
<th>Teacher candidate performed task poorly or failed to perform.</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>Met</td>
<td>80-89</td>
<td>Teacher candidate performed assigned tasks with moderate proficiency and guidance.</td>
</tr>
<tr>
<td>E</td>
<td>Exceeded</td>
<td>90 or &gt;</td>
<td>Teacher candidate performed assigned task with proficiency and minimal guidance.</td>
</tr>
</tbody>
</table>

Course Instructor’s Signature

Collection of Demographic Data for Clinical and Field Experiences
To complete the table below, please refer to the following information.
2. Key in the name of your school.
3. The name of your school will appear as the first public school in the results. Click on the link to your school’s name.
4. At the top of the page, click on the link for More Information.
5. Look at the information for Enrollment Characteristics and enter it into the table below.
   a. Enrollment by **Race/Ethnicity**
   b. Enrollment by **Gender**
   c. **Free lunch eligible** (at the bottom-left of the page)
   d. **Reduced-price lunch eligible** (at the bottom-right of the page)

1. After completing the table below, submit it to your instructor so he/she can enter it into the Live Text System to collect data on Click on the **current term**.

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Number in School/Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of school</td>
<td></td>
</tr>
<tr>
<td>State of school</td>
<td></td>
</tr>
<tr>
<td>County of school</td>
<td></td>
</tr>
<tr>
<td>Enrollment</td>
<td></td>
</tr>
<tr>
<td>Total students</td>
<td></td>
</tr>
<tr>
<td>Type of School</td>
<td></td>
</tr>
<tr>
<td>Locale (e.g., urban, suburb, rural)</td>
<td></td>
</tr>
<tr>
<td>Race/Ethnicity</td>
<td></td>
</tr>
<tr>
<td>American Indian / Alaskan</td>
<td></td>
</tr>
<tr>
<td>Asian / Pacific Islander</td>
<td></td>
</tr>
<tr>
<td>Black</td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td></td>
</tr>
<tr>
<td>White</td>
<td></td>
</tr>
<tr>
<td>Unknown</td>
<td></td>
</tr>
<tr>
<td>Gender</td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td></td>
</tr>
<tr>
<td>Socio-Economic Status</td>
<td></td>
</tr>
<tr>
<td>Students qualifying for free lunch</td>
<td></td>
</tr>
<tr>
<td>Students qualifying for reduced lunch</td>
<td></td>
</tr>
</tbody>
</table>

Generated: 9/25/2019
Course Syllabus Management Team

Lead Faculty: Judith L. Coughlin Ph.D.
Associate Professor
Fischler College of Education
954-262-7943
jcoughlin@nova.edu