



**MEMORANDUM**

**FINAL APPROVED PROPOSAL:**

**Faculty Senate Approval on April 14, 2015**  
**BOG Approval on May 14, 2015**  
**WVHEPC Approval on May 29, 2015**  
**WVBE Approval on July 8, 2015**

TO: Faculty Senate

FROM: Jack Kirby *JRK*

DATE: April 10, 2015

SUBJECT: Curriculum Proposal #14-15-27 REV #2

School of Education, HHP, Undergraduate Special Education

This proposal would establish an undergraduate optional concentration in Special Education leading to (K-12) certification. Candidates who complete this optional concentration will earn an elementary education degree Multi-Subject (K-6) and a special education concentration (K-12).

Because the optional special education certification adds ten (10) additional hours above the already approved 128 hours for the elementary education degree, it is necessary to receive authorization to proceed from the West Virginia Higher Education Policy Commission (WVHEPC). This proposal will be placed on the Commission's agenda for their next meeting on May 29, 2015.

For the purpose of expediency, this proposal was presented to the Curriculum Committee whereby it passed both 1<sup>st</sup> and 2<sup>nd</sup> reading. For the same purpose of expediency, I present this proposal to Faculty Senate for consideration pending WVHEPC authorization.

C: Dr. Christina Lavorata  
Dr. Carolyn Crislip-Tacy  
Dr. Crystal Smith  
Dr. Gwendolyn Jones  
Dr. Julie Reneau  
Ms. Cheri Varkonda  
Ms. Leslie Lovett






---

## MEMORANDUM

---

TO: Curriculum Committee  
FROM: Jack Kirby   
DATE: February 19, 2015  
SUBJECT: Curriculum Proposal #14-15-27

School of Education, HHP: Undergraduate Special Education

I recommend approval of the attached Curriculum Proposal #14-15-27. This proposal would establish an undergraduate optional concentration in Special Education leading to (K-12) certification. Candidates who complete this optional concentration will earn an elementary education degree Multi-Subject (K-6) and a special education concentration (K-12). However, because the optional special education certification adds ten (10) additional hours above the already approved 128 hours for the elementary education degree, it is necessary to receive authorization to proceed from HEPC. The request has been submitted to HEPC and is currently pending a response. For the purpose of expediency, I request that the Curriculum Committee review this proposal for approval, but hold submission to Faculty Senate until HEPC authorization has been received.

C: Dr. Christina Lavorata  
Dr. Carolyn Crislip-Tacy  
Dr. Crystal Smith  
Dr. Gwendolyn Jones  
Dr. Julie Reneau  
Ms. Leslie Lovett  
Ms. Cheri Varkonda



**CURRICULUM PROPOSAL** (Submit one hard copy and an electronic copy to the Associate Provost by the second Tuesday of the month.)

**Proposal Number:** 14-15-27  
**School/Department/Program:** School of Education Health and Human Performance/  
Special Education  
**Preparer/Contact Person:** Crystal Smith (with Gwen Jones and Julie Reneau)  
**Telephone Extension:** 333-3687  
**Date Originally Submitted:** February 5, 2015  
**Revision (Indicate date and label it  
Revision #1, #2, etc.):** March 24, 2015, Revision #2  
**Implementation Date Requested:** Fall 2015

- I. **PROPOSAL.** Write a brief abstract, not exceeding 100 words, which describes the overall content of the proposal.

This proposal is submitted to develop an undergraduate concentration in Special Education leading to K-12 certification. In the past, FSU offered an elementary degree with a specialization in Special Education (1979 - 2006), but enrollment dropped due to curricular demands (24 credit hours) and an extensive field experience (480 clinical hours). This concentration allows teacher candidates to graduate with an Elementary Multi-Subject (K-6) degree and a Special Education (K-12) concentration by taking three additional courses (SPED 2520, SPED 3520, and SPED 4520). Successful completion will allow students to then take state required exams, certifying them in special education and thus ensuring their marketability upon graduation. Additional faculty or resources will not be needed for this concentration.

- II. **DESCRIPTION OF THE PROPOSAL.** Provide a response for each letter, A-H, and for each Roman Numeral II-V. If any section does not apply to your proposal, reply N/A.

- A. Deletion of course(s) or credit(s) from program(s)

Total hours deleted. 0

- B. Addition of course(s) or credit(s) from program(s)

SPED 2520 Linking Policy and Practice in Special Education (3)  
SPED 3520 Behavior Analysis, Intervention, and Support (3)  
SPED 4520 Assessment and Instruction of Individuals With Exceptionalities (IWE) (4)

Total hours added. 10

- C. Provision for interchangeable use of course(s) with program(s)

EDUC 2240 High Incidence Disabilities: Shared with Elementary Education Program  
EDUC 3331 Reading in the Content Area: Shared with Elementary Education Program  
EDUC 3332 Pedagogy of Literacy: Shared with Elementary Education Program

EDUC 3351 Inclusive Practices: Shared with Elementary Education Program  
MATH 3353 Math Methods for Elementary Teachers: Shared with Elementary Education Program

- D. Revision of course content. Include, as an appendix, a revised course description, written in complete sentences, suitable for use in the university catalog.

**See Appendix B**

- E. Other changes to existing courses such as changes to title, course number, and elective or required status.

Not Applicable

- F. Creation of new course(s). For each new course

1. Designate the course number, title, units of credit, prerequisites (if any), ownership (FSU or shared) and specify its status as an elective or required course. If you are creating a shared course, attach a memo from the Deans of the affected Schools explaining the rationale for the course being shared.

- I. SPED 2520 Linking Policy and Practice in Special Education. 3 Credits. Pre-requisite Education 2240 High Incidence Disabilities. Required.
- II. SPED 3520 Behavior Analysis, Intervention, and Support. 3 Credits. Pre-requisite EDUC 2240 High Incidence Disabilities for Educators. Required.
- III. SPED 4520 Assessment and Instruction of Individuals With Exceptionalities (IWE). 4 Credits. Pre-requisite EDUC 2260 Instructional Design I (for Elementary Education Majors). Required.

2. Include, as an appendix, a course description, written in complete sentences, suitable for use in the college catalog.

**See Appendix B**

3. Include, as an appendix, a detailed course outline consisting of at least two levels.

**See Appendix C**

4. In order to meet the requirements as outlined in Goal One of the Strategic Plan, please include Outcome Competencies and Methods of Assessment as an appendix. Examples are available upon request from the Chair of the Curriculum Committee.

**See Appendix D**

- G. Attach an itemized summary of the present program(s) affected, if any, and of the proposed change(s).

Describe how this proposal affects the hours needed to complete this program. Specifically, what is the net gain or loss in hours? Use the format for Current and Proposed Programs in Appendix A.

**See Appendix A**

### III. RATIONALE FOR THE PROPOSAL.

- A. **Quantitative Assessment:** Indicate the types of assessment data, i.e., surveys, interviews, capstone courses, projects, licensure exams, nationally-normed tests, locally developed measurements, accreditation reports, etc., that were collected and analyzed to determine that curricular changes were warranted. Quantitative data is preferred.

All FSU Pre-Education and Elementary Education majors were asked to complete a survey to determine their interest in the study of Special Education. When asked if FSU were to offer and undergraduate concentration in Special Education that would require only 10 hours of additional coursework, 91.8% (or 45 of 49 surveyed students) indicated interest. Also, 91.1% (or 41 of 45 students) indicated a strong interest in taking these courses during summer sessions, if offered.

- B. **Qualitative Assessment:** Based upon the assessment data above, indicate why a curricular change is justified. Indicate the expected results of the change. Be sure to include an estimate of the increased cost, or reduction in cost of implementation. FOR EXAMPLE: Will new faculty, facilities, equipment, or library materials be required?

*According to Hudnall and Knighton (2013) in the Office of Special Programs, WVDE*

- During the 2011-12 school year, 18.5% of teaching vacancies in West Virginia were in special education (283 special education vacancies across all 55 counties)
- The main reason given: lack of qualified candidates
- As a result of shortages in special education the WVDE is initiating a statewide recruitment and retention effort

The most recent Educational Personnel Data Report Released by the WVDE Office of Personnel Preparation reported 46 Multi-Categorical job vacancies in WV Schools that were not filled during the 2013/2014 school year because of inability to find qualified applicants. The state department is working with various institutions to develop programs that will graduate highly qualified teachers.

Fairmont State University, in cooperation with the WVDE, is proposing this undergraduate concentration that will lead to certification in special education (K-12). Completion of an undergraduate concentration in special education will make FSU graduates more marketable and better qualified to meet the needs of K-12 students in general education inclusive and special education settings. An informal poll of candidates currently enrolled in the Elementary Education Program at FSU supports this recommendation for an undergraduate Special Education certification. The concentration will allow students to capitalize on current coursework without requiring additional faculty to cover courses.

- IV. Should this proposal affect any course or program in another school, a memo must be sent to the Dean of each school impacted and a copy of the memo(s) must be included with this proposal. In addition, the Deans of the affected schools must sign below to indicate their notification of this proposal.

By signing here, you are indicating your college's/school's notification of this proposal.

College/School	Dean	Signature
School of Education/HHP	Dr. Carolyn Crislip-Tacy	

- V. Should this proposal affect any course to be added or deleted from the general studies requirements, a memo from the chair of the General Studies Committee indicating approval of the change must be included with this proposal.

Not Applicable

- VI. ADDITIONAL COMMENTS

**APPENDIX A**  
 B.A. Degree in Elementary Education  
 Current Program

<b>Required Major Courses</b>			<b>HRS</b>
EDUC	2200	Intro to Education	3
EDUC	2201	Instructional Technology	3
EDUC	2203	Human Development, Learning and Teaching	3
EDUC	2240	High Incidence Disabilities for Educators	3
EDUC	2260	Instructional Design I	3
EDUC	2265	Field Experience 2 (30 hours)	1
EDUC	3330	The Reading Process	3
EDUC	3331	Reading in the Content Area	3
EDUC	3332	Pedagogy of Literacy	3
EDUC	3340	Instructional Design II	3
EDUC	3350	Elem. Social Studies Methods	3
EDUC	3351	Inclusive Classroom Practices	3
EDUC	3365	Field Experience 3 (75 hours)	2
EDUC	4485	Action Research	1
EDUC	4486	Portfolio	1
EDUC	4491	Elementary Student Teaching	10
MATH	2251	Structure of Real Numbers	3
MATH	2252	Data Analysis and Geometry	3
MATH	3353	Math Methods for Elementary Teachers	3
PHSC	2201	Exosphere	4
PHSC	2202	Geosphere	3
PHSC	4412	Science in Elementary School	3
ENGL	3354	Children's Literature	3
HIST	1108	US History II	3
HIST	3302	West Virginia History	3
PHED	3326	Early Psychomotor Development	3
HLTA	4400	Health Ed. for the Elementary School	3
MUSI	2230	Music in the Elementary Classroom	3
ART	3350	Elementary Art Education	3
<b>TOTAL Required Major Courses</b>			<b>88</b>
Major Electives			
Minor Requirements/Electives (if minor is required)			
<b>TOTAL HOURS FOR MAJOR (and minor if required)</b>			<b>88</b>

<b>Required General Studies Courses</b>		
Attribute IA – Critical Analysis		3
	ENGL 1108	
Attribute IB – Quantitative Literacy		3
	MATH 1112	

Attribute IC – Written Communication		3
	ENGL 1104	
Attribute ID - Teamwork		3
	COMM 2200 or 2201	
Attribute IE – Information Literacy		X
	Major Course EDUC 2201	
Attribute IF – Technology Literacy		X
	Major Course EDUC 2201	
Attribute IG – Oral Communication		3
	COMM 2200 or 2201	
Attribute III - Citizenship		3
	POLI 1103	
Attribute IV - Ethics		3
	ENGL 2220 or 2221 or 2230 or 2231	
Attribute V - Health		X
	EDUC 2203	
Attribute VI - Interdisciplinary		3
	GEOG 2210	
Attribute VIIA - Arts		3
	ART 1120 or MUSI 1120 or THEA 1120 or INTR 1120	
Attribute VIIB - Humanities		3
	HIST 1107	
Attribute VIIC – Social Sciences		3
	GEOG 2210	
Attribute VIID - Natural Science		3
	BIOL 1104	
Attribute VIII – Cultural Awareness		4
	HIST 2211 or 2212 or 2213	
Additional General Studies hours		X
	Major Course EDUC 3351 writing intensive course	
<b>TOTAL GENERAL STUDIES HOURS</b>		<b>40</b>
<b>TOTAL FREE ELECTIVES</b>		<b>XX</b>
<b>TOTAL HOURS</b>		<b>128</b>

## APPENDIX A

### B.A. Degree in Elementary Education with a Concentration in Special Education Proposed Program

<b>Required Major Courses</b>			<b>HRS</b>
EDUC	2200	Intro to Education	3
EDUC	2201	Instructional Technology	3
EDUC	2203	Human Development, Learning and Teaching	3
EDUC	2240	High Incidence Disabilities for Educators	3
EDUC	2260	Instructional Design I	3
EDUC	2265	Field Experience 2 (30 hours)	1
EDUC	3330	The Reading Process	3
EDUC	3331	Reading in the Content Area	3
EDUC	3332	Pedagogy of Literacy	3
EDUC	3340	Instructional Design II	3
EDUC	3350	Elem. Social Studies Methods	3
EDUC	3351	Inclusive Classroom Practices	3
EDUC	3365	Field Experience 3 (75 hours)	2
EDUC	4485	Action Research	1
EDUC	4486	Portfolio	1
EDUC	4491	Elementary Student Teaching	10
MATH	2251	Structure of Real Numbers	3
MATH	2252	Data Analysis and Geometry	3
MATH	3353	Math Methods for Elementary Teachers	3
PHSC	2201	Exosphere	4
PHSC	2202	Geosphere	3
PHSC	4412	Science in Elementary School	3
ENGL	3354	Children's Literature	3
HIST	1108	US History II	3
HIST	3302	West Virginia History	3
PHED	3326	Early Psychomotor Development	3
HLTA	4400	Health Ed. for the Elementary School	3
MUSI	2230	Music in the Elementary Classroom	3
ART	3350	Elementary Art Education	3
SPED	2520	Linking Policy and Practice in Special Education	3
SPED	3520	Behavior Analysis, Intervention, and Support	3
SPED	4520	Assessment and Instruction of Individuals With Exceptionalities (IWE)	4
<b>TOTAL Required Major Courses</b>			<b>98</b>
Major Electives			
Minor Requirements/Electives (if minor is required)			
<b>TOTAL HOURS FOR MAJOR (and minor if required)</b>			<b>98</b>



<b>Required General Studies Courses</b>		
Attribute IA – Critical Analysis		3
	ENGL 1108	
Attribute IB – Quantitative Literacy		3
	MATH 1112	
Attribute IC – Written Communication		3
	ENGL 1104	
Attribute ID - Teamwork		3
	COMM 2200 or 2201	
Attribute IE – Information Literacy		X
	Major Course EDUC 2201	
Attribute IF – Technology Literacy		X
	Major Course EDUC 2201	
Attribute IG – Oral Communication		3
	COMM 2200 or 2201	
Attribute III - Citizenship		3
	POLI 1103	
Attribute IV - Ethics		3
	ENGL 2220 or 2221 or 2230 or 2231	
Attribute V - Health		X
	EDUC 2203	
Attribute VI - Interdisciplinary		3
	GEOG 2210	
Attribute VIIA - Arts		3
	ART 1120 or MUSI 1120 or THEA 1120 or INTR 1120	
Attribute VIIB - Humanities		3
	HIST 1107	
Attribute VIIC – Social Sciences		3
	GEOG 2210	
Attribute VIID - Natural Science		3
	BIOL 1104	
Attribute VIII – Cultural Awareness		4
	HIST 2211 or 2212 or 2213	
Additional General Studies hours		X
	Major Course EDUC 3351 writing intensive course	
<b>TOTAL GENERAL STUDIES HOURS</b>		<b>40</b>
<b>TOTAL FREE ELECTIVES</b>		<b>XX</b>
<b>TOTAL HOURS</b>		<b>138</b>

## Appendix B

### Revised Course Descriptions

**SPED 2520 Linking Policy and Practice in Special Education.** 3 credits. FSU course. Required. PR: EDUC 2240.

This course introduces participants to complex situations across developmental ranges of Individuals With Exceptionalities (IWE) from kindergarten through twelfth grade, therefore demonstrating the importance of ongoing attention to legal matters and serious consideration of professional and ethical issues. Course participants will analyze IDEA and other policy related to special education practice. They will analyze and describe special education as an evolving and changing discipline based on philosophies, evidence-based principles, theories, policies, and historical points of view that continue to influence the field. Course participants will demonstrate an understanding of how technology is used to support and manage all phases of planning, implementation, and evaluation. Procedures for determining eligibility, drafting an Individualized Education Plan (IEP), facilitating meetings, and planning for transition services will be covered in this course.

**SPED 3520 Behavior Analysis, Intervention, and Support.** 3 credits. FSU course. Required. PR: EDUC 2240.

This course focuses on the principles and practices of positive behavioral supports, research-based applied behavior analysis, and behavior intervention strategies used to create a positive environment for teaching and learning which will include strategies used in schools, classrooms, and for students with exceptionalities. Upon successful completion of this course, the beginning special educator will be able to skillfully create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners who develop emotional well-being, positive social interactions, and self-determination. This course will include Clinical applications.

**SPED 4520 Assessment and Instruction of Individuals with Exceptionalities (IWE).** 4 credits. FSU course. Required. PR: EDUC 2260.

This course emphasizes strategic instruction across curricular content areas to individualize learning for students with mild to moderate exceptionalities. Course participants will select a variety of formal and informal assessments and will analyze information from assessments to develop evidence-based comprehensive instructional programs that support mastery, promote generalization, and enhance critical thinking for individuals with mild to moderate exceptionalities. Course participants will explain how assistive and instructional technology can be used to help students with disabilities access the general education curriculum. Procedures for consulting and collaborating with other professionals to support students will be emphasized throughout the course.

## Appendix C

### Course Outlines

**SPED 2520 Linking Policy and Practice in Special Education. 3 Credits.**

#### **COURSE CONTENT MODULES:**

1. Examining Policy and Current Issues Related to Policy
  - a. IDEA
  - b. Policy 2419
  - c. WV Policy 4320/ Safe School Legislation
  - d. CEC Standards
2. How Assessments Impact IEP Development
  - a. Inclusive Practices
  - b. Introduction of Assessment: Identifying the Critical Skill
  - c. Narrowing the Gap
  - d. Developing Goals and Objectives
3. IEP Process
  - a. Cultural Influence
    - i. Role of Family as IEP Team Members
    - ii. Responding to development and individual differences of IWE
    - iii. Consideration of abilities, interests, and cultural linguistic factors for IWE.
  - b. Collaboration and Co-Teaching
  - c. Modification and Accommodation
  - d. Preparing and Planning to Meet Professional Responsibilities
    - i. Medicaid
    - ii. Planning for students at a variety of instructional levels and settings
    - iii. Co-teaching
    - iv. Documentation of Accommodations and Modifications
4. IEP Process Continued
  - a. Identifying Collaboration and Consultation Models
  - b. Transition in Practice
  - c. Developing Education and Transition Plans

- d. Identifying Technology Supports for Planning, Instruction, and Transition to support IWE

**SPED 3520 Behavior Analysis, Intervention, and Support. 3 Credits.**

**COURSE CONTENT MODULES:**

1. Introduction to Behavior Theory
  - a. Principles of Behavior Theory
  - b. Principles of Positive Behavior Change Theory Techniques
2. Techniques of Applied Behavior Analysis
  - a. Identify and Measure On-going Behavior in a Variety of Settings
  - b. Analyze the Causes of Behavior/Performance Problems
  - c. Behavior Change Technology Applications
3. Recording and Analyzing Behavior
  - a. Explaining Data-Based Solutions to Behavior Problems
  - b. Under supervision, Demonstrate the Appropriate Application of Behavior Intervention to a Behavior/Performance Problem
4. Application of ABA Strategies
  - a. Under supervision, Demonstrate the Appropriate Application of Skill Acquisition to Remedy a Skill Deficit

**SPED 4520 Assessment and Instruction of Individuals With Exceptionalities (IWE). 4 Credits.**

**COURSE CONTENT MODULES:**

1. Assessment
  - a. Legal Policies and Ethical Principles
  - b. Informal Assessment
  - c. Formal Assessment
  - d. Continuous Assessment for Learning
2. Instructional Methods and Strategies
  - a. Direct Instruction/Mastery Learning
    - i. Explicit Instruction with modeling
    - ii. Guided practice to ensure acquisition and fluency
  - b. Cognitive Strategy Instruction

- i. Implement strategies that support critical thinking, creative problem solving, and collaborative skills.
- ii. Metacognitive awareness
- c. Examine tools of inquiry of content areas and integrate cross disciplinary skills to develop meaningful learning progressions for IWE

### 3. Instructional Planning

- a. Identify strategies to close the gap between student performance and grade level expectations
- b. Design individualized objectives to meet the needs of IWE based on assessment results
- c. Select, Develop, and Implement appropriate accommodations and modifications for IWE
- d. Utilize instructional and assistive technology to support instructional assessment, generalization and mastery of intended objectives.
- e. Plan and Implement instructional goals based on individual students' abilities, interests and cultural linguistic

### 4. Co-Teaching and Collaboration

- a. Facilitate personalized planning to include families, colleagues, and other related service providers
- b. Implement collaboration and consultative models to meet the specific needs of IWE
- c. Organize and Document evidence of practice related to professional responsibilities
  - i. Medicaid
  - ii. Planning for students at a variety of instructional levels and settings
  - iii. Co-teaching
  - iv. Documentation of accommodations and modifications

## APPENDIX D

### Outcome Competencies and Methods of Assessment

#### SPED 2520 Linking Policy and Practice in Special Education. 3 Credits.

##### Learner Outcomes:

##### Students will...

1. Create a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.
2. Explain how foundational knowledge and current issues influence professional practice.
3. Use knowledge of measurement principles and practices to analyze assessment results and plan educational decisions for individuals with exceptionalities.
4. Assess individual abilities, interests, learning environment, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for IWE.
5. Use professional Ethical Principles and Professional Practice Standards to plan practice.
6. Collaborate with general educators and other colleagues to create safe, inclusive, culturally responsive learning environments that engage individuals with exceptionalities in meaningful learning activities and social interactions.
7. Discuss how technology can be used to support planning, implementation and evaluation for individuals with exceptionalities.

##### Direct Measures:

- Content Quizzes: Designed to assess knowledge of course content related to Module Readings.
- Case Study - Assessment Analysis Project: Analyze student Present Levels of Educational Performance, and a variety of assessment results to determine Continuum of Services.
- Case Study Continued - IEP Goal Development Project: Based on analysis of Various Assessments outlined during Assessment Analysis, create an IEP with proposed goals and objectives.
- Case Study Continued - Transition Planning Project: Examine student progress in comparison to long-term and short-term goals set out by the IEP team and the Student as a part of the IEP team. Create a transition plan.

#### SPED 3520 Behavior Analysis, Intervention, and Support. 3 Credits.

##### Learner Outcomes:

##### Students will...

1. Explain the critical characteristics of applied behavior analysis (ABA).
2. Explain and apply research methods used in ABA.
3. Explain and apply principles of behavior used to address socially significant problems.
4. Explain and apply behavioral assessment procedures, including functional assessment of behavior.
5. Graph, analyze, and interpret behavioral data.
6. Discuss ethical issues related to ABA and possible solutions to ethical dilemmas.

**Direct Measures:**

- Course quizzes and tests: Will be used to evaluate understanding of concepts, vocabulary, and definitions used in the practice of applied behavior analysis (ABA). A basic understanding of the language and framework of ABA is needed to successfully implement these concepts into the classroom.
- Case study: Using a variety of web based resources such as the IRIS site at Vanderbilt University, students will work through scenarios involving a range of student behaviors, determine appropriate responses, and articulate their rationale for interventions.
- Behavior Change Project: Under the supervision of a host teacher, students will work directly with a student with a challenging behavior. Students will be expected to work through the steps of applied behavior analysis that include observing and recording behavior, determining the antecedent, and developing and implementing a behavior change plan.

**SPED 4520 Assessment and Instruction of Individuals With Exceptionalities (IWE). 4 Credits.**

**Learner Outcomes:**

**Students will...**

1. Explain how the abilities, interests, learning environments, and cultural and linguistic factors of individuals with exceptionalities were considered in the selection, development, and adaptation of learning experiences for individual with exceptionalities.
2. Discuss the central concepts, structures of the discipline, and tools of inquiry of the content areas, and organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities

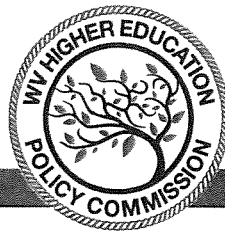
3. Use general and specialized content knowledge for teaching across curricular content areas to plan learning experiences for individuals with exceptionalities by describing and applying behavioral assessment procedures, including a functional assessment of behavior.
4. Design modified instruction of general and specialized curricula to make them accessible to individuals with exceptionalities.
5. Select and use technically sound formal and informal assessments that minimize bias.
6. Use knowledge of measurement principles and practices to analyze assessment results and plan educational decisions for individuals with exceptionalities.
7. Explain how technologies can be used to support instructional assessment, planning, and delivery for individuals with exceptionalities.
8. Design instruction that promotes mastery and promote generalization of learning.
9. Use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators (needs to be part of clinical)
10. Use professional Ethical Principles and Professional Practice Standards to plan practice.

**Direct Measures:**

- Content exams: Students will demonstrate knowledge of formal assessments, informal assessments, instructional methods, and co-teaching models that can be used to support instruction for individuals with exceptionalities.
- Case Studies: Students will review contextual and assessment data for individuals with exceptionalities. Based on this information, the students will write individualized instructional objectives and select appropriate instructional strategies/methods to design lessons to meet the needs of the students in the case studies.
- Assessment Activity: With guidance from their host teachers, students will administer formal and informal assessments in reading and math. The student will document and analyze assessment results and provide recommendations for instruction.
- Strategies Project: With guidance from their host teachers, students will review data on the students in their clinical placements. Based on the data, the students will design and implement lessons using an appropriate evidence-based cognitive strategy. The project will include a rationale for the strategy selected based on student data, lesson plans, and reflection on instruction. Students will include suggestions for collaboration with colleagues to support mastery and generalization of strategies.



Bruce L. Berry, M.D.  
*Chair*



Paul L. Hill, Ph.D.  
*Chancellor*

Leading the Way:

*Access. Success. Impact.*

West Virginia Higher Education Policy Commission

*1018 Kanawha Boulevard, East, Suite 700  
Charleston, West Virginia 25301  
www.hepc.wvnet.edu*

June 1, 2015

Dr. Maria Rose  
President  
Fairmont State University  
1201 Locust Avenue  
Fairmont, WV 26554

Dear President Rose:

The West Virginia Higher Education Policy Commission at its meeting on May 29, 2015, approved the request of Fairmont State University to offer the additional teaching endorsement in Multicategorical Special Education Certification, within the Bachelor of Arts in Education, effective Spring 2016. This teacher education specialization must also be approved by the West Virginia Department of Education prior to implementation.

Sincerely,

Paul L. Hill  
Chancellor

cc: Dr. Christina Lavorata, Provost  
Dr. Corley Dennison, III, Vice Chancellor for Academic Affairs

**From:** Robert Hagerman [<mailto:rhagerma@k12.wv.us>]  
**Sent:** Wednesday, July 08, 2015 3:23 PM  
**To:** Crislip-Tacy, Carolyn  
**Cc:** Linda Bragg  
**Subject:** Your recent program submission was approved by the WVBE

Good afternoon,

Congratulations! Your recent submission of the new Multi-Categorical undergraduate licensure program was officially approved by the West Virginia Board of Education at its meeting today as recommended by the Educator Preparation Program Review Board (EPPRB).

You will receive official correspondence regarding the approval in the next couple of weeks.

Please do not hesitate to contact Linda Bragg or me if we may be of any assistance.

Sincerely,  
Robert

Robert Hagerman  
*Assistant Director*  
*Office of Professional Preparation*



Building 6, Room 304  
1900 Kanawha Boulevard East  
Charleston, WV 25305-0330  
[304.558.7010](tel:304.558.7010) P  
[800.982.2378](tel:800.982.2378) P  
[304.558.7843](tel:304.558.7843) F  
E-mail: [rhagerma@k12.wv.us](mailto:rhagerma@k12.wv.us)  
[wvde.state.wv.us](http://wvde.state.wv.us)



*The information contained in this e-mail message may be confidential information, and may also be privileged. If you are not the intended recipient, any use, interference with, disclosure or copying of this material is unauthorized and prohibited. If you have received this message in error, please notify us by return email and delete the original message.*