COURSE CHANGE REQUEST
Graduate Programs

FLORIDA ATLANTIC UNIVERSITY

Department Special Education

College Education

UGPC Approval _____
UFS Approval _____
SCNS Submittal _____
Confirmed _____
Banner _____
Catalog _____

Current Course Prefix and Number EEX 6942	*Current* Course Title Field Project in Exceptional Student Education

Syllabus must be attached for ANY changes to current course details. See Template. Please consult and list departments that may be affected by the changes; attach documentation.

Change title to:
Field Project in Special Education

Change prefix

    From: To:

Change course number

    From: To:

Change credits*

    From: To:

Change grading

    From: To:

Academic Service Learning (ASL) **

    Add ☐   Remove ☐

* See Definition of a Credit Hour.
** Academic Service Learning statement must be indicated in syllabus and approval attached to this form.

Change description to:

Change prerequisites/minimum grades to:

Change corequisites to:

Change registration controls to:

Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade.

Effective Term/Year for Changes: Summer 2023	Terminate course? Effective Term/Year for Termination:

Faculty Contact/Email/Phone Dr. Lisa Finnegan/Lfinnegan@fau.edu

Approved by		Date
Department Chair	*R. Ra~~~*	3/13/2023
College Curriculum Chair	*Paul R. Peluso*	3/23/2023
College Dean		4/10/2023
UGPC Chair		
UGC Chair		
Graduate College Dean		
UFS President		
Provost		

Email this form and syllabus to UGPC@fau.edu 10 days before the UGPC meeting.

FAU.
COLLEGE OF EDUCATION
Florida Atlantic University

Department of Exceptional Student Education
College of Education
Florida Atlantic University
Semester

Instructor:
Office:
Phone:
E-mail:
Office Hours:
Class Day/Time:

COURSE NUMBER: EEX 6942
CRN:

COURSE TITLE: Field Project in ~~Exceptional Student~~ Special Education

CATALOG DESCRIPTION:
The Field Project is an individually designed, practical learning experience. It serves as one option for the culminating experience for students in the ESE Master's Degree track for experienced special educators. The Field Project will extend and integrate the student's professional knowledge and experience.

INSTRUCTOR"S DESCRIPTION:
This is a capstone course for your master's program. Some MED programs have comprehensive exams, some have thesis projects, and others have field projects. All of these options designate the end of the program. Your chance to show off all that you have learned, or all that we have hoped you have learned. Your field project should be a project that you get excited about---something that you can use in your daily teaching life. Or something that you want to learn more about because you are curious about it. It can be research based, or it can be project based. Your call. Well you and your faculty mentor. First, think of a project idea, then think of a faculty member to work with you and move ahead from there.

PREREQUISITE
Permission of the instructor

COURSE CONNECTION TO CONCEPTUAL FRAMEWORK:
As a reflective decision-maker the student will make informed decisions, exhibit ethical behavior, and provide evidence of being a capable professional through

the development of a systematic observation and reflection plan, a classroom improvement plan, and by disseminating the result of the project.

REQUIRED TEXTS:
Students selecting this option will develop a personalized list of readings germane to the topic of the Field Projects. The readings will include a minimum of 5-8 literature sources targeting ESE content knowledge as well as other fields of pedagogy.

TECHNOLOGY:

E-mail: Your FAU email address will be used.

Critical Assignments, *Live Text*, and the COE Assessment System
Many courses in the ESE Department contain Critical Assignments (CAs), and the Department requires that students demonstrate mastery in these CAs. For *this* course however, students do not need to purchase *Live Text* to track the CA. Students are advised that they might need to purchase *Live Text* for other courses in the College of Education or this Department.

GUIDELINES USED IN DEVELOPING COURSE OBJECTIVES:

- CEC International Standards for the Preparation and Certification of Special Education Teachers

COURSE OBJECTIVES:

Successful students will demonstrate the following skills:
1. identify a classroom problem and set goals for improvement (CEC cc9K4)
2. develop and implement a classroom improvement plan (CEC cc9K4; EAP a.1.a, a.1.b; ESOL D1: S1.1.a, D1:S1.1.e)
3. collect and evaluate student products; identify extent to which project resulted in classroom improvements (CEC cc8S5; cc8S8)
4. share description of project in oral and written forms (CEC cc9K3; cc9S8; cc9S12; EAP 4.2.e)

COURSE REQUIREMENTS:

Students enrolled in the Field Project will:
1. Develop a systematic observation and reflection plan:
   - Observe students while engaged in learning
   - Analyze their work products
   - Compare their learning to teacher, family, or personal expectations

EEX 6942

By doing this, the student will identify an area of interest and develop a field project (e.g., a classroom improvement plan).

2. Develop and implement a classroom improvement plan or other applied project.
    Each improvement plan should include the following elements:
    Project target
    Instructional Focus (What strategies will be used?)
    Instructional Question(s) (What specific learning will occur?)
    Data Collection (What measures or assessments will provide evidence of student learning?)
    Support (What support will be needed from colleagues?)

3. Collect and evaluate students' (or others') products:
    The plan for the Field Project will specify the methods used to provide evidence of learning. These methods should incorporate observations, student products, etc. This might also include procedures for students to develop their own methods to measure progress (e.g.; interim assessments, unit tests, work products, problem solving activities, etc.). The student should develop unique methods that are easy to administer, score, and analyze. One last consideration is to collect evidence from a variety of sources.

4. Share description of project in oral and written forms:
    Student will share the description of the project and outcomes of the classroom improvement plan using one of several different dissemination methods including:
    *   A paper describing the project
    *   A presentation at a local/state/regional conference
    *   Submission of paper to journal
    *   "Brown Bag" presentation
    *   A scholarly paper describing the project
    *   A web based presentation

    The specific method will be determined by the student and the supervising faculty.

A Field Project Plan must be submitted 8 weeks prior to enrollment in the course and a designated faculty member must approve the plan.

PROFESSIONAL ETHICS / POLICIES AND EXPECTATIONS
Students, as reflective decision-makers, choose to practice ethical behavior while planning and conducting project activities, which includes maintaining high standards of confidentiality with student information. ESE students are expected to demonstrate a professional demeanor in this course including attendance,

participation and responsible attention to requirements and deadlines necessary for the successful completion of the ESE program. ESE students are also expected to demonstrate a professional demeanor when disseminating information about the project to families and other professionals.

TEACHING METHODOLOGIES:

Methods of instruction include discussions with faculty and colleagues, modeling, guided practice, and media presentations. Participants will acquire knowledge and skills that will enhance their professional development involving students with exceptionalities, including students from various cultural, religious, ethnic, socioeconomic and language backgrounds.

ASSESSMENT PROCEDURES:

Identification of classroom problem	50 pts
Development and implementation of classroom improvement plan	50 pts
Evaluation of the Data (student products)	50 pts
Sharing of project	100 pts
Total points	250 pts

GRADING (FAU GRADING SCALE):

Activity scores are cumulative and the grade scale represents percentage of total points earned.

A =	93-100	A- =	90-92	B+=	87-89	B =	83-86
B-=	80-82	C+=	77-79	C =	73-76	C-=	70-72
D+=	67-69	D =	63-66	D-=	60-62	F =	Below 60

POLICIES AND PROCEDURES

UNIVERSITY ATTENDANCE POLICY:

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of nonattendance. Attendance includes active involvement in all class sessions, class discussions, and class activities, as well as professional conduct in class.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-sponsored activities (such as athletic or scholastic team, musical and theatrical performances, and debate activities). It is the student's responsibility to give the instructor notice prior to any anticipated absence, and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved

EEX 6942

reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Classroom Etiquette Policy. All students are expected to demonstrate professional and ethical behavior in class and in school environments. Professional behavior in class includes preparedness, punctuality with assignment submission, and active participation in all course activities. Professionalism is also demonstrated by a student's ability to cooperate and collaborate with colleagues and faculty in this course. In addition, some information in this course will be sensitive by nature, it is important that students demonstrate ethical behavior in application of concepts and skills learned. Although there is no point value applied to professionalism, point values equivalent to 1 letter grade may be deducted from the overall course grade of any student who continually neglects to demonstrate professional behaviors.

Policy on the Recording of Lectures. Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited. Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.

Attendance Policy. Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Counseling and Psychological Services (CAPS) Center. Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to http://www.fau.edu/counseling/

Disability Policy. In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/ or phone. Boca 561-297-3880; Davie 954-236-1222, or Jupiter- 561-799-8585. TTY: 711

Code of Academic Integrity. Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high-quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001.

PROFESSIONAL ETHICS/POLICIES AND EXPECTATIONS:

Students, as reflective decision-makers, choose to practice ethical behavior during class, in the university community, and while participating in field experiences. ESE students are expected to demonstrate a professional demeanor in their FAU courses including attendance, participation and responsible attention to requirements and deadlines necessary for the successful completion of the ESE program. ESE students are also expected to demonstrate a professional demeanor in field experience settings through their dress, actions, and sensitivity to the students, teachers and administrators at the host schools.

EMAIL/WEBCOURSE COMMUNICATION POLICY: Please allow your instructor 24 hours to respond to an email. Teachers and school staff constantly use email as they communicate so please practice professionalism through all

EEX 6942

communication within this course with your instructor and with your classmates. When writing an email, please conduct yourself in a professional manner and use a salutation (Dear Dr.___) and a signature (E.g., Sincerely, your name). Please also be professional with all communication within the course. In addition, please use **people first** language. What is people first language? (http://www.disabilityisnatural.com/explore/people-first-language)

CAVEAT:
The instructor reserves the right to change the schedule, assignments, and/or evaluation criteria throughout the semester. Any changes will be announced to the class with sufficient notice to prepare for the changes. It is your responsibility to keep informed about assignments

EEX 6942
Field Project in Exceptional Student Education
Field Project Guide

What is the Field Project in Exceptional Student Education?

The Field Project in ESE is a culminating activity for students in the Experienced Special Educator track of the ESE Master's Degree program. It is intended to help students synthesize their master's experience, and apply their knowledge and skills to an applied problem in a classroom. In the Field Project students will develop a systematic observation and reflection plan in which they will:

- Observe students while engaged in learning;
- Analyze their work products; and
- Compare their learning to teacher, family, or personal expectations.

The Field Project should represent a student's area of interest and result in a classroom improvement plan. The specific project will be developed by the student in conjunction with a supervising faculty member. Because Field Projects require planning and collaboration with faculty, a *Field Project Plan must be submitted 8 weeks prior to enrolling in the course, and a designated faculty member must approve the plan.*

How Should I Propose My Project, and How Do I Present the Project When It Is Done?

The following guide should be used to prepare a description of the proposed project. You will refer t it again at the completion of the project, to prepare a report of what you actually did.
For the proposal: respond to the questions in sections 1.0 and 2.0.
For the completed project: revisit information presented in proposal (sections 1.0 & 2.0) and respond to questions in 3.0 & 4.0.

1.0 Rationale for the Project (Identification of a Problem)

    1.1 What is the topic or issue you want to address?

        -       How did you identify this topic?
        -       Have others asked this question before you?

        (This is the brief research review - give the reader an idea of the history of the topic. This is not an exhaustive review of literature)

1.2 Why is this topic or issue important to address?

- What are you hoping to learn from this project?
- When you answer this question, what value will it have for your practice?
- How will this influence what you do on your own professional role or classroom?

2.0 How Will You Conduct the Project? (Development of the Plan)

2.1 What data you will collect?

The improvement plan should specify the methods used to provide evidence of student learning. These methods might include observations, student products, interim assessments, unit tests, work products, problem solving activities, etc. Provide examples of any surveys, data collection charts, quizzes, or student samples that you use.

2.2 How you will collect the data?

Describe the data collection strategy. How often will you collect data? Who will do it? If a time line will help explain this, then add one here.

2.3 What strategies or interventions or teaching activities will you implement to trigger the classroom improvements?

Describe the intervention you will use, how often it will be implemented, and anything else that will help readers "see" what you proposed to do. Provide examples to make this clear.

3.0 Project Outcomes (Evaluation of the Data)

3.1 What did you learn?

Describe what happened. Summarize the results; show the data.

3.2 Why do you think things worked out that way?

You can speculate here. Talk about surprises, affirmations, etc.

3.3 What should happen next?

What tips, caveats, and warnings would you give the next person who wants to study this topic? What will you do with the information you

learned? How would other educators benefit from knowing about your project?

4.0 Share your project in oral and written form.

Present the method and outcomes of the classroom improvement project as a paper, as well as in an oral presentation. You can use various dissemination methods including:

- A presentation at a local / state / regional conference;
- Submission of paper to journal;
- "Brown Bag" presentation;
- A scholarly paper describing the project;
- A web based presentation.

References

Broward County Public Schools (2000). *Action research: A framework to improve student learning and teaching practices.* Fort Lauderdale, FL: Broward County Public Schools

Glanz, J. (1998). *Action Research: An educational leader's guide to school improvement.* Norwood, MA: Christopher-Gordon Publications.

Little, M., & Rawlinson, D. (2002). *Becoming an action researcher to improve learning in your classroom.* Tallahassee, FL: Florida Department of Education:

Sagor, R. (1992). *How to conduct collaborative action research.* Alexandria, VA: ASCD.

Stringer, E.T. (1999). *Action research (2nd Ed.)* Thousand Oaks, CA: SAGE.

APPENDIX A
GUIDELINES USED TO DEVELOP THIS COURSE.

The instructor has included the guidelines of knowledge and skills related to the goal and objectives of this course for special education teachers. The intent is to help the student understand the direction of the course and the relevancy of the material to be learned.

COUNCIL FOR EXCEPTIONAL CHILDREN STANDARDS for EEX 6942

What every special educator must know: Ethics, standards and guidelines for special educators. (6th ed). 2009. Reston, VA: CEC Publications.

Standard 8: Assessment

cc 8S1	Gather relevant background information
cc 8S5	Interpret information from formal and informal assessments
cc 8S8	Evaluate instruction and monitor progress of individuals with exceptional learning needs

Standard 9: Professional and Ethical Practice

cc 9K3	Continuum of lifelong professional development
cc 9K4	Methods to remain current regarding research validated practice
cc 9S8	Use verbal, nonverbal, and written language effectively
cc 9S12	Engage in professional activities that benefit individuals with exceptional learning needs, their families, and one's colleagues

FLORIDA EDUCATOR ACCOMPLISHED PRACTICES 2010

a.2.e	Quality of Instruction: The Learning Environment: Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lesson
a.1.a.	Quality of Instruction: Instructional Design and Lesson Planning: Aligns instruction with state-adopted standards at the appropriate level of rigor
a.1.b.	Quality of Instruction: Instructional Design and Lesson Planning: Sequences lessons and concepts to ensure coherence and required prior knowledge

FLORIDA STANDARDS FOR ESOL ENDORSEMENT 2010

D1, S1.1.a   Understand and apply knowledge about cultural values and beliefs in the contexts and teaching and learning of ELLs from diverse backgrounds and at varying English proficiency backgrounds

D1, S1.1.b   Understand and apply knowledge of concepts of cultural competence particularly knowledge bout how cultural identities affect learning and academic progress for students from diverse backgrounds and at varying English proficiency levels

EEX 6942