

Supervisors of Instructional Support Services Report

September 2016

Sandy Carr and Pat Holland

Curriculum Development

NOCTI: Sandy and Pat worked with Remle Moyak, Career Planning Coordinator, to identify students needing accommodations for both the NOCTI pre-test scheduled for October and the NOCTI written and hands-on testing in April.

Articulation: Gannon University would like to establish an articulation agreement with our Early Childhood Education program. We have received a curriculum matrix from Gannon University to determine the alignment of courses.

Special Education

The restructured Student Support Service System is working well. We have asked our instructors to take an even more active role in helping identify the specific needs our students with disabilities. Our goal is still to provide the direct supports that our students need. The work has focused on trying to be even more efficient in diagnosing the supports needed by our students and then administered by the instructional aides.

Literacy

Reading and writing continue to be a priority at ECTS this year. A number of teachers have tweaked the use of journals by connecting them to specific cognitive tasks in their labs. In Art and Design for Business, for instance, the instructor is having first year students explore books about different artists and art techniques. After students preview and peruse the books, they write about the subject of the books in their journals; then once a week a student will “teach” a group of fellow students about the content of the book. Another instructor is using the journals to teach students how to write correspondences, in this case thank you letters. Once a month students write a rough draft in their journal, and then they turn that practice letter into a polished note that gets mailed to a recipient in the community. Ms. Grimes continues to assist students in writing other types of technical writing, such as résumés and cover letters for co-op positions and final portfolios.