

COURSE INFORMATION			
Course Prefix/Number:	EEX4833	Course Title:	Practicum in Special Education
Number of Credits:	3	Clock Hours:	
Course Action	<input type="checkbox"/> Add New Course <input checked="" type="checkbox"/> Modify Existing Course <input type="checkbox"/> Delete Course		
Degree Type	<input type="checkbox"/> B.A.S. <input checked="" type="checkbox"/> B.S. <input type="checkbox"/> C.P.P. <input type="checkbox"/> A.A. <input type="checkbox"/> A.S. <input type="checkbox"/> A.A.S. <input type="checkbox"/> A.T.C. <input type="checkbox"/> C.C.C. <input type="checkbox"/> C.T.C.		
Credit Type	<input checked="" type="checkbox"/> 01 (A&P) <input type="checkbox"/> 02 (PSV/OCCUP) <input type="checkbox"/> 03 (College Prep) <input type="checkbox"/> 05 (PSAV) <input type="checkbox"/> 15 (EPI)		
Course Type	<input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Lab <input type="checkbox"/> Lecture/Lab Combo <input type="checkbox"/> Internship <input type="checkbox"/> Clinical <input type="checkbox"/> College Prep		
Curriculum Report:	90 / May 2012		
COURSE DESCRIPTION			
<p>The student will plan, develop, and implement literacy strategies and pedagogic methods that meet the needs of students with diverse learning styles in grades K-12. The student will learn to utilize action research methodology, assessment principles, and remediation strategies to determine the effectiveness of a literacy strategy. Sixty hours of clinical experience are required. (3 hr. lecture)</p>			
Prerequisite(s):		Co-requisite(s):	
		RED4519 with a minimum grade of C	
COURSE COMPETENCIES			
Legend:			
1. Communication		6. Social Responsibility	
2. Numbers / Data		7. Ethical Issues	
3. Critical thinking		8. Computer / Technology Usage	
4. Information Literacy		9. Aesthetic / Creative Activities	
5. Cultural / Global Perspective		10. Environmental Responsibility	
Course Competency		Learning Outcome	
Competency 1: The student will design and manage K-12 literacy classroom environments which are responsive to the diverse needs of students by:			
1. Designing appropriate individualized learning activities for use by students with disabilities in the general education and inclusion classroom.			
2. Analyzing the literacy needs of students with/without disabilities as demonstrated through their classroom behavior and performance.			
3. Developing and/or selecting and using instructional content, materials, resources, and strategies that respond to cultural, linguistic, communication, disability, and gender differences.			
Competency 2: The student will apply knowledge of appropriate curricula and classroom pedagogic methods by:		9. Aesthetic / Creative Activities	
1. Identifying a repertoire of techniques for establishing smooth, efficient, and well-paced routines in a literacy based classroom.			
2. Designing, implementing, and evaluating instructional programs that enhance social participation across environments.			
3. Identifying and utilizing data collection strategies to assess student literacy behavior.			
4. Making responsive adjustments to instruction based on continual observations.			
Competency 3: The student will apply knowledge of effective formative and		2. Numbers / Data	

summative assessment to drive instruction by:	8. Computer / Technology Usage
1. Analyzing and applying data from multiple assessments and measures to diagnose students' learning needs, informing instruction based on those needs, and driving the learning process.	
2. Designing and aligning formative and summative assessments that match learning objectives and lead to mastery.	
3. Using a variety of assessment tools to monitor student progress, achievement, and learning gains.	
4. Modifying assessments and testing conditions to accommodate learning styles and varying levels of knowledge.	
5. Sharing the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s).	
6. Applying technology to organize and integrate assessment information.	
Competency 4: The student will recognize the characteristics of life-long learners by:	4. Information Literacy 6. Social Responsibility 7. Ethical Issues
1. Identifying the purposes and functions of professional and advocacy organizations relevant to educating students with disabilities.	
2. Conducting professional activities in compliance with applicable laws and policies.	
3. Participating in the activities of professional organizations relevant to individuals with disabilities.	
4. Engaging in targeted professional growth opportunities and reflective practices, both independently and in collaboration with colleagues.	
5. Identifying organizations and publications relevant to individuals with disabilities.	
6. Discussing ethical responsibility to advocate for appropriate services for individuals with disabilities.	
7. Conducting self-evaluation of instruction.	
8. Reflecting on one's practice to improve instruction and guide professional growth.	