

Course Competencies Template - Form 112

GENERAL INFORMATION			
Name: Dr. Susan Neimand	Phone #: (305) 237-6152		
Course Prefix/Number: EEX 4834	Course Title: Practicum in Special Education		
Number of Credits: 3			
Degree Type	<input type="checkbox"/> B.A. <input checked="" type="checkbox"/> B.S. <input type="checkbox"/> B.A.S <input type="checkbox"/> A.A. <input type="checkbox"/> A.S. <input type="checkbox"/> A.A.S. <input type="checkbox"/> C.C.C. <input type="checkbox"/> A.T.C. <input type="checkbox"/> V.C.C		
Date Submitted/Revised: 02/13/08	Effective Year/Term: 20081		
<input checked="" type="checkbox"/> New Course Competency <input type="checkbox"/> Revised Course Competency			
Course to be designated as a General Education course (part of the 36 hours of A.A. Gen. Ed. coursework): <input type="checkbox"/> Yes <input type="checkbox"/> No			
The above course links to the following Learning Outcomes: <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Numbers / Data <input checked="" type="checkbox"/> Critical thinking <input checked="" type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Cultural / Global Perspective </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Social Responsibility <input type="checkbox"/> Ethical Issues <input checked="" type="checkbox"/> Computer / Technology Usage <input type="checkbox"/> Aesthetic / Creative Activities <input type="checkbox"/> Environmental Responsibility </td> </tr> </table>		<input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Numbers / Data <input checked="" type="checkbox"/> Critical thinking <input checked="" type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Cultural / Global Perspective	<input type="checkbox"/> Social Responsibility <input type="checkbox"/> Ethical Issues <input checked="" type="checkbox"/> Computer / Technology Usage <input type="checkbox"/> Aesthetic / Creative Activities <input type="checkbox"/> Environmental Responsibility
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Course Description (limit to 50 words or less, must correspond with course description on Form 102): This course provides opportunities to plan, collaborate, and implement strategies and pedagogic methods for creating a research based instructional curricula for students in grades K-12. Students will learn to develop and implement curricula and instructional approaches that correspond to diverse learning styles. Forty contact hours of field experience are required.			
Prerequisite(s): EDG 4376, EDG 3411, TSL 3520	Corequisite(s): RED 4519		

Course Competencies: (for further instruction/guidelines go to: <http://www.mdc.edu/asa/curriculum.asp>)

Competency 1: The student will be able to design and manage K-5 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. (FEAP 3)
2. Analyzing the needs of students with/without disabilities as demonstrated through their classroom behavior and performance. (GC4S12)
3. Developing and/or selecting and using instructional content, materials, resources, and strategies that respond to cultural, linguistic, communication, disability, and gender differences.
4. Designing, sequencing, and implementing appropriate lesson plans in the K-12 setting to carry out the goals and objectives of students across curriculum domains, disability categories, and age levels. (FEAP 3, 10, CC4S4)
5. Selecting, planning, and coordinating activities of related services personnel to maximize direct instruction for individuals with disabilities. (GC10S2)
6. Using local community, and state and provincial resources to assist in programming with individuals with disabilities.
7. Identifying prevention and intervention strategies for individuals at risk for a disability. (GC4K4)

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Competency 2: The student will demonstrate an understanding of appropriate curricula and classroom management pedagogic methods by:

1. Identifying a repertoire of techniques for establishing smooth, efficient, and well-paced routines. (FPE 9.3, FEAP 9)
2. Designing, implementing, and evaluating instructional programs that enhance social participation across environments. (GC7S8)
3. Identifying and utilizing data collection strategies to assess student behavior. (FESE 3.2)
4. Making responsive adjustments to instruction based on continual observations. (CC7S13)
5. Using instructional time effectively. (CC7S12)
6. Using verbal, nonverbal, and written language effectively. (CC10S8)
7. Using procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, and self-esteem. (CC4S5)
8. Modeling techniques and coaching others in the use of instructional methods and accommodations. (CC10S8)

Competency 3: The student will serve as a role model relative to the rights to privacy, confidentiality, needed services and supports for individuals with disabilities by:

1. Identifying state and federal legislation and case law that have affected the education of students with disabilities. (CC 1.1)
2. Identifying the classification systems and eligibility criteria under the current Individuals with Disabilities Education Act (IDEA). (CC 1.3)
3. Identifying characteristics of, and intervention strategies, for students with disabilities. (FEAP 7.5)
4. Involving the individual and family in setting instructional goals and monitoring progress. (CC7S3)
5. Identifying the role of teachers on collaborative teams (e.g., IEP, 504, PNP, SST). (FEAP 2, 11)
6. Identifying and utilizing effective methods of communication, consultation, and collaboration with students, families, parents, guardians, administrators, general education teachers, paraprofessionals, and other professionals as equal members of education teams. (FEAP 2, 3)
7. Exhibiting the ability to maintain confidential communication about individuals with exceptional learning needs.
8. Recognizing the roles and responsibilities of IEP and Child Study Team members. (GC10S1)
9. Developing and implementing comprehensive, longitudinal individualized programs in collaboration with team members.

Competency 4: The student will demonstrate knowledge of the medical and etiological aspects of special needs students by:

1. Identifying the etiologies and medical aspects of conditions affecting individuals with disabilities. (GC2K3)
2. Discussing the psychological and social-emotional characteristics of individuals with disabilities.
3. Recognizing the types and transmission routes of infectious disease. (GC2K5)
4. Discussing the effects of various medications on individuals with exceptional learning needs. (CC2K7)
5. Recognizing the impact of sensory impairments, physical, and health disabilities on individuals, families, and society. (GC2K2)
6. Identifying common etiologies and the impact of sensory disabilities on learning and experience. (GC2K5)
7. Designing and implementing curriculum and instructional strategies for medical self-management procedures. (GC7S7)
8. Demonstrating the use of universal precautions. (CC5S16)

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Competency 5: The student will design and develop programs to aid in the transition process by:

1. Identifying activities relevant to the four stages of the transition process and career development (e.g., awareness, exploration, preparation, and placement). (FEAP 7, CC4S6)
2. Demonstrating knowledge of the effects an exceptional condition(s) can have on an individual's life. (CC3K1)
3. Discussing the required components of Individual Educational Plans, Family Support Plans, and Individual Transition Plans.
4. Identifying effective methods of communication, consultation, and collaboration with students, families, parents, guardians, administrators, general education teachers, paraprofessionals, and other professionals as equal members of education teams. (CC10S9, CC10S10)
5. Collaborating with team members to plan transition to adulthood that encourages full community participation and relating levels of support to the needs of the individual. (GC 3S1, GC10S4)
6. Utilizing resources and techniques used to transition individuals with disabilities into and out of school and post school environments. (GC4S8)
7. Recognizing career, vocational, and transition programs for individuals with disabilities. (GC7K2)

Competency 6: The student will demonstrate the characteristics of life-long learners by:

1. Identifying the purposes and functions of professional and advocacy organizations relevant to educating students with disabilities.
2. Identifying and participating in professional development experiences that will enhance teacher performance and improve student achievement. (FEAP 3,11)
3. Conducting professional activities in compliance with applicable laws and policies. (CC9S4)
4. Participating in the activities of professional organizations relevant to individuals with disabilities. (GC9S1)
5. Engaging in professional activities that benefit individuals with exceptional learning needs, their families, and one's colleagues. (CC9S12)
6. Structuring, direct, and supporting the activities of para-educators, volunteers, and tutors. (CC5S15, CC10S11)
7. Identifying organizations and publications relevant to individuals with disabilities.
8. Discussing ethical responsibility to advocate for appropriate services for individuals with disabilities. (GC9K2)
9. Practicing within one's skill limit and obtain assistance as needed.
10. Conducting self-evaluation of instruction. (CC9S7)
11. Reflecting on one's practice to improve instruction and guide professional growth.

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