



Special Education: Methods

UNIVERSITY OF SOUTH ALABAMA
LEADERSHIP AND TEACHER APPLICATION
SPECIAL EDUCATION AREA
COURSE SYALLBUS

College Conceptual Framework:

A purpose of this course will be to prepare professional educators through teaching, research, and service to be committed to life-long learning and to facilitating the process of building better communities.

College Knowledge Base Statement:

The unit (College of Education) prepares systematic, problem solving educator: reflective, technologically skilled, interactive facilitators capable of versatile decision making in diverse settings. The Knowledge Base of the unit contains three elements: philosophical base, current research, and systematic problem solving. Reflective experiences are the threads of commonality that bind the elements together.

Department Statement:

The Department of Leadership and Teacher Education (area of Special Education) trains teachers in categorically unique areas of specialization. They are provided with a knowledge base related to (a) specific areas of study, (b) legal and ethical considerations within the field, and (c) models of teaching and learning. Through a combination of classroom and intensive field experiences, prospective teachers master the technical skills needed to provide systematic, individualized instruction to students with special needs, promote student welfare, and serve as effective professional team members across diverse educational settings. The training process emphasizes behavioral and ecological approaches to meeting the personal and educational needs of exceptional students across the lifespan.

Course Information

1.1	Title:	Initial Field Experience in Special Education Setting
1.2	Number:	SPE 205 (1/2 day week)
1.3	Credit:	One Semester Credit Hour
1.4	Prerequisites:	None
1.5	Corequisites:	SPE 400

Course Objectives

2.1 Catalog Description: An in-field opportunity for early field-based practicum in a variety of placements for Special Education majors. To be taken with SPE 400.

2.2 Elaboration: Students are placed in settings related to the student's major areas of study in the survey course. This course, SPE 205, provides experiences in the schools designed to assist the student in making wise career choices and is required as a part of the selection admission to teacher education process.

General Course Objectives:

1. Gain, by practical experience, knowledge and understanding of the unique and individual needs of exceptional learner with various handicapping conditions and from a variety of cultural backgrounds.
2. Apply theory learned in course work to actual children and programs.
3. Develop ability to observe and record observations on exceptional learners.
4. Develop abilities to interact with professionals and students from different cultural and ethnic populations.
5. Develop materials that are not biased toward any one group.
6. Broaden professional horizons through participation in a wide variety of experiences.
7. Practice, use and develop skills and attitudes relating to exceptional individuals.

Course Topic/Content

1. To develop observational skills in order to better understand and deal with children and the learning environment.
2. To acquire skills in communicating on a professional basis.
3. To become more aware of personal strengths and weaknesses in regards to teaching competencies.
4. To demonstrate the ability to follow directions.
5. To become aware of paraprofessionals and their uses.
6. To improve confidence in ability to cope with the teaching-learning environment.
7. To gain understanding and awareness of the relationships which exist between school and community.
8. To explore "commitment to" or "feeling for" teaching as a profession.
9. To become familiar with the types or records, reports, and files that are required by local, state, and federal agencies.
10. To gain experience in understanding the physical, mental, emotional and social needs of children.

Course Requirements

- 5.1 Assignment: Weekly reports and/or written assignments will be provided in a packet and given to the student at the beginning of the semester.
- 5.2 Activities: Students are expected to be present for all scheduled practicum visits. There will be a minimum of eleven weeks of actual on-site practicum experience for a minimum of 44 hours in the classroom. If it is necessary for a student to miss a practicum visit (or any part thereof), it will be necessary for the student to make up the absence. All make up visits must be approved by the Course Instructor. Students should consult the practicum letter for beginning and ending dates since hours and days will vary with each individual situation. School holidays or teacher work days do not require make-up as they are accounted for in the arrangements for practicum.
- 5.3 Attendance: All students are expected to be regular and punctual in attendance. **IF YOU ARE GOING TO BE ABSENT, CALL THE SCHOOL, AND YOUR SUPERVISOR AS EARLY AS POSSIBLE TO ALERT THEM. FAILURE TO DO SO WILL RESULT IN AN UNSATISFACTORY GRADE.** All absences must be made up. Time sheets are to be kept and turned in at the end of the course.
- 5.4 The course will be evaluated by each student filling out S-2 (Record of Practicum Experience) and FCT-2 (Profile of Field Placement) forms at the end of each practicum experience.
- 5.5 The Field Experience Student Evaluation is the Student's responsibility. The cooperating teacher is to complete this form at the end of the first half of the quarter and at the last visit of the student. It is the **STUDENT'S RESPONSIBILITY** to see that these are filled out at the appropriate times and are returned to the instructor. Any student without **BOTH** evaluation forms will receive an "U" in the course.

Procedures for Assessing Candidate Performance (Evaluation and Grading)

This course does not have critical objectives. Evaluation is "S" (Satisfactory) or "U" (Unsatisfactory). Grade will be based on weekly reports and/or assignment, evaluation from the cooperating teacher, and completion of requirements.

As you are embarking on a career as an educator, every assignment should be done in a professional manner. Consider each assignment as if it would be a report to your principal. Your writing skills reflect your level of education and commitment. Remember, parents often have only your written word to form an opinion of you as their child's teacher. Get in the habit now of editing your work and being certain it is free of misspellings, poor grammar ect. You will definitely hear from me if it is done in a haphazard manner.

Statement Regarding Changes in Course Requirements

Since all classes do not progress at the same rate, the instructor may wish to modify the above requirements on their timing as circumstances dictate. For example, the instructor may wish to change the number and frequency of exam, or the number and sequence of assignments. However, you will be given adequate notification.