

**COLLEGE OF EDUCATION  
DEPARTMENTAL COURSE SYLLABUS**

**Department of Special Education  
EEX 6943: Practicum in Special Education**

The following are the required elements of a departmental syllabus in the College of Education.  
**This syllabus should be representative of EVERY section of the course offered in the department.**

*The College of Education CAREs*

The College of Education is dedicated to the ideals of **C**ollaboration, **A**cademic **E**xcellence, **R**esearch, and **E**thics/Diversity. These are key tenets in the Conceptual Framework of the College of Education. Competence in these ideals will provide candidates in educator preparation programs with skills, knowledge, and dispositions to be successful in the schools of today and tomorrow. For more information on the Conceptual Framework, visit:  
[www.coedu.usf.edu/main/qualityassurance/ncate\\_visit\\_info\\_materials.html](http://www.coedu.usf.edu/main/qualityassurance/ncate_visit_info_materials.html)

1. **Course Prefix and Number:** EEX 6943
2. **Course Title:** Practicum in Special Education
3. **Regular Instructors:** Dr. Elizabeth Doone  
Dr. Phyllis Jones
4. **Course Prerequisites:** Admission to program and consent of instructor
5. **Course Description:** This is an individualized course that is tailored to meet individual student needs based upon previous experience, previous degrees, and individualized planned program. The purpose of EEX 6943 is to provide a supervised clinical experience for students who are training to become teachers of children who have behavior disorders, mental retardation, and learning disabilities. This practicum requires students to demonstrate their skills in applying concepts, theories, and research studies during the course work when working with children who have the above disabilities.
6. **Course Goals:**
  - 1.0 Assess the educational and behavioral needs of students with disabilities.
  - 2.0 Manage and motivate students with disabilities.
  - 3.0 Instruct students with disabilities in both group and individual settings for both diagnostic and remedial purposes.

4.0 Consult and collaborate with colleagues, families, and other professionals about student needs.

## **7. Course Objectives &/or Content Outline:**

- 1.0 Assess the educational and behavioral needs of students with disabilities.
  - 1.1 Read and apply test data obtained from other professionals' reports.
  - 1.2 Administer, score, and interpret a variety of norm-referenced and criterion-referenced assessment measures.
  - 1.3 Conduct error analyses.
  - 1.4 Plan and conduct systematic observations of children in various educational settings.
  - 1.5 Administer and interpret informal child self-report and teacher/parent behavior ratings.
  - 1.6 Use a variety of assessment data for IEP planning.
  - 1.7 Write assessment reports integrating the results of several different tests.
  - 1.8 Select administer, score, and interpret measures that are appropriate for evaluating one's instructional program.
- 2.0 Manage and motivate students with disabilities.
  - 2.1 Plan and implement prevention strategies (e.g., room arrangement, schedules, rules and shared expectations for behavior, smooth transitions, etc.).
  - 2.2 Plan and implement individualized behavior management strategies such as contracts, point and level systems, and self-monitoring.
  - 2.3 Shape students behaviors by increasing appropriate behaviors and decreasing inappropriate behaviors through systematic rewards.
  - 2.4 Plan, conduct, and evaluate individual behavior change programs.
  - 2.5 Possess knowledge and skills in conducting problem-solving discussions with students.
  - 2.6 Possess knowledge and skills in crisis management.
- 3.0 Instruct students with disabilities in both group and individual settings for both diagnostic and remedial purposes.
  - 3.1 Select, design, adapt curricula materials to match individual student's needs.
  - 3.2 Plan a sequence of instruction appropriate to individual children (e.g., task analyze objectives, plan activities, and evaluate student mastery).
  - 3.3 Collect and use daily formative data to evaluate student's educational progress.
  - 3.4 Apply direct instruction to teach mastery of basic skills.
  - 3.5 Select and teach appropriate learning strategies.
  - 3.6 Demonstrate knowledge of and ability to teach functional living skills, prevocational and vocational educational skills.
  - 3.7 Demonstrate knowledge of and ability to teach social skills curricula.
- 4.0 Consult and collaborate with colleagues, families, and other professionals about student needs.
  - 4.1 Communicate feelings, thoughts, and wishes tactfully and clearly.
  - 4.2 Demonstrate the ability to apply theories of consultation in clinical practice.
  - 4.3 Assist teachers in modifying their instructional behavior.
  - 4.4 Communicate effectively with parents of exceptional children.
  - 4.5 Demonstrate knowledge of and sensitivity to cultural differences.

- 4.6 Demonstrate knowledge of alternative instructional settings that serve exceptional children.
- 4.7 Demonstrate an understanding of skills and services offered by other professionals and child serving agencies.
- 4.8 Demonstrate the ability to participate appropriately and effectively in conferences with other professionals.
- 4.9 Demonstrate knowledge of legal issues related to assessment, placement, parental rights, confidentiality, etc.

## **8. Evaluation of Student Outcomes:**

Students develop a final portfolio of materials, reports, lesson plans, videos, and various other documentation of mastery of the above listed objectives. See Key Assessment materials and rubric.

### **Program Key Assessment: *Special Education MA Portfolio***

The *Special Education MA Portfolio* is a Program Key Assessment for Department of Special Education MA Program. This assessment is aligned with the USF College of Education Conceptual Framework Outcomes and the National Board Professional Teaching Standards – Exceptional Needs. The Department of Special Education has identified a series of Program Key Assessments throughout the program of study that will be assessed by faculty to determine if the MA student is progressing toward competency in the standards listed above. Students must demonstrate competency by performing satisfactorily on all standards associated with each Program Key Assessment. Satisfactory performance constitutes a score of 3 or above on each of the components in the Program Key Assessment Rubric. If the MA student does not achieve competency on the first attempt, the Program Key Assessment must be re-submitted until competency is achieved. Competency on the Program Key Assessment must be achieved by the date designated in the course syllabus and/or portfolio contract in order to receive a passing grade for the course.

## **9. Grading System:**

To earn a satisfactory grade for the course, the student will complete a satisfactory portfolio. See portfolio key assessment materials and rubric.

**Grading Criteria:** Refer to portfolio rubric

## **10. Recommended Texts and/or Readings: None**

## **11. Attendance and Other Class Policies, if applicable:**

Students are expected to attend all scheduled classes (no cut policy).

**Expectations for Course Participation:** Your involvement in the class sessions will add to your learning and the learning of those around you. Each student is expected to attend class sessions, complete in-class activities/assignments according to the evaluation criteria, and participate in class discussions and activities in a professional courteous manner.

## **12. ADA Statement:**

Students with disabilities are responsible for registering with the Office of Student Disabilities Services in order to receive special accommodations and services. Please notify the instructor during the first week of classes if a reasonable accommodation for a disability is needed for this course. A letter from the USF Disability Services Office must accompany this request.

## **13. USF Policy on Religious Observances:**

Students who anticipate the necessity of being absent from class due to the observation of a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second class meeting.

## **14. Web Portal Information:**

Why are the NetID and USF mail account important to students? Every newly enrolled USF student receives an official USF e-mail account that ends with "mail.acomp.usf.edu." Every official USF correspondence to students will be sent to that account. Students should go to the Academic Computing website (<http://www.acomp.usf.edu>) and select the link "Activating a Student E-mail Account" for detailed information. Information about the USF Web Portal can be found at: <http://www.acomp.usf.edu/portal.html>

## **15. Academic Dishonesty:**

Academic dishonesty (i.e., cheating) is defined as any behavior that results in the misrepresentation of your skills, knowledge, or work as they relate to the course. This includes using other student's ideas and/or help when completing an individual assignment, as well as plagiarism.

Plagiarism is defined as "literary theft" and consists of the unattributed quotation of the exact words of a published text, or the unattributed borrowing of original ideas by paraphrase from a published text. On written papers for which the student employs information gathered from books, articles, web sites, or oral sources, each direct quotation, as well as ideas and facts that are not generally known to the public at large, or the form, structure, or style of a secondary source must be attributed to its author by means of the appropriate citation procedure. Only widely known facts and first-hand thoughts and observations original to the student do not require citations. Citations may be made in footnotes or within the body of the text. Plagiarism also consists of passing off as one's own segments or the total of another person's work.

Punishments for academic dishonesty will depend on the seriousness of the offense and may include assignment of an "F" or a numerical value of zero on the subject paper, lab report, etc., an "F" or an "FF" grade (the latter indicating academic dishonesty) in the course, suspension, or expulsion from the University. A student who receives an "FF" grade may not

use the university's Grade Forgiveness Policy if the course is subsequently repeated. An "FF" grade assigned to indicate academic dishonesty is reflected only on internal records and prevents the student from repeating the course using the Grade Forgiveness Policy. If a student who has been accused of academic dishonesty drops the course, the student's registration in the course will be reinstated until the issue is resolved. Notice that a student has been dismissed for reasons of academic dishonesty may be reflected on the student's transcript with the formal notation: Dismissed for Academic Dishonesty.

**Detection of Plagiarism:** The University of South Florida has an account with an automated plagiarism detection service, which allows instructors to submit student assignments to be checked for plagiarism. As the instructor of this course, I reserve the right to (1) request that assignments be submitted to me as electronic files and (2) electronically submit assignments to *SafeAssignment.com*, or (3) ask students to submit their assignments to *SafeAssignment.com* through *myUSF*. Assignments are compared automatically with a database of journal articles, web articles, and previously submitted papers. Through this service, the instructor receives a report showing exactly how a student's paper was plagiarized. For more information about *SafeAssignment* and plagiarism, go to <http://www.c21te.usf.edu> and click on Plagiarism Resources. For information about plagiarism in the USF undergraduate catalogue, go to: <http://www.ugs.usf.edu/catalogs/0304/adadap.htm#plagiarism>.

#### **16. Academic Disruption:**

Disruption of academic process is defined as the act or words of a student in a classroom or teaching environment which in the reasonable estimation of a faculty member: (a) directs attention from the academic matters at hand, such as noisy distractions; persistent, disrespectful or abusive interruptions of lecture, exam or academic discussions, or (b) presents a danger to the health, safety or well being of the faculty member or students.

Punishments for disruption of academic process will depend on the seriousness of the disruption and will range from a private verbal reprimand to dismissal from class with a final grade of "W," if the student is passing the course, shown on the student record. If the student is not passing, a grade of "F" will be shown on the student record. Particularly serious instances of disruption or the academic process may result in suspension or permanent expulsion from the University.

DEPARTMENTAL COURSE SYLLABUS

Attachment I  
MATRIX

Course Objectives and Topics	Evidence of Achievement	Competencies and Guidelines National Board of Professional Teaching Standards – Exceptional Needs [NBPTS] and USF College of Education Conceptual Framework Outcomes [COE]
<p>1.0 Assess the educational and behavioral needs of students with disabilities.</p> <p>1.1 Read and apply test data obtained from other professionals' reports.</p> <p>1.2 Administer, score, and interpret a variety of norm-referenced and criterion-referenced assessment measures.</p> <p>1.3 Conduct error analyses.</p> <p>1.4 Plan and conduct systematic observations of children in various educational settings.</p> <p>1.5 Administer and interpret informal child self-report and teacher/parent behavior ratings.</p> <p>1.6 Use a variety of assessment data for IEP planning.</p> <p>1.7 Write assessment reports integrating the results of several different tests.</p> <p>1.8 Select, administer, score, and</p>	<p>Portfolio</p>	<p>NBPTS: 1, 2, 3, 4, 8, 9, 10, 12,</p> <p>COE: 1, 2, 3, 5, 6</p>

<p>interpret measures that are appropriate for evaluating one's instructional program.</p>		
<p>2.0 Manage and motivate students with disabilities.</p> <p>2.1 Plan and implement prevention strategies</p> <p>2.2 Plan and implement individualized behavior management strategies.</p> <p>2.3 Shape student behaviors by increasing appropriate behaviors and decreasing inappropriate behaviors through systematic rewards.</p> <p>2.4 Plan, conduct, and evaluate individual behavior change programs.</p> <p>2.5 Possess knowledge and skills in conducting problem-solving discussions with students.</p> <p>2.6 Possess knowledge and skills in crisis management.</p>	<p>Portfolio</p>	<p>NBPTS: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11,</p> <p>COE: 2, 3, 4, 5, 6</p>
<p>3.0 Instruct students with disabilities in both group and individual settings for both diagnostic and remedial purposes.</p> <p>3.1 Select, design, adapt curricula materials to match individual student's needs.</p> <p>3.2 Plan a sequence of instruction appropriate to individual children.</p> <p>3.3 Collect and use daily formative data to evaluate student's educational progress.</p> <p>3.4 Apply direct instruction to teach mastery of basic skills.</p>	<p>Portfolio</p> <p>Personal philosophy of special education</p>	<p>NBPTS: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 14</p> <p>COE: 2, 3, 4, 5, 6</p>

<p>3.5 Select and teach appropriate learning strategies.</p> <p>3.6 Demonstrate knowledge of and ability to teach functional living skills, prevocational and vocational educational skills.</p> <p>3.7 Demonstrate knowledge of and ability to teach social skills curricula.</p>		
<p>4.0 Consult and collaborate with colleagues, families, and other professionals about student needs.</p> <p>4.1 Communicate feelings, thoughts, and wishes tactfully and clearly.</p> <p>4.2 Demonstrate the ability to apply theories of consultation in clinical practice.</p> <p>4.3 Assist teachers in modifying their instructional behavior.</p> <p>4.4 Communicate effectively with parents of exceptional children.</p> <p>4.5 Demonstrate knowledge of and sensitivity to cultural differences.</p> <p>4.6 Demonstrate knowledge of alternative instructional settings that serve exceptional children.</p> <p>4.7 Demonstrate an understanding of skills and services offered by other professionals and child serving agencies.</p> <p>4.8 Demonstrate the ability to participate appropriately and effectively in conferences with</p>	<p>Portfolio</p>	<p>NBPTS: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14</p> <p>COE: 1, 2, 3, 4, 5, 6</p>

other professionals. 4.9 Demonstrate knowledge of legal issues related to assessment, placement, parental rights, confidentiality, etc.		
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