

# Minnesota State University Moorhead

## SPED 567S: Secondary Special Education Practicum

### A. COURSE DESCRIPTION

Credits: 2

Lecture Hours/Week: 0

Lab Hours/Week: 2

OJT Hours/Week: \*.\*

Prerequisites: None

Corequisites: None

MnTC Goals: None

SPED 567S is the advanced practicum when adding a Special Education license to an existing teaching license and/or degree in education. Requires application of current MN Board of Teaching standards in licensure specific areas (Developmental Disabilities (DD), Physical/Health Disabilities (P/HD), Specific Learning Disabilities (SLD), Emotional/Behavioral Disorders (E/BD), and/or Autism Spectrum Disorders (ASD). Candidates must demonstrate proficiency in specific tasks related to each standard as relevant to students in High School Special Education programs.

**B. COURSE EFFECTIVE DATES:** 01/14/2013 - Present

### C. OUTLINE OF MAJOR CONTENT AREAS

### D. LEARNING OUTCOMES (General)

1. Student will complete all professional practicum activities in accordance with legal requirements, best professional practices, and professional codes of ethics.
2. Student will demonstrate skills in applying principles of special methods for teaching students with disabilities.
3. Student will demonstrate skills in designing, modifying, and delivering effective instruction; in selecting, designing, and using conventional or adapted instructional materials, equipment, and technology; and in conducting daily evaluation of lessons for students with disabilities.
4. Student will demonstrate skills in addressing the unique characteristics of students with disabilities from diverse multicultural settings and the influence of those characteristics and experiences on educational assessment, diagnosis, placement, instructional planning, and management.
5. Student will demonstrate skills in all aspects of conducting special education assessments and connecting assessment results to program planning and placement.
6. Student will demonstrate skills in arranging a safe, stimulating learning environment that ensures optimal learning and encourages independence and self-adequacy.
7. Student will demonstrate skills in consulting and collaborating with professionals and families to assure appropriate assessment and programming for students with disabilities.
8. Student will demonstrate skills in promoting appropriate student behavior and in facilitating social and interpersonal skills.

### E. Minnesota Transfer Curriculum Goal Area(s) and Competencies

None

### F. LEARNER OUTCOMES ASSESSMENT

As noted on course syllabus

## **G. SPECIAL INFORMATION**

None noted