Administrative Unit: Education Department
Course Prefix and Number: EDUC 613
Course Title: Practicum: Mild/Moderate Special Education

Digital Descriptions:

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<th>STUDENT DESCRIPTION</th>
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Catalog Description: Application theory of special education as well as legal requirements for students and teachers in authentic teaching situations. A supervised introduction to the multi-faceted role of a special education teacher, including consultant and care manager. Students will spend 120 clock hours in the field and 24 hours in seminar to meet the requirements of the course. May be repeated one time for a total of 6 hours of credit. Prerequisite/Corequisite: Graduate Standing; Completion of EDUC 390 or EDUC 525 for teacher certification; completion of EDUC 527, EDUC 528, EDUC 548, and EDUC 562 for certification in mild/moderate cross-categorical special education. Arranged offering.

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Text: None.

Course Objectives: 1. To provide a systematic process through which a teacher can assume the increasing responsibility to plan, implement, and evaluate special education instruction in an actual school setting;

2. To provide a setting where developing special education teachers can experience the one-on-one counseling with students with mild/moderate disabilities;

3. To provide high quality supervision to the developing special education teacher in the areas of teaching and case management;

4. To provide an opportunity for developing special education teachers to prepare, participate, and help to lead professional meetings such as staffings, IEPs and case meetings;
5. To provide an opportunity for developing special education teachers to observe and participate in case management work with parents and outside agencies;

6. To provide group support through seminars.

Topical Outline:

- confidentiality and the special needs student;
- special education law and due process and the special education teacher;
- adapting whole class lessons to the abilities of individual students;
- preparing information packages on students with special needs for the regular education teacher;
- monitoring the progress of students with special needs in the regular classroom;
- serving as the leader of a multidisciplinary team centered around students on a special education case load;
- carrying out information and formal evaluation of students in and outside the classroom, in both the academic and affective areas;
- assisting in the development of IEP goals for individual students;
- assist in developing transition and/or vocation plans for students with special needs;
- assist in writing a comprehensive report on an individual student.

Recommended maximum class size for this course: 15

Prepared by: Becky Widener, Ph.D.

Name __________________________ Signature __________________________

Date: __________________________

NOTE: The intention of this master course syllabus is to provide a general outline of the contents of this course, as specified by the faculty of Columbia College, regardless of who teaches the course, when it is taught, or where it is taught. This generic outline is not intended to restrict the way any individual faculty member teaches the course. The master syllabus, therefore, should be general enough to allow for a diversity of individual approaches to teaching the course, while at the same time it provides guidance on what the course should cover.