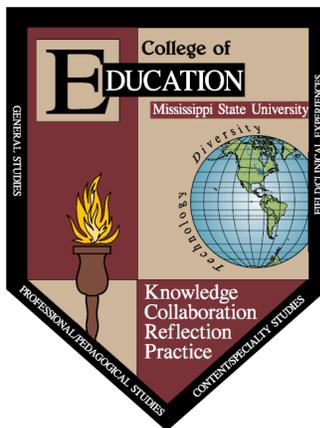


**MISSISSIPPI STATE UNIVERSITY
COLLEGE OF EDUCATION**

**DEPARTMENT of CURRICULUM, INSTRUCTION, and SPECIAL EDUCATION
COURSE SYLLABUS**

Course Prefix & Number:	EDX 8213
Course Title:	Practicum: Remediation of Special Education Populations
Credit Hours:	3 semester hours
Catalog Description:	One hour seminar, three hours practicum. Selection, utilization, and evaluation of specialized remedial materials and techniques with special education populations.

College of Education Conceptual Framework:



The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing superior learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students' educational experiences. The beliefs that guide program development are as follows:

1. **KNOWLEDGE** - Educational professionals must have a deep understanding of the organizing concepts, processes, and attitudes that comprise their chosen disciplinary knowledge base, the pedagogical knowledge base, and the pedagogical content knowledge base. They must also know how to complement these knowledge bases with the appropriate use of technology.
2. **COLLABORATION** - Educational professionals must continually seek opportunities to work together, learn from one another, forge partnerships, and assume positions of responsibility.
3. **REFLECTION** - Educational professionals must be willing to assess their own strengths and weaknesses through reflection. They must also possess the skills, behaviors, and attitudes necessary to learn, change, and grow as life-long learners.
4. **PRACTICE** - Educational professionals must have a rich repertoire of research-based strategies for instruction, assessment, and the use of technologies. They must be able to focus

that array of skills on promoting authentic learning by all students or clients, while exhibiting an appreciation and commitment to the value and role of diversity.

Course Conceptual Framework:

This course includes primarily specialty studies and application in the world of practice.

Course Objectives:

1. The student will demonstrate competency in planning remedial programs based upon the individual needs of the disabled/culturally diverse students in a pluralistic society. CFPO # 2, 4, & 6, INTASC # 1
2. The student will demonstrate the ability to evaluate the effectiveness of their own instruction. CFPO # 8, INTASC # 1
3. The student will demonstrate the ability to evaluate the appropriateness of the materials utilized in teaching disabled/culturally diverse students. CFPO # 11, INTASC # 8
4. The student will demonstrate the ability to write appropriate daily lesson plans for the disabled students. CFPO # 2, INTASC # 1
5. The student will demonstrate competency in developing alternative teaching and intervention strategies. CFPO # 2
6. The student will demonstrate the ability to collaborate/consult with other professionals in planning for optimum educational experiences for disabled students. CFPO # 9, INTASC # 8
7. The student will apply skills of technology in the research endeavors and the reporting of information in response to specific student needs. CFPO # 7

Topics To Be Covered:

1. Curriculum (objective 1) 5 hours
 - a) Goals, outcomes and standards
 - b) General education curriculum with and without modifications
 - c) Life skills curriculum
2. Effective teacher behaviors (objective 2) 2 hours
3. Creating an environment for learning (objective 1 & 6) 3 hours
4. Providing quality instruction through planning (objective 2) 3 hours
5. Selecting Instructional activities (objective 3, 4 & 5) 3 hours
6. Reading interventions (objectives 4, 5, 6 & 7) 4 hours
7. Mathematic interventions (objectives 4, 5, 6 & 7) 4 hours

8. Social Skills interventions (objectives 4, 5, 6 & 7) 4 hours
9. Language arts interventions (objectives 4, 5, 6, & 7) 4 hours
10. Content instruction in the typical classroom (objective 6) 4 hours
11. Student-mediated learning (objective 7) 3 hours
12. Assessment in teaching (objective 1) 5 hours
 - a) Purposes of Assessment
 - b) Methods and tools of assessment
 - c) Making sense of assessment results
 - d) Writing IEP Goals, Benchmarks and objectives.
15. Issues and trends in special education (objective 1) 2 hours

Required Text:

None

Methods of Instruction:

The class will be conducted through

- lecture
- Class discussion
- research activities
- Class demonstrations/presentations.

Suggested Student Activities:

Students will be responsible for:

1. Completing assignments related to material presented in class. (all objectives)
2. Reading all assignments. (all objectives)
3. Doing research on an approved topic from the topic list. (Objectives 1-4, 15)
4. Compiling research into a useable format for the remediation portfolio. (all objectives)
5. Utilizing alternative teaching strategies with a remedial student. (Objectives 5-11)
6. Video-taping strategy training and presenting it to class in a multimedia presentation. (Objectives 2 and 4)

Honor Code:

A. Mississippi State Honor Code. “As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do.”

B. The rules and procedures of the MSU Honor Code will be followed:

Misconduct in research or scholarship includes fabrication, falsification, or plagiarism in proposing, performing, reviewing, or reporting research or other academic work. It does not include honest error or honest differences in interpretations or judgments of data.

Mississippi State University students are responsible for authenticating any assignment submitted to an instructor or graduate committee, excluding examinations. If asked, a student must be able to produce proof that the assignment submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one's work, should the instructor or graduate committee request it, is sufficient grounds to initiate an academic dishonest case.

Technology:

Multiple assignments provide students with the opportunities to integrate technology into instruction and critique technology applications. Technology is expected and required when exercising leadership in directing weekly seminars/class discussions and completing required extension activities.

Diversity:

Students with disabilities are a heterogeneous population. As a result, courses in special education involve the full range of human diversity. Lecture examples, discussions, and classroom projects freely incorporate diverse populations.

Disabilities:

In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act, Mississippi State University reasonable accommodates students who demonstrate, through appropriate documents, a qualified disability. The Department of Student Support Services (SSS) is the designated unit on campus where students with disabilities identify themselves when requesting academic accommodations. For additional information, contact SSS at 325-3335.

Field Component:

As this class is a practicum experience, it is field-based.

Evaluation of Student Progress:

Evaluation of student performance will be based upon class participation, student contribution to the remediation portfolio, video-tape presentation, and a final exam.

90- 100 = A
80- 89 = B
70- 79 = C
60-69 = D

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