

Common Course Outline

EDTR 273D Field-Based Experience: Special Education

3 semester hours (6 hours per week)

The Community College of Baltimore County

Overall Course Description:

Field-Based Experience: Special Education

Provides students with a supervised field-based experience in an approved special education setting, where the student spends six hours per week during the semester. Students demonstrate their understanding of the coursework in the special education program by producing an application chapter as part of their portfolio. NOTE: Requires permission of Teacher Education Campus Coordinator before registering and minimum cumulative GPA of 2.5. Prerequisite: EDTR 107 or PSYC 107.

Overall Course Objectives:

Upon completion of this course the student should be able to:

- Create a frequency count of a child's behavior
- Create a duration count of a child's behavior
- Complete an observational form dealing with the physical environment
- Develop observational skills for motor behavior of a given child
- Develop observational skills for the intellectual development of a given child
- Develop observational skills for the social behavior of a given child
- Develop observational skills pertaining to the interactional skills and/or personality variables of the senior practicum staff members
- Maintain a reflective journal as part of the required portfolio
- Create an appropriate bulletin board for the classroom
- Develop a list of material resources being used, their purposes, and functions, and how they relate to children
- Develop a lesson plan for a given child stating goals, objectives, etc., and must be based upon a child's current IEP
- Perform the functions of an aide to the level of mastery as determined by the supervisor and to the level of proficiency that satisfies the supervisor and cooperating instructor.

Requirements:

Six hours per week in an approved special education setting. The Teacher Education Campus Coordinator will determine specific evaluation weights, but such evaluation will include attendance at observations, written reflections of observations, groups and individual meetings with the instructor, performance evaluations by the cooperating teacher and course instructor, and the development of a portfolio.