Mayville State University

SPED 583, Intellectual Disabilities Practicum

Fall 2024
2 Credit Hours

Course and Instructor Information

Instructor Name: Dr. Carly Theis

Contact Information: Education 116 E, carly.theis@mayvillestate.edu, (701)788-4821.

Hours of Availability: M-F 8:30 am- 4:00 pm

Instruction Mode: online asynchronous

Time Zone: All times indicated throughout this syllabus reflect Central Time (CT).

Zoom Link: **https://mayvillestate.zoom.us/j/6441539225**

Course Materials and Technologies

Required

No text required

Course Description

This clinical course is designed for students who are earning a degree in special education and compliment coursework on individuals with intellectual disabilities. The course is a 60-hour field experience in a regional school or outside agency that serves individuals with intellectual disabilities. Students will apply concepts and methods in a special education setting to individuals with intellectual disabilities. Students will implement the action research intervention plan and other course assignments as outlined in their accompanying methods course concerning learning disabilities. This course requires students to have an approved background check and liability insurance prior to the field experience.

Pre-/Co-requisites: No Pre-/Co-requisites are required.

Conceptual Framework

Teacher Education courses are based upon the Conceptual Framework: Reflective Experiential Teacher. See the document 'Conceptual Framework' provided in the course shell.

Course Objectives

To successfully complete this course, the learner will be expected to meet the following objectives, as aligned to the Advanced CEC Standards as adopted by ND ESPB:

1. **Apply Special Education Concepts**: Students will demonstrate the ability to apply theoretical concepts and methods learned in coursework to real-world settings, specifically in working with individuals with intellectual disabilities. (CEC 2, 3, CAEP A1.1, A2.2)

2. **Implement Action Research**: Students will develop and implement an action research intervention plan

tailored to the needs of individuals with intellectual disabilities, as outlined in their accompanying methods course. (CEC 4, 5, CAEP A1.1)

3. **Develop Professional Skills**: Students will enhance their professional skills by engaging in a 60-hour field experience, including effective communication, collaboration with school or agency staff, and adherence to ethical standards. (CEC 6,7, CAEP A2.1, A2.2)

4. **Evaluate and Reflect on Practice**: Students will critically evaluate their field experience, reflecting on the effectiveness of their interventions and identifying areas for personal and professional growth in the field of special education. (CEC 1, 4, CAEP A2.2)

Standards Addressed in This Course

Advanced Council for Exceptional Children (CEC) Standards:

- **Standard 1: Assessment:** Special Education specialists use valid and reliable assessment practices to minimize bias.
- **Standard 2: Curricular Content Knowledge:** Special education specialists use their knowledge of general and specialized curricula to improve programs, supports, and services at classroom, school, community, and system levels.
- **Standard 3: Programs, Services, and Outcomes:** Special education specialists facilitate the continuous improvement of general and special education programs, supports, and services at the classroom, school, and system levels for individuals with exceptionalities.
- **Standard 4: Research and Inquiry:** Special education specialists conduct, evaluate, and use inquiry to guide professional practice.
- **Standard 5: Leadership and Policy:** Special education specialists provide leadership to formulate goals, set and meet high professional expectations, advocate for effective policies and evidence-based practices, and create positive and productive work environments.
- **Standard 6: Professional and Ethical Practice:** Special education specialists use foundational knowledge of the field and professional ethical principles and practice standards to inform special education practice, engage in lifelong learning, advance the profession, and perform leadership responsibilities to promote the success of professional colleagues and individuals with exceptionalities.
- **Standard 7: Collaboration:** Special education specialists collaborate with stakeholders to improve programs, services, and outcomes for individuals with exceptionalities and their families.

Advanced Council for Accreditation of Educator Preparation (CAEP) Standards:

Standard 1: Content and Pedagogical Knowledge: The provider ensures that candidates for professional specialties develop an understanding of the critical concepts and principles of their discipline and facilitates candidates' reflection of their personal biases to increase their understanding and practice of equity, diversity, and inclusion. The provider is intentional in the development of their curriculum for candidates to demonstrate their ability to effectively work with diverse P-12 students and their families.

Standard 2: Clinical Partnerships and Practice: The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions appropriate for their professional specialty field.

North Dakota Education Standards and Practices Reading Standards:
Standard 2: Knowledge of Diverse Reading Profiles, Including Dyslexia
Standard 3: Assessment
Standard 4. Structured Literacy Instruction

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- These standards will be covered on a needs base. Students in this practicum may or may not be working with a case study student with a reading disability.

Course Expectations

Instructor/Student Communication

- Email is the preferred method of communication, carly.theis@mayvillestate.edu. I usually responds within 24-48 hours during weekdays. If you wish to contact me by telephone, please use the office number: (701)788-4821. Emails received on weekends will be responded to on Monday mornings.
- Reminder that you are able to schedule an appointment with me outside of the listed office hours.
- I will use Blackboard to post messages to all learners if needed. You are required to use your NDUS email address(your.name@mayvillestate.edu) as it is the only way to ensure reliable communication between students and instructors. **Students are accountable for all academic communication sent to their Mayville State University email address.**
- It is the student's responsibility to contact the instructor with any questions they may have about course content in a timely manner. Contacting the instructor with questions about an assignment the day before or the day it is due is not appropriate demonstrating lack of planning and preparation.
- Feedback: You can expect to hear feedback regarding weekly assignments within 10-14 days of submission. Larger projects can take longer to review so expect feedback within 2 weeks of submission. Students are responsible for accessing the information and assignments as they are presented in Blackboard and the syllabus. It is the student's responsibility to monitor graded assignments. Checking the grade section of Blackboard is the best way to make sure that assignments have been submitted.
- Any student product such as an assignment or assessment that is emailed will NOT receive credit. All assignments or student products are to be uploaded to the appropriate spot in Blackboard in order to receive credit.
- Mayville's LMS Blackboard course site will be used to post messages to all learners as a group mailing whenever necessary.

Assignments and Assessments

- **Read the syllabus in its entirety**. Knowing what is planned ahead is helpful for time management and allows you time to ask questions if you need any clarification.
- **Be prepared and complete assignments.** To successfully complete this course, all students are required to read and view all videos and complete assignments pertaining to each of the weekly modules. The entire course is available to you day one, but all weekly assignments are due by the following Sunday by midnight. The responsibility for your learning is shared by both student and instructor. Knowing what is planned and being ready with assignments and discussion topics allows you time to ask questions and complete your best work. Check for assignment due dates and other scheduled learning experiences so you can plan accordingly. Assignments are to be submitted electronically using Blackboard since the assignments route directly to the Gradebook. Always follow the submission guidelines. If assignments are not submitted by due dates and the instructor is not notified, a Starfish flag will be raised to alert you of your missing assignment.
- **Participate**. To be successful in this online course, your participation is required. Participation in an online learning environment includes taking part in class discussions as well as turning assignments in on time. Participation will result in stronger connections to theory and practice, adding to the quality of your learning experience. Check your MSU email and Blackboard for assignments and announcements.

- **Software Requirements:** Updated versions of Chrome, Flash Player, Adobe Reader, Quicktime, and Java. Students need MS Office or Viewers for PowerPoint and Word or Google Docs to view and create documents. <u>All assignment documents need to be submitted as either a Word document or a PDF</u>.
- **Be flexible, take risks, and ask questions!** In teaching, flexibility is the name of the game. While teachers need to be over-prepared in terms of instruction and assessment, they also need to be flexible and responsive to students' needs. The same is expected of you in this course. Be flexible, take risks, and ask questions! You are responsible for your own learning.
- **Adhere to the code of student conduct** found in the MSU Student Handbook: http://www.mayvillestate.edu/about-msu/more-info/reports-policies/. Each student is responsible for reading the handbook and following expectations set forth by the University.
  - **APA Format (AMERICAN PSYCHOLOGICAL ASSOCIATION).** Any papers that include research references must include a working bibliography in APA format. The APA Formatting and Style Guide: http://owl.english.purdue.edu/owl/resource/560/01.
- **Disability Support Services**. Students with disabilities who believe they may need an accommodation in this class are encouraged to contact Disability Support Services (788-4675) as soon as possible to ensure that accommodations are implemented in a timely fashion.

Liability Insurance & Background Check (Required- NO points)
Due: Prior to the first student contact time

All students from MSU in a field experience, internship, student teaching, or other role that places them in a school setting and/or working with children must provide evidence of liability insurance. In the drop box titled "Evidence of Liability Insurance", provide evidence that current liability coverage is in place(e.g., copy and paste email confirmation with transaction and ID numbers, scan a membership card, receipt or other signed insurance documentation).Fingerprinting is required for all students taking any course that includes a practicum. Proof of a passed background check is required prior to official admission in the teacher education program and prior to contact time in clinical settings. Students are required to:

    1. Request a fingerprinting packet from the Division of Education by emailing education@mayvillestate.edu or stopping by Office 116C.
    2. Complete the fingerprinting process as stated in the obtained packet; and
    3. Provide proof of a clear background check (via TaskStream) continuously through the program (background checks are valid for 18 months so more than one background check may be required)

Develop Professional Skills: Students will enhance their professional skills by engaging in a 60-hour field experience, including effective communication, collaboration with school or agency staff, and adherence to ethical standards. (CEC 6,7, CAEP A2.1, A2.2)

Contact Time (10 points)
Due: December 13th

Fulfill all of the required hours for the number of internship credits in which you are enrolled. Hours should include direct client contact time (time spent instructing or assessing students). Observing the mentoring teacher, collaboration with teachers, parents, and paraprofessionals, conducting of IEP/assessment meetings and designing the activities for each session will occur outside the hour requirement. One credit equals 30 contact hours. The attached time log must be scanned and submitted on Blackboard at the conclusion of the internship.
*Choose 1 student with whom you will be working to carry out the assigned tasks below. All completed assignments will be submitted on Blackboard.

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Apply Special Education Concepts: Students will demonstrate the ability to apply theoretical concepts and methods learned in coursework to real-world settings, specifically in working with individuals with intellectual disabilities. (CEC 2, 3, CAEP A1.1, A2.2)

Implement Action Research: Students will develop and implement an action research intervention plan tailored to the needs of individuals with intellectual disabilities, as outlined in their accompanying methods course. (CEC 4, 5, CAEP A1.1)

Develop Professional Skills: Students will enhance their professional skills by engaging in a 60-hour field experience, including effective communication, collaboration with school or agency staff, and adherence to ethical standards. (CEC 6,7, CAEP A2.1, A2.2)

Evaluate and Reflect on Practice: Students will critically evaluate their field experience, reflecting on the effectiveness of their interventions and identifying areas for personal and professional growth in the field of special education. (CEC 1, 4, CAEP A2.2)

Reflective Journaling (30 points)
Due: As hours are completed (5 hours, 10 hours… 60 hours)

As certain hour increments of contact time are completed, (5, 10, 20, 30, 40, 50, 60 hours) you will submit a journal entry online. Each entry must be a response to the prompts below. See course checklist. You must reference the following topics at some point within your journaling:

- Methods of instruction & management used by cooperating teacher
- Supports needed for the student to be integrated into various program placements
- Techniques of physical positioning techniques and management and/or appropriate body mechanics to ensure student and teacher safety in transfer, lifting, positioning, and seating
- Sensory stimulation

Each entry must follow this four-step reflection writing format (Hole & McEntee, 1999):

1. What happened? Describe briefly one (1) event or experience as it happened. Record your observations relating to application of course work (teaching techniques, instructional strategies, research-based interventions, remediation, inclusion, behavior management, RTI, curriculum-based measurements, progress monitoring).
2. Why did it happen? Explain why you think this behavior or situation occurred.
3. What might it mean? Think about what this incident might mean…you may well raise more questions than answers as you think through possible meanings and record them.
4. What might this mean for my teaching and for students' learning? This final step should prompt you to rethink your teaching practice (or that of the teacher you are observing) now that you have thought through the previous steps. Describe how you justify actions, solve problems, and look for deeper meaning and ways to change teaching practice to improve the process for the students in the classroom to learn more effectively.

Hour 60:
1. Recommendations for future goals and objectives for the individual
2. What did you learn during this internship about working with individuals with intellectual disabilities?
3. Reflect upon your aptitude for working with populations with intellectual disabilities. Could you make a permanent commitment to teaching/working with individuals with special needs? Why or why not-explain.

Evaluate and Reflect on Practice: Students will critically evaluate their field experience, reflecting on the effectiveness of their interventions and identifying areas for personal and professional growth in the field of special education. (CEC 1, 4, CAEP A2.2)

Task Analysis Lesson Plan & Implementation (50 points)
Due: December 13th

With a case study student you will teach a task analysis-based lesson from the Intellectual Disabilities Program Plan prepared in SPED 582; this lesson plan is to be based on the student's need.
- Submit the Lesson Plan
- 1 page reflection on the lesson on Blackboard.

The Education Department's lesson planning template must be used for this assignment. Upload to the Blackboard Drop Box.

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Dispositions Report & CEC Skills Evaluation Report (Required- No grade)
Due: December 13th

Every student who is working on a teaching degree or a credential must demonstrate proper dispositions to continue in the Teacher Education program. See the guidelines for Continuance in Teacher Education in the Mayville State University Catalog. The cooperating professional you are working with will be asked to complete a Dispositions Report and Advanced CEC Skills Evaluation at the conclusion of your internship. (Submitted via email from Division Administrative Coordinator)

Evaluate and Reflect on Practice: Students will critically evaluate their field experience, reflecting on the effectiveness of their interventions and identifying areas for personal and professional growth in the field of special education. (CEC 1, 4, CAEP A2.2)

Evaluation and Grading

Grading Policies

- Evaluation in this course will consist of the components outlined below. Rubrics and checklists will be used to grade most assignments. Submit all assignments in Blackboard by designated due dates. The instructor will review assignments and due dates as class proceeds. It is the learner's responsibility to meet assignment deadline dates.

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- Late work drops 1 point per day after the due date. The Blackboard Dropbox determines late work. The date assignments are submitted is highlighted on the dropbox, and is the method used to determine if an assignment is late. The dropboxes close 10 days after the due date, and the assignment will no longer be accepted.
- Please do not email your work. Submit your work in Blackboard. If you have difficulty submitting, please make the instructor aware of this through email or phone.
- Please plan ahead-don't wait until the last minute to hand in assignments. Each assignment is given sufficient time for completion. It is up to you to take advantage of this allotted time.
- Students who make arrangements beforehand have one week to make up an assignment, quiz, or test. Skipped quizzes and tests cannot be made up.

Attendance/Participation Policies

Students are expected to attend and participate in class. Consistent engagement ensures that you stay up-to-date with announcements, discussions, and assignments. Your active participation in discussion forums is crucial. It allows you to share insights, learn from others, and deepen your understanding of the material. Students are expected to submit all assignments by the specified deadlines to help reinforce your learning and demonstrate your understanding of the material.

Grading Scale

100-94%=A	93-87%=B	86-80%=C	79-70%=D	69-0%=F
A: 100-94 pts.	B: 93-87 pts.	C: 86-80 pts.	D 79-70 pts.	F < 69 pts.

Breakdown of Grades

Below you will find a breakdown of the assignments required for the semester with the number of occurrences, coordinating points, and percentage of the total grade.

Activity	No. of Occurrences	Points Possible	Percent of Total Grade
Contact Time	1	20	20
Reflective Journaling	7	30	30
Intellectual Disabilities Program Plan & Selected Lesson Plan Implementation	1	50	50

Enrollment Verification

Online Course Statement

The U.S. Department of Education requires instructors of online courses to provide an activity which will validate student enrollment in this course. The only way to verify that a student has been in this course is if he, she, or they perform an action in the LMS, such as completing an assignment or taking a quiz. Logging into the LMS is **NOT** considered active course participation. Please complete the designated enrollment verification activity by the date indicated. If it is not complete your enrollment in this course will be at risk.

Proctor Notification

No proctors are required for this course.

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Instructional Strategies

- o Independent Study
- o Questioning
- o Direct instruction
- o Discovery Learning
- o Reflection

Important Student Information

In the Announcements section of the Blackboard Institution Page, you can view and download the Important Student Information document for the current academic year. It includes information about:

- ✓ Land Acknowledgement Statement
- ✓ Academic Grievance Concerns and Instructor English Proficiency
- ✓ NetTutor - Online Tutoring Program
- ✓ Starfish - Student Success System
- ✓ Students with Documented Disabilities
- ✓ Student Learning Outcomes / Essential Learning Outcomes
- ✓ Academic Honesty
- ✓ Emergency Notification
- ✓ Continuity of Academic Instruction for a Pandemic or Emergency
- ✓ Family Educational Rights and Privacy Act of 1974 (FERPA)
- ✓ Diversity Statement (Title IX)

Course Timeline/Schedule

Course Timeline and Schedule are subject to change as deemed necessary by the instructor.

Week	Topics
#1	Introduction & Placement Information
#2	Lesson Planning
#3	Intellectual Disabilities Program Plan
#4	Reflective Journaling
#5	Task Analysis
#6	ID Program Plan Implementation
#7	Data Analysis
#8	Review & Wrap up Experience