(Revision 08/29/12)

MOLLOY COLLEGE
ROCKVILLE CENTRE, NY 11570

GRADUATE EDUCATION

EDU 576 SPECIAL EDUCATION PRACTICUM (SUMMER ONLY)
(Grades 1-6 Childhood or Grades 7-12 Adolescence)
20 FULL DAYS/100 HOURS
3 CREDITS

Catalogue Description:

This experience engaged in by classroom teachers who already possess initial teaching
certification is completed in a field setting under the supervision of a special education teacher.
This field experience is under the direct supervision of a college supervisor with special
education expertise and includes experience in teaching students with disabilities in either
childhood or adolescent.

Prerequisites: 24 graduate education credits

Since this is the capstone field experience in the Special Education Program all courses with the
exception of the research courses EDU547 and EDU549 must be completed prior to taking
EDU576.

Technology Statement:

The course incorporates both informational and assistive technology in the
following ways:
  a. Candidates will utilize informational technology in working with students
     with special needs and report this in log entries;
  b. Candidates will utilize specific assistive technology appropriate to the special
     needs of students and report this in log entries.

Diversity Statement:

The course incorporates cultural diversity in the following ways:
  a. Candidates’ logs will incorporate reflections to demonstrate evidence of
     special accommodations which address the needs of students with differing
     cultural backgrounds;
  b. Candidates will address cultural diversity of the student in their Case Study
     Report if appropriate.
Course Objectives:

Candidates engaging in the practicum experience will:

1. participate in the seminar prior to the Practicum experience;
2. engage in “hands-on” classroom activities in grades 1-6 or 7-12 under the direct supervision of a special education teacher;
3. utilize traditional forms of evaluation as well as performance and outcomes based alternative assessments to measure students’ progress and ensure that learning has occurred;
4. experience direct teaching of students with special needs;
5. collaborate with regular education teachers, guidance counselors, medical and therapeutic professionals, parents and other professionals to ensure the maximum learning experience for the student;
6. participate in a mid-experience seminar to share knowledge, skills and dispositions learned through this field experience;
7. engage in research pertaining to a specific area of special education pertinent to the special needs of the case study student;
8. present evidence of research, Case Study experience, and assessment of student learning at the closing seminar of the Practicum experience.

Suggested Readings:


Course Requirements and Evaluation:

Candidates are expected to:

1. **Design and effectively execute TWO** formal Molloy College Lesson Plans/ Teaching Performances which: (40%)
   a. demonstrate knowledge and expertise in a variety of teaching strategies, and classroom management skills.
   b. choose and adapt materials that address the needs of students with disabilities.
   c. **Benchmark One Lesson Plan and One Teaching Performance.**
2. Analyze an I.E.P. of a student who is the subject of the Case Study focusing on (40%) test data, goals, methodology and materials.
   **Complete and present** at closing seminar a Case Study of one student who exhibits a special need/disability and write a Case Study Report.
   a. Use the Molloy College Case Study Format (samples attached)
   b. **Benchmark assessment**
3. **Observe** and **Participate** in the field school with a special education teacher in all phases of classroom management, group activities, and teaching and maintain a daily log.

4. Candidates are required to **write** the following **Benchmarks Assessments:** (20%)
   a. **Reflection on Disposition for Teaching** Choose 10 of the 12 dispositions and write a paragraph on each of them. (Dispositions and Rubric attached)
   b. **Reflections of Professional Practice** 3-4 pages on Practicum experience. (Rubric attached)

   * These are to be uploaded onto Chalk and Wire to be assessed by Molloy College Field Supervisor.

   Credit for Benchmark Performances will only be given if uploaded to Chalk and Wire by the required date. Failure to upload by the required date will result in no credit and may result in a failing grade for the course.

5. The final grade can be lowered by 10% if attendance requirements are not met.

**Integrity Statement:**

The college maintains and affirms a strong policy of academic honesty. Every member of the academic community has a duty neither to cheat nor to condone cheating, fabrication, plagiarism, or facilitation of academic dishonesty. Academic infractions are subject to disciplinary action as described in the Graduate Education Student Handbook and the Molloy College Graduate Handbook and Calendar.

**Attendance Policy:**

Since the classroom experience consists of an exchange of ideas and discussion which cannot be repeated, students are expected to attend all scheduled seminars punctually and regularly. Attendance and class participation represent 10% of a student’s final grade in all graduate education courses. Students who are absent more than ONCE during the course of a semester will be assigned an Incomplete grade until the missed time and work is completed. It is the student’s responsibility to contact the professor if there are any problems.

As stated in the Molloy College Catalogue:

The grade of “I” is earned in a course when the student has not completed all course requirements. It is a substitute grade given only with the approval of the instructor and Graduate Program Director at the specific request of the student prior to the end of the course. Approval is granted only when the student demonstrates circumstances beyond his/her control which temporarily prevents completion of the course work. All incompletes must be resolved by the dates indicated in the Academic Calendar for each semester. Any extension beyond the published dates of the Academic Calendar requires written approval of both the instructor and the Director of the Graduate Program.
Any grade of “I” which is not converted to a letter grade within the time allotted, automatically becomes an “F."

**E-MAIL Policy:**

It is mandatory that every candidate have a Molloy College e-mail account and check it daily. Information re: the programs as well as communication from course professors utilize this media. This Molloy e-mail account must be activated immediately. If not utilized within 30 days, the account becomes defunct and needs to be reinstated.

**E-Portfolio Account:**

All Molloy Education candidates must purchase an e-portfolio account through the Molloy bookstore. All benchmark assignments must now be submitted electronically through e-portfolio as part of our assessment system. Candidates must keep an up-to-date portfolio, which will be used during each advisement session.
CASE STUDY

OUTLINE

Your Name:_________________________ Date:_______________

Student’s First Name:_________________ Grade:_____________

1) Individualized Education Program (IEP)
   a) Placement
   b) Related Services
   c) Testing Modifications
   d) Family History

2) Goals
   a) Long Term
   b) Short Term

3) List 3 Settings and Dates of your Observations

4) Brief Summary of Observations

5) Strengths of Student

6) Weaknesses of Student

7) Strategies Used with Student

8) Summary
   a) Discuss whether needs of the student are being met
   b) Recommendations you would suggest

* Case Study must be typed.