A. Course Description

Credits:

Lab Hours/ Weeks: 

Corequisites: None

Lecture Hours/ Week :

MnTC Goals: None

This field experience practicum is a co requisite of SPED 603: Special Education Assessment designed to give special education teacher candidates the opportunity to document and reflect upon at least 30 contact hours of field-based educational assessment of diverse youth with disabilities in a linguistically, economically, and ethnically diverse urban elementary, middle school, or high school. Most of the field experience hours will be determined by field-based assignments required in UTP SPED courses, especially SPED 603 or SPED 601 for conducting a variety of special education assessments. However, field experiences can include work needed for other SPED courses as needed to fulfill field experience requirements. Urban SPED teacher candidates will have opportunity to apply knowledge, theories and skills in their placement(s) as they progress through coursework. Successful completion of this practicum is a prerequisite for student teaching. Prerequisite(s): SPED 600: Foundations of Urban Special Education. Co requisite: SPED 603: Special Education Assessment. Other Information: Full admission to Urban Special Education Program or Department approval required to register. Students may register for 0, 1 or 2 credit(s) depending on personal circumstances; but the practicum requirements are the same. Placements are made or approved in collaboration with the instructor of SPED 603 and the Urban Teacher Program Field Experience Coordinator. Participation in 4 reflective seminars with other students is also required for this course and will held in connection with SPED 603. ** Note: this is a variable credit course with credit range of 1 - 2.

B. Course Effective Dates: 01/01/2018 - Present

C. Outline of Major Content Areas:

See Course Description for major content areas.

D. Learning Outcomes (General)

1. Become actively involved in assessment practice within urban elementary, middle, and high school special education settings for urban youth with disabilities.
3. Connect field experiences with previous and current course content in special education pedagogy.
4. Incorporate course content and assessment practice into an electronic portfolio to promote reflection on skills and professional growth.

E. Learning Outcomes (MN Transfer Curriculum)

This contains no goal areas.

G. Special Information

None