Bemidji State University

SPED 6650: Practicum Strategies with Special Populations

A. COURSE DESCRIPTION

Credits: 2
Lecture Hours/Week: 0
Lab Hours/Week: 0
OJT Hours/Week: *.*
Prerequisites: None
Corequisites: None
MnTC Goals: None

This is a 2-credit graduate practicum course where students, using scientifically based research strategies, learn to identify the characteristics of teacher-student interactions and design curricular interventions that address socio-emotional interactions, classroom organization and management, as well as instructional support to accommodate diverse learners in reading, writing, mathematics, and social skills. This course requires an 80-hour practicum approved that includes developing an individual focus project. This course is for Conventional and Add-on Licensure students (those who take 3 classes for an ASD, EBD, or SLD license after they have completed the requirements for their first license). Prerequisite(s): Completion of initial SPED license: SPED 3/5600, 3/5650, 3/5655, 4/5715, 6605, 6608, 6603

B. COURSE EFFECTIVE DATES: 05/10/2023 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

1. Classroom Observation and Interventions focus on providing Emotional Support to improve teacher-student interactions.
2. Classroom Observation and Interventions focus on providing Classroom Organization to improve teacher-student interactions.
3. Classroom Observation and Interventions focus on providing Instructional Support to improve teacher-student interactions.

D. LEARNING OUTCOMES (General)

1. recognize, describe and observe the similarities and differences in the positive and negative examples of Emotional Support (Positive Climate, Teacher Sensitivity, Regard for Student Perspective) teaching strategies.
2. recognize, describe and observe the similarities and differences in the positive and negative examples of Instructional Support (Instructional Dialogue, Quality of Feedback, and Student Engagement) teaching strategies.
3. recognize, describe and observe the similarities and differences in the positive and negative examples of Classroom Organization (Behavior Management, Productivity and Negative Climate) teaching strategies.

E. Minnesota Transfer Curriculum Goal Area(s) and Competencies

None

F. LEARNER OUTCOMES ASSESSMENT

As noted on course syllabus

G. SPECIAL INFORMATION

None noted