Department: Special Education

Course Number: SPED 502  Field Experience in General and Special Education

Semester and Year: Fall 2014

Instructor Contact Information
Instructor: Dr. Alma Miles
Office hours: By appointment
Phone: 760-670-6973
Email: amiles@mail.SDSU.edu

Section and Enrollment Information
Class meeting: Course meets on the following dates: August 29, September 19, October 10, October 24, and November 14.
Class location: N-102
Schedule number: 60111
Course prerequisites: Concurrent registration in Special Education 501.
Enrollment and crashing policies: This course requires fingerprint clearance, professional liability insurance, TB test clearance and SDSU identification card. Open University students are not eligible for field experience placement.

Course Description
This prerequisite field experience course is designed to provide a series of observation and participation experiences across a range of general and special education settings. Participants will be required to observe a variety of program models across a range of ages and grade levels to include early childhood special education program settings. All participants will participate in both general and special education programs at the elementary, middle/junior high and high school levels, as well as programs/settings in which infants and toddlers with disabilities are served, such as Infant/Toddler and preschool settings (both general and special education). The potential settings reflect the following:

- Different ages (infants and toddlers; elementary, intermediate, and secondary; post-secondary);
- Different types of programs (infant/preschool, general education, special education inclusive programs, special education pull-out programs, special education special
day programs, and special education related services (e.g., programs) that reflect a
variety of pedagogical approaches to teaching basic skills and for providing special
education services to typical students and those with disabilities.

- Different disability groups (e.g., Specific Learning Disability, Intellectual &
  Developmental Disabilities, Physical, Sensory and Health Disabilities, Emotional and
  Behavioral Disabilities, Visual Impairments, Deaf/Hard of Hearing, and Autism &
  other Pervasive Developmental Disabilities).

**Course Design:**

Participants will be provided with instruction in observational skills related to observing
student and teacher behaviors and with observational protocols to guide their experiences.
In addition to observing in various settings, they will support or assist teachers and service
providers in program delivery in rudimentary ways that require little instructional skill
sophistication. Participants will keep reflective journals; and, during the seminar portion of
SPED 502, individuals will share and explore these reflections as they begin to build their
personal understanding and philosophy of general and special education.

**Student Learning Outcomes**

Students will:

- Develop observation skills of students in a variety of settings to include preschool.
- Compare and contrast methods and techniques used by teachers in various general
  and special education settings.
- Identify formal and informal assessment practices in general and special education
  settings, pre K-12.
- Observe, participate in, and analyze general education and special education
  classroom settings in terms of the variables affecting the typical learners, and those
  with disabilities, related to environmental and curriculum needs.
- Distinguish from among several diverse general and special education settings (from
  the least to the most restrictive environments) the options available for typical
  students and those with disabilities.
- Write comprehensive descriptions of educational settings in both general and special
  education.
- Write general descriptions of (and the possible options for) the cognitive, socio-
  emotional, and physical needs of general education students and those with
disabilities.
- Engage in professional dialogue.

**Required Readings and Materials**

In addition to the text material provided in SPED 501, there will be a reading list of articles
from recent professional journals.

**Recommended Readings and Materials**
Additional assignments including readings or homework may be assigned based on discussion and participation during class and needs assessed by the instructor. Points for these assignments will be specified in class and added to the total points.

**Assignments**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Required</th>
<th>Points</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Observation Report</td>
<td>5</td>
<td>20</td>
<td>100</td>
</tr>
<tr>
<td>Observation Data Protocol</td>
<td>5</td>
<td>10</td>
<td>50</td>
</tr>
<tr>
<td>Summary and Reflection</td>
<td>5</td>
<td>10</td>
<td>50</td>
</tr>
<tr>
<td>Preliminary Statement of Your Education &amp; Teaching Philosophy</td>
<td>1</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>10 Statements of Effective Teaching Practice</td>
<td>1</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>Class Attendance</td>
<td>5</td>
<td>10</td>
<td>50</td>
</tr>
<tr>
<td>Observation Summary</td>
<td>1</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td></td>
<td>350</td>
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</tbody>
</table>

**Course Activities and Schedule**

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Topic</th>
<th>(Assignments / Activities)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>08/29</td>
<td>-Introduction</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Course overview</td>
<td></td>
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<tr>
<td>2</td>
<td>09/19</td>
<td>Seminar Discussion</td>
<td>Observation 1</td>
</tr>
<tr>
<td>3</td>
<td>10/10</td>
<td>Seminar Discussion</td>
<td>Observation 2</td>
</tr>
<tr>
<td>4</td>
<td>10/24</td>
<td>Seminar Discussion</td>
<td>Observation 3&amp;4</td>
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<tr>
<td></td>
<td></td>
<td>Preliminary Statement of Your Education &amp; Teaching Philosophy</td>
<td></td>
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</table>
### Final Grades
Credit = 80%+  No-Credit = 79% or below.

### Course Assignments

**Observations** – Individuals will observe in **five general and special education settings** a minimum of **3 hours per observation**. A portion of this time will be spent meeting with the service providers to discuss how they plan for instruction and monitor student progress. In addition, they will confer with other educators and parents, if appropriate. The remainder of their time will involve observation/participation in programs serving typical students and those with disabilities. For each one of the observations, students will be asked to write an observation report (20 points each). The report will include a summary and reflection of the observation (10 points each). In addition, students are required to attach the observation data protocol to the observation report (10 points each).

**Statements of Effective Teaching Practice** – As you conduct your observations you will notice strategies or techniques that teachers use that may be particularly effective or work well with certain types of students. You should make sure to note these as you complete your Classroom Observation Report and Classroom Observation Protocol. This assignment requires that you identify ten (10) strategies or techniques you observed other teachers using that you want to remember and try as teacher and as you begin your teaching credential program of study. The assignment only requires that you identify each strategy or technique. You may include additional information if you wish.

**Preliminary Statement of Your Education & Teaching Philosophy** – A philosophy of teaching/education is a statement that describes YOUR PERSONAL beliefs, values, attitudes, and ethics about the purpose, process, nature, and ideals of education. For the purpose of this course, it is a preliminary statement since your philosophy will change over time with respect to your experience, knowledge, and understanding. Your statement should be succinct and honestly reflect your beliefs and values about teaching and learning. The statement may be as broad as you wish or focus on specific values you have regarding the teaching, learning, and education of youth with disabilities. A statement of philosophy is not a description of teaching methods or strategies that you think should be used. It should reflect the underlying values that guide your decision to become a teacher and support the learning of the students you work with.

### Course Policies
In addition to the visitations, this course will have 5 seminar meetings of 2 hours and 40 minutes each. Students are expected to follow the assigned visitation schedule, attend all classes, read all assigned materials prior to class attendance, and complete the written course assignments.

Each absence will result in a 10 point reduction from final points (that's 10 points PER absence!). **Please be on time for class!** Any combination of two (2) tardies or leaving early will be counted the same as 1 unexcused absence and will result in a loss of **10 points from final total points** for every combination of two!

Students will be expected to complete an observation protocol for each visitation and to provide observational entries in their reflective journals. During the seminar meetings students are expected to be active participants in the discussions of the visitations and the relationship of their observations to the material covered in the SPED 501 course.

**Student Conduct**

Students preparing to become special educators are expected to conduct themselves in a highly ethical manner that is consistent with the Council for Exceptional Children Code of Ethics and Standards of Professional Practice [http://www.cec.sped.org/Standards/Ethical-Principles-and-Practice-Standards](http://www.cec.sped.org/Standards/Ethical-Principles-and-Practice-Standards), as well as with SDSU Statement Rights and Responsibilities [http://www.thefire.org/pdfs/27ddc1912ab0f63fba40d253ece6ef78.pdf](http://www.thefire.org/pdfs/27ddc1912ab0f63fba40d253ece6ef78.pdf).

In this course, each student is expected to contribute to a positive learning environment by being on time to class, remaining in class the entire session, turning off cell phones and beepers, and, in all class-related interactions, treating others in a manner that is courteous and that promotes mutual respect and equality of others.

Further, students are expected to exhibit academic conduct that reflects the highest levels of honesty and integrity. The Student Disciplinary Procedures for The California State University specifically prohibit cheating or plagiarism and provide that such acts may result in a student being expelled, suspended, placed on probation, or given a lesser sanction.

**PLEASE NOTIFY INSTRUCTOR OF ANY NECESSARY SPECIAL CIRCUMSTANCES THAT MAY EFFECT YOUR PARTICIPATION IN ANY OF THE BELOW ACTIVITIES AND ANY SPECIAL NEEDS THAT YOU MAY HAVE. PLEASE DO THIS DURING THE FIRST WEEK OF SESSION.**

**SDSU Policy**

*All students are responsible for complying with the procedures, rules, regulations and policies of San Diego State University specified in the Undergraduate and Graduate Bulletins.*

**Students with Disabilities**

Students who need accommodation with their disabilities should contact me privately, to discuss specific accommodations for which they have received authorization. If you need accommodation due to a disability, but have not contacted Norma Aguilar (760-768-5637)
or Miguel Rahiotis (760-768-5598), please do so before making an appointment to see me. Your cooperation is appreciated.