

Ashland University
Dwight Schar College of Education
Department of Curriculum and Instruction
Course Syllabus

Graduate: Undergrad: X
Credit Hours: 2
Field/Clinical Hours: 110

Course Number: EDCI 330 IS

Course title for the catalog: Workshop in Teaching Students with need for Mild/Moderate/Intensive Educational Intervention in Multicultural Settings

Catalog description:

Seminars and field experience to afford students working toward Intervention Specialist I or Intervention Specialist II opportunities to teach students with need for mild/moderate/intensive educational intervention in inclusive multicultural environments.

The Intervention Specialist team has chosen the Taskstream system to support the comprehensive program outcomes of the licensure programs. Taskstream is a subscription online portfolio system that provides students with lesson, unit, and portfolio building tools through their website, www.taskstream.com.

Please note there will be required Taskstream class assignments and program portfolios that will be due during students' course of study at Ashland University. While some classes will not have Taskstream assignments, students are responsible for maintaining their completed assignments for possible future use in the online program portfolio.

Individuals seeking Intervention Specialist licensure must complete this field in an inclusive setting.

The prerequisite (s) for this course is (are):

EDEC 215 or EDCI 250, and either EDCI 342/442 or EDCI 335/336, concurrent enrollment in EDCI 343

The enrollment restriction (s) for this course is (are):

25

Course and field/clinical experience objectives (including knowledge, skills, and dispositions):

KNOWLEDGE:

The teacher education student will have knowledge of:

1. Cultural perspectives influencing the relationship among families, schools, and communities as related to effective instruction for students with need for mild/moderate/intensive educational intervention.
2. Personal cultural biases and differences that affect one's teaching.

SKILLS:

The teacher education student will have skills to:

1. Choose appropriate assessment instruments and techniques based on student characteristics including learning style, type and severity of disability, family background, and cultural and linguistic diversity.
2. Assess the skills of students with need for mild/moderate/intensive educational intervention using various types of assessment instruments and procedures including information from teachers, other professionals, parents, and students.
3. Determine appropriate instructional objectives for students based on assessment information.
4. Based on assessment information and instructional objectives, develop, implement, and evaluate lesson plans including observable, measurable objectives, materials and technology, management plans, student and self evaluation, and adaptations for individuals within the group setting based on student characteristics, needs and learning style.
5. Develop, implement, and evaluate appropriate ways of documenting student outcomes and effectiveness of instruction.
6. Use knowledge of student characteristics, preferences, and learning style, disability, family background, and cultural and linguistic diversity in planning and implementing instruction.
7. Design lessons combining instruction in career/self care/community living/personal-social/occupational skills with academic instruction.
8. Analyze skills necessary for successful school, community, and job functioning in a given environment.
9. Develop, implement, and evaluate a behavior management plan including documentation of target behavior, intervention techniques, reinforcement techniques, and evaluation of the effectiveness of the program.
10. Design, implement, and evaluate instruction to encourage students to develop independence and self-advocacy skills.
11. Design, implement, and evaluate instruction to facilitate maintenance and generalization of skills and aid transition.
12. Use appropriate verbal and nonverbal communication skills.
13. Establish and maintain rapport with students, teachers, parents, and other professionals.
14. Create an environment and establish classroom rules and routines that provide for

student safety, respect student diversity, and promote acceptance of all students as persons of dignity and worth.

15. Act as part of a team including other teachers, students, parents, and other stakeholders in planning and implementing instruction and establishing a nurturing learning environment.
16. Observe federal, state, district, and building policies, maintaining ethical standards and confidentiality.
17. Act as an advocate for students with need for mild/moderate/intensive educational intervention.

DISPOSITIONS:

The teacher education student will:

1. Be disposed to treat each student as an individual, with individual needs and skills.
2. Value the ability of each student and build upon student strengths.
3. Have the attitude that if a student is not gaining skills, the responsibility lies with the teacher together with the student to initiate change.
4. Value thorough assessment, planning, evaluation and documentation of student outcomes.
5. Have the attitude that education must provide students with skills necessary for independent living and community participation to the greatest extent possible.
6. Value student choice and self-advocacy as a part of assessment and instruction.
7. Value the contributions of other educators and community resources in the preparation of students for independent adult functioning.
8. Value the role of technology in preparing students for adult functioning.
9. Value the importance of instructing students in the least restrictive environment possible.
10. Have the attitude that multicultural backgrounds result in differences to be respected rather than remediated.

Suggested texts and/or references:

Ashland University Handbook for EDCI 330 IS

The text(s) and references used for the concurrent methods courses will serve as major resource material.

Suggested instructional strategies:

Seminars, projects, lesson plans, field experiences.

Description of field/clinical experiences:

FIELD EXPERIENCE

Intervention Specialist: Mild/Moderate and Intervention Specialist: Moderate/Intensive majors will spend 110 clock hours teaching students with need for mild/moderate/intensive educational intervention in multicultural environments.

CLINICAL EXPERIENCE

None.

Evaluation of students:

Cooperating teacher's evaluation, university supervisor's evaluation.

Required Taskstream component for this course:

1) Portfolio evaluating students' mastery of fifteen program outcomes.

Faculty who frequently teach the course:

Licensure programs in which course is required:

Intervention Specialist: Mild/Moderate, Intervention Specialist: Moderate/Intensive

If the course is offered for either undergraduate or graduate credit, identify the respective difference in expectations:

This course is not offered for graduate credit.

Bibliography (Learned Societies, etc.)

The bibliography for the concurrent methods courses will serve as references for this accompanying field experience.