I. COURSE DESCRIPTION
Professional experiences in university or in state and local programs in special education.

II. COURSE OVERVIEW AND OBJECTIVES
The Practicum-Internship in Educating Exceptional Children is the culminating experience in the special education endorsement program and is designed to provide opportunities for practical application of research-based practices educating children, youth and young adults with exceptional needs. The supervised practicum requires the student to successfully complete 180 documented clock hours of work with exceptional students classified in the special education area for which the student seeks endorsement. Course readings, activities, and discussions are designed to meet the following objectives:

1. Students will design their classroom environment to general education, age- and grade-appropriate standards in order to implement research-based practices in special education that is aligned to the general curriculum to teach students who have an Autism Spectrum Disorder (ASD).
2. Students will design and implement two (2) instructional programs based on current research-based practices for 2 objectives from a student’s Individual Education Program (IEP), and provide the university instructor/supervisor with a copy of the written Lesson Planning Sheet before the days of the scheduled observations.
3. Students will identify a student with ASD and use the Hypothesis-Test Model (HTM; Steven & Story, 2000) to develop an Assessment Inquiry Portfolio that documents a formative assessment of a specific Individual Education Program (IEP) objective(s) over 2-semesters.
III. REQUIRED READING
There is one text for this class (a) Assessment as Inquiry: Learning the Hypothesis-Test Process by Diane Stephens and Jennifer Story (2000; National Council of Teachers of English; ISBN: 0-8141-2785-1). The text is available online and at the bookstore.

IV. COURSE REQUIREMENTS AND ASSIGNMENTS - PART I

1. Assessment Inquiry Proposal (400-points). Each student will choose a student from their classroom who has ASD and then, choose a focus area from below that matches the needs of the student (i.e., aligns with student’s IEP objectives). The Assessment Inquiry Proposal starts with a 3-4 page written description of the student’s strengths and needs and how the inquiry topic will provide additional assessment information on the student. The purpose of the inquiry project is to demonstrate and apply knowledge and skills as a teacher of students with an ASD using the Hypothesis-Test Model (HTM) for observations and written reflections.

The following are the focus areas for the Assessment Inquiry Proposal:

- Student(s) Language and Communication Systems in the School, Home, and Community
- Systematic Instruction of IEP Objectives Aligned to the General Curriculum
- Positive Behavior Supports and Interventions to Promote the Student’s Access to LRE
- Parent-Professional Partnerships to Generalize Student(s) IEP Objectives to the home

The Proposal is a 3-4 page document using APA 6th Edition (2010) format and style. In the proposal you are to (a) describe the student’s family structure, strengths/needs and likes/dislikes, communication system, and current education setting; (b) identify and describe the focus area that you wish to use with a rationale based on the needs of your student(s); and, (c) a description of what you hope to accomplish and learn as you develop and implement the Assessment Inquiry project using the Hypothesis-Test Model (HTM; Steven & Story, 2000). It is expected that you discuss the focus areas of interest with the instructor to obtain prior approval before starting the data collection/observations for the project. The Part I proposal, field notes, and artifacts will be included in the final Assessment Inquiry Portfolio as a culminating assignment for SED 7800 Part II.

2. Field Notes, Artifacts, and the Hypothesis-Test Model (HTM) Protocols (300-points). Read the text (Stephens & Story, 2000) and apply the HTM process on a minimum of three (3) data collection protocols (i.e., HTM matrix data sheet) for the Assessment Inquiry Proposal. The HTM observations will be recorded as written field notes (see Chapters 2 and 3). Field notes are observations and reflections on the student during activities in the classroom or other settings as it applies to the project (see Stephens & Story, 2000; pages 5 and 11-13). Please keep detailed field notes and examples of the student’s work as artifacts or assessment documentation on the student, as they will be necessary elements during SED 7800 Part 2. Complete a minimum of three HTM observations on the student over a 2-3 week period, one observation for each HTM data collection sheet. All field notes and artifacts will be included in the final, Part II Assessment Inquiry Portfolio.

3. Onsite Supervision and Teaching Observations/Evaluations (300-points). Throughout the course of the semester, the university instructor/supervisor will schedule a minimum of two visits to the classroom. The purpose of the visits is to acquaint the supervisor with the school site and the students and assess your classroom/learning environments and teaching. The teaching needs to be on IEP objectives using the ABA Lesson Planning Sheet from the course SED 6030 which
implements the principles of Applied Behavior Analysis (ABA; see sample in Figure 5.16 of the Scheuermann and Webber text (2002, p. 157). The lesson plan also needs to contain information from an individualized ecological inventory. The university instructor/supervisor will maintain a record of your performance using the Special Education Program/Practicum in Autism Spectrum Disorder (ASD) EVALUATION FORM. After each observation, you will receive a copy of the observation form and discuss your progress toward the goals you have identified as part of your ASD practica experience. It is expected that you will email the completed ABA Lesson Planning Sheet to the university instructor/supervisor for approval prior to the scheduled observations. All observation forms will be included in the final Portfolio.

V. COURSE REQUIREMENTS AND ASSIGNMENTS - PART II

1. Assessment Inquiry Portfolio (1000-points). During SED 7800 ASD Practica Part II, the Assessment Inquiry Proposal from Part I is used to develop the final Assessment Inquiry Portfolio. The Portfolio needs to include the following sections and materials: (a) 3-4 page Assessment Inquiry Proposal; (b) 15-20 HTM Observations with Field Notes; (c) Student Artifacts, numbered with descriptions on 3X5 cards (at least 5 artifacts with a file card attached to it explaining the significance of each to a specific HTM observation sheet); (d) a Literature Review that provides an overview of the inquiry topic using 15-20 references on recommended practices for children, youth, or adults with ASD either integrated across sections or presented within its own section; and, (e) a Summary Reflection describing what was learned about the focus area, the student(s), and as a teacher/learner/action-researcher completing this Assessment Inquiry Portfolio.

In order to obtain a final grade students are required to present the final Portfolio either in hard copy organized within a binder or as an electronic document to their instructor. In cases where the portfolio is exceptionally well done the instructor may request a copy of the portfolio to share with future students.

<table>
<thead>
<tr>
<th>Evaluation/Rubric for the Assessment Inquiry Portfolio</th>
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<tbody>
<tr>
<td><strong>Portfolio Item</strong></td>
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<tr>
<td>Please place a copy of your Part I Proposal at the beginning of your Portfolio</td>
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<tr>
<td>1. Literature review on Focus Area using 15-20 references on recommended practices for children, youth, or adults with ASD.</td>
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<tr>
<td>2. Introduction/ Proposal (expanded Assessment Inquiry proposal from Part I)</td>
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<tr>
<td>3. 15-20 HTMs typed and formatted in a word processor with field notes</td>
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<tr>
<td>4. At least 5 Artifacts to support 5 HTM observations</td>
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<td>5. Summary of Results – what you learned about the student</td>
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<tr>
<td>6. Reflections on Assessment Inquiry Activity Process</td>
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<tr>
<td><strong>Total Points</strong></td>
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VI. EVALUATION AND GRADING

**Hard Copy Assignments** must be written with a computer application using 12 point font and formatted with 1-inch margins, headings/sub-headings, and a title page in accordance with the “Publication Manual of the American Psychological Association (APA),” 6th Edition (2010). Please write carefully with correct sentence and paragraph structure, grammar, and spelling.

- **Assignments must be turned in by due dates;** 89% of the points are the maximum available for late assignments without an instructor approved written explanation, as well as assignments completed as hard copy rather than online.
 **Students with Disabilities.** If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) for coordination of your academic accommodations. The Student Disability Services (SDS) office is located in the Student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-577-3365 (TDD only). Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services’ mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University. Please be aware that a delay in getting SDS accommodation letters for the current semester may hinder the availability or facilitation of those accommodations in a timely manner. Therefore, it is in your best interest to get your accommodation letters as early in the semester as possible.

 **Academic Dishonesty -- Plagiarism and Cheating** (edited statement from the DOSO’s web site): Academic misbehavior means any activity that tends to compromise the academic integrity of the institution or subvert the education process. All forms of academic misbehavior are prohibited at Wayne State University, as outlined in the Student Code of Conduct (http://www.doso.wayne.edu/student-conduct-services.html). Students who commit or assist in committing dishonest acts are subject to downgrading (to a failing grade for the test, paper, or other course-related activity in question, or for the entire course) and/or additional sanctions as described in the Student Code of Conduct.

- **Cheating:** Intentionally using or attempting to use, or intentionally providing or attempting to provide, unauthorized materials, information or assistance in any academic exercise. Examples include: (a) copying from another student’s test paper; (b) allowing another student to copy from a test paper; (c) using unauthorized material such as a "cheat sheet" during an exam.
- **Fabrication:** Intentional and unauthorized falsification of any information or citation. Examples include: (a) citation of information not taken from the source indicated; (b) listing sources in a bibliography not used in a research paper.
- **Plagiarism:** To take and use another’s words or ideas as one’s own. Examples include: (a) failure to use appropriate referencing when using the words or ideas of other persons; (b) altering the language, paraphrasing, omitting, rearranging, or forming new combinations of words in an attempt to make the thoughts of another appear as your own.
- **Other forms of academic misbehavior** include, but are not limited to: (a) unauthorized use of resources, or any attempt to limit another student’s access to educational resources, or any attempt to alter equipment so as to lead to an incorrect answer for subsequent users; (b) enlisting the assistance of a substitute in the taking of examinations; (c) violating course rules as defined in the course syllabus or other written information provided to the student; (d) selling, buying or stealing all or part of an un-administered test or answers to the test; (e) changing or altering a grade on a test or other academic grade records.

 **Religious Observance Policy.** Because of the extraordinary variety of religious affiliations represented in the University student body and staff, The Wayne State University calendar makes no provision for religious holidays. It is University policy, however, to respect the faith and religious obligations of the individual. Students who find that their classes or examinations involve conflicts with their religious observances are expected to notify their instructors well in advance so that alternative arrangements as suitable as possible may be worked out.

 **Student services.**
- The Academic Success Center (1600 Undergraduate Library) assists students with content in select courses and in strengthening study skills. Visit www.success.wayne.edu for schedules and information on study skills workshops, tutoring and supplemental instruction (primarily in 1000 and 2000 level courses).
• The Writing Center is located on the second floor of the Undergraduate Library and provides individual tutoring consultations free of charge. Visit http://clasweb.clas.wayne.edu/writing to obtain information on tutors, appointments, and the type of help they can provide.

➢ Grading, Course Drops, and ADD/Withdrawal Policies. In the first two weeks of the (full) term, students can drop this class and receive 100% tuition and course fee cancellation. After the end of the second week there is no tuition or fee cancellation. Students who wish to withdraw from the class can initiate a withdrawal request on Pipeline. You will receive a transcript notation of WP (passing), WF (failing), or WN (no graded work) at the time of withdrawal. No withdrawals can be initiated after the end of the tenth week. Students enrolled in the 10th week and beyond will receive a grade. Because withdrawing from courses may have negative academic and financial consequences, students considering course withdrawal should make sure they fully understand all the consequences before taking this step. More information on this can be found at: http://reg.wayne.edu/pdf-policies/students.pdf

➢ Grading is based on absolute, rather than comparative criteria. The final grading scale is as follows: 950-1000 = A (4.0), 900-949 = A- (3.67), 870-899 = B+ (3.33), 830-869 = B (3.00), 800-829 = B- (2.67), 770-799 = C+ (2.33), 730-769 = C (2.00), 700-729 = C- (1.67),

Part I - The 1000-points available are divided across assignments as follows:
  ➢ Assessment Inquiry Proposal for Teaching and Professional development (400-points).
  ➢ Field Notes, Artifacts, and the Three Hypothesis-Test Model (HTM) Protocols (300-points).
  ➢ Onsite Supervision and Teaching Observations/Evaluations (300-points).

Part II - The 1000-points available are divided across assignments as follows:
  ➢ Assessment Inquiry Portfolio (1000-points).

VII. REFERENCES


