



# BROWARD COLLEGE COURSE OUTLINE

**LAST REVIEW: 2008-2009** **NEXT REVIEW: 2013-2014** **STATUS: A**  
*(i.e. 2003-2004)* *(i.e. 2008-2009)* *(A, I, D)*  
*(A, I, D)*

**COURSE TITLE: Student Teaching Internship in Exceptional Student Education**

**COMMON COURSE NUMBER: EEX 4945**

**CREDIT HOURS: 10** **CONTACT HOUR BREAKDOWN**  
*(per 16 week term)*

**CLOCK HOURS:** **Lecture:** **Lab:**  
*(Voc. Course ONLY)* **Clinic:** **Other: 432**

**PREREQUISITE(S):**  
Completion of all bachelor degrees courses and requirements

**COREQUISITE(S):**

**PRE/COREQUISITE(S):**

**COURSE DESCRIPTION** *(750 characters, maximum):*

This course is designed for students enrolled in the Bachelor of Science Degree program in Teacher Education. This ten-credit course requires a candidate to demonstrate and apply teaching competencies during an internship in a public school approved by the department. A minimum of 35 contact hours per week for 12 weeks are required for internship. Eight hours of seminar accompanies this course. The purpose of the student teaching internship is for the intern to apply and integrate teaching competencies and responsibilities for teaching students with disabilities in a public school setting. The intern will incrementally assume all duties of the mentor teacher in the areas of planning, instruction, management, collaboration and other essential classroom activities.

General Education Requirements – Associate of Arts Degree (AA), meets Area(s): Area  
General Education Requirements – Associate in Science Degree (AS), meets Area(s): Area  
General Education Requirements – Associate in Applied Science Degree (AAS), meets Area(s): Area

**UNIT TITLES**

- 1. Internship Requirements and Activity Checklist**
- 2. Review of Role of the Teacher**
- 3. Review of Classroom Management**
- 4. Review of Cultural Competence**
- 5. Begin teaching first subject with mentor teacher in the room.**
- 6. Continue teaching subject from week two without mentor supervision**
- 7. Teach an additional subject under the supervision of the mentor teacher.**
- 8. Teach three subjects with continued supervision of the mentor teacher.**
- 9. Teach all subjects with mentor supervision**
- 10. Teach all subjects without supervision**
- 11. Teach three subjects and observe other classrooms.**

**12. Reflections on teaching experience and submit all remaining assignments**

## EVALUATION:

Please provide a brief description (250 characters maximum) that details how students will be evaluated on the course outcomes.

This is a pass / fail internship course. The mentor teacher and the college supervisor will provide continuous feedback, guidance, and assistance to students during this field experience. Final grade will be based on course requirements and observations of the student in the classroom.

*\*\*\* Complete the following only if course is seeking general education status \*\*\**

## GENERAL EDUCATION Competencies and Skills \*:

Please highlight in green font all Competencies/Skills from the list below that apply to this course. In the box to the right of the Competency/Skill, enter all specific learning outcome numbers (i.e. 1.1, 2.7, 5.12) that apply.

1. Read with critical comprehension	NA
2. Speak and listen effectively	NA
3. Write clearly and coherently	NA
4. Think creatively, logically, critically, and reflectively (analyze, synthesize, apply, and evaluate)	NA
5. Demonstrate and apply literacy in its various forms: <i>(highlight in green ALL that apply)</i> ( 1. technological, 2. informational, 3. mathematical, 4. scientific, 5. cultural, 6. historical, 7. aesthetic and/or 8. environmental )	NA
6. Apply problem solving techniques to real-world experiences	NA
7. Apply methods of scientific inquiry	NA
8. Demonstrate an understanding of the physical and biological environment and how it is impacted by human beings	NA
9. Demonstrate an understanding of and appreciation for human diversities and commonalities	NA
10. Collaborate with others to achieve common goals.	NA
11. Research, synthesize and produce original work	NA
12. Practice ethical behavior	NA
13. Demonstrate self-direction and self motivation	NA
14. Assume responsibility for and understand the impact of personal behaviors on self and society	NA
15. Contribute to the welfare of the community	NA

\* General Education Competencies and Skills endorsed by '05-'06 General Education Task Force

## UNITS

## Unit 1

**General Outcome:****1.0 The student shall:**

Apply the principles of exceptional student education to the practical challenges of teaching by observing, planning, and teaching under the supervision of a certified clinical educator to satisfy the requirements for the Florida Department of Education certification in the area of Exceptional Student Education, PK-12.

**Specific Measurable Learning Outcomes:****Upon successful completion of this unit, the student shall be able to:**

- 1.1 Select adapt and modify assessments to accommodate the unique abilities needs of students with disabilities
- 1.2 Analyze assessment information to identify a student's environmental needs and instructional levels, to select appropriate specialized techniques and learning strategies, and to determine IEP Content
- 1.3 Select instructional practices that reflect individual learning needs and incorporate a wide range of learning strategies and specialized materials to create an appropriate instructional environment for students with disabilities and students from culturally diverse backgrounds.
- 1.4 Select relevant general education and special skills curricula appropriate for a given student's age, instructional needs, and functional performance across settings.
- 1.5 Practice the effective use of communication, consultation, and collaboration with students, families, parents, guardians, administrators, general education teachers, paraprofessionals, and other professionals.
- 1.6 Utilize co-planning and co-teaching methods to strengthen content acquisition of individuals with learning disabilities
- 1.7 Select, adapt, and modify culturally sensitive assessments to accommodate the unique abilities and needs of individuals with disabilities
- 1.8 Describe teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs
- 1.9 Adapt the physical environment to provide optimal learning opportunities for individuals with disabilities

- 1.10** Use research-supported methods for academic and non-academic instruction of individuals with disabilities
- 1.11** Use appropriate adaptations and technology for all individuals with disabilities
- 1.12** Develop and teach lessons in the core academic areas using Sunshine State Standards and demonstrate the integration of technology where appropriate
- 1.13** Conduct self-evaluation of instruction
- 1.14** Reflect on ones practice to improve instruction and guide professional growth