

SPED 6934 - Field-based Practicum with Moderate/Intensive Exceptional Learners in Grades 7-12

Fall 2026 Syllabus, Section A01, CRN 41681,

Credit hours: 3

Instructor

William Green

Email: wfgreen@ysu.edu

Public Instructor Information

Instructor Title: Lecturer

Instructor Professional Qualifications:

Ed.D., Education Policy, Organization and Leadership, *University of Illinois Urbana-Champaign*

M.S., Special Education (K-12), *Western Governors University*

M.Ed., Learning & Technology, *Western Governors University*

B.S., Early Childhood Education, *Youngstown State University*

Instructor Office Location: Beeghly Hall, Room 2401

Instructor Office Phone: 330-941-2441



Course Description

6934. Field-based Practicum with Moderate/Intensive Exceptional Learners in Grades 7-12. Practicum experience, with moderate/intensive exceptional learners within grades 7-12, in which the candidate acquires and demonstrates the knowledge, skills, and dispositions to design and implement data guided standards-based instruction with differentiated methods, assessments that promote learner growth including effective feedback, and collaboratively work with teacher(s), parents/guardians, and related service professional(s) to implement instruction to meet learners' diverse needs. Field hours required. 3 s.h.

Course Readings

Group	Title	Author	ISBN
Required	A Survival Guide for New Special Educators	Billingsley, B. S., Brownell, M. T., Israel, M., & Kamman, M. L. (2013)	9781118095683

The course readings are subject to change in the event of extenuating circumstances, research developments, current events, and/or to ensure better learning.

Schedule of Topics and Assignments

Week of	Reading(s)	Proposed Topic	Due/To Prepare for Class
10/19	Billingsley et al.; IRIS Assistive Technology module; applicable standards	Selecting learners with moderate/intensive needs; IEP analysis; CBM development; assistive technology and AAC	Discussion 1; CBM, Summary, and Instructional Strategies; Assistive Technology Assessment
10/26	Billingsley et al.; Module 2 resources	Analyzing CBM results; individualized planning; accessibility and learner supports	Discussion 2; first set of lesson plans
11/2	Billingsley et al.; Module 3 resources	Implementing instruction; collecting data; assistive technology and communication supports	Discussion 3; second set of lesson plans; Teaching Video #1 and Reflection #1
11/9	Billingsley et al.; Module 4 resources	Progress monitoring and data-guided instructional adjustment	Discussion 4; third set of lesson plans
11/16	Billingsley et al.; Module 5 resources	Implementing revised instruction; analyzing learner access, participation, and progress	Discussion 5; fourth set of lesson plans; Teaching Video #2 and Reflection #2



11/23	Billingsley et al.; TWS directions and rubric	Teacher Work Sample development; contextual factors, goals, assessments, and instructional design	Discussion 6; Teacher Work Sample development
11/30	TWS directions and rubric; Module 7 resources	Analysis of student learning; reflection and self-evaluation; course synthesis	Discussion 7; Teacher Work Sample/Critical Task; Final Quiz

The course schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better learning.