Special Education 466.001
EC-6/SPED Internship
Spring, 2015

INSTRUCTOR:
Dr. Lois Hogan
lois.hogan@tamuc.edu
Office: Henderson 204; 903-468-6062
Office hours: Thursdays: 12:00-4:00 p.m., before and after seminar, and by appointment.

COURSE DESCRIPTION: This course is taught in a seminar format during the EC-6/SPED field-based internship. Students will be involved in classroom observations and in supervised teaching of children with special needs. Activities include the application of developmental and learning theories in applied settings.
Must have overall 2.75 GPA and a 2.75 in component areas of program. (Hours: 3)


STUDENT LEARNING OUTCOMES/COURSE COMPETENCIES/OBJECTIVES - Students will demonstrate understanding and apply knowledge of:

Competency 002 - formal and informal assessment and evaluation procedures.
Competency 003 - procedures for planning instruction for individuals with disabilities.
Competency 004 - managing the teaching and learning environment and use of AT.
Competency 005 - how to promote students’ educational performance in all content areas by facilitating their achievement in a variety of settings and situations.
Competency 007 - transition issues.
Competency 010 - legal foundations for special education services.
Competency 011 - professional roles and responsibilities and legal and ethical requirements.
Competency 012 - how to communicate and collaborate effectively in a variety of professional settings.

COURSE REQUIREMENTS:
• Students are expected to attend all scheduled seminars. Punctuality and full participation until seminar is dismissed is expected. It is the responsibility of the student to contact the instructor regarding make-up work for excused absences and/or late arrivals and provide confirmation of the reason for being absent or tardy (for example, a doctor's note). The student and instructor will agree on the content of the make-up work. Unexcused absences or absences for which make-
up work is not completed will result in a 2-point deduction of total points earned for each absence. This also applies if a student leaves seminar early for any reason. Unexcused tardies will lead to a deduction in the total points earned for the semester.

- Students need to arrange for child-care for on seminar dates. Children cannot be brought to seminar meetings.
- All assignments are due on the stated due dates. Late submissions will affect the number of points awarded or, depending on the situation, may not be accepted. Students should plan to communicate any extenuating circumstances to the instructor in a timely manner.

Seminars:
SPED 466 will be delivered using a web-enhanced format. Four face-to-face sessions are scheduled on January 26, February 16, April 6, and May 4. Seminars will be from 4:30 - 6:30 on those dates. Online assignments will be outlined in the eCollege shell for the weeks we do not meet.

Required Assignments:
- Access, download and review a copy of the updated special education standards and the test framework for the SPED EC-12 (161) TExES.

Format, details, and due dates for the following assignments will be provided in the eCollege shell.
- Campus survey
- Comparative self-evaluation of a lesson you taught that was observed by your mentor or university liaison
- Create/compile a resource presentation
- Complete two (2) classroom observations in 2 different special education settings
- Review a student’s IEP. From that IEP develop and teach a minimum of 2 lessons to this student.
- Observe at least one ARD.
- Take Quick Quiz.

- Additionally, interns must choose at least five (5) of the following items and document completion by writing a couple of sentences about the event and having your mentor initial it:
  A. Attend a parent group meeting or parent conference.
  B. Attend a faculty meeting.
  C. Attend a campus grade level/team meeting.
  D. Attend an RtI meeting.
  E. Join a professional organization. (SCEC is highly encouraged.)
  F. Assist on a field trip.
  G. Participate in a community activity.
  H. Participate in other extracurricular activities.
  I. Participate in Special Olympics.
  K. Attend staff development session targeting children with special needs
  L. Other (specify)
STUDENTS WITH DISABILITIES: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library
Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu

CONDUCT:
All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Student’s Guide Handbook, Policies and Procedures, Conduct).

A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

USE OF ELECTRONIC DEVICES: Common courtesy and professional behavior prohibit the use of electronic devices, including cell phones, during class. It is expected that all cell phones and other electronic devices will be turned off during class time. If there is a personal emergency that necessitates keeping your cell phone on “vibrate” during class, notify the instructor prior to class that you may receive a call during the class period.
GRADES: Grades will be based on performance in the field-based setting as well as participation in and completion of assignments in specialization meetings and other university seminars. Both quality and quantity of assignments will be considered. The following descriptors will be used to determine final grades:

- A-- 90-100 points
- B-- 80-89 points
- C-- 70-79 points
- D-- 60-69 points
- F-- below 60 points

Required Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Possible Points</th>
<th>Points Earned</th>
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</thead>
<tbody>
<tr>
<td>Copy of Special Education Standards &amp; Test Framework</td>
<td>5</td>
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<tr>
<td>Complete Campus Survey &amp; Evidence of Collaboration</td>
<td>10</td>
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<tr>
<td>Comparative Self-evaluation of Lesson Taught</td>
<td>10</td>
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<tr>
<td>Resource Presentation</td>
<td>15</td>
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<tr>
<td>Two Classroom Observations</td>
<td>20</td>
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<tr>
<td>IEP Review/Lessons Taught</td>
<td>15</td>
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<tr>
<td>ARD Attendance</td>
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<tr>
<td>Quick Quiz</td>
<td>10</td>
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<tr>
<td>Additional Activities (5 @ 2 points each)</td>
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<td>A. Attend a parent group meeting or parent conference.</td>
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<td>E. Join a professional organization. (SCEC, TCTA, ATPE)</td>
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<td>F. Assist on a field trip.</td>
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<td>K. Other approved activity (specify)</td>
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Number of absences: ______  Number of tardies/amount of seminar time missed: _____/____
Make-up work completed?  Yes  No  NA  If no, number of points deducted: ______
Practice Test Score: ______
University liaison: ________________________________
Input from field: ________________________________
Total Points Earned: _______ Points Deducted: _______ = Final Point Total _______

Comments: