Special Education 470
EC-6/SPED and SPED AIDE Residency
Methods and Materials: Students with Special Needs
Fall, 2015

INSTRUCTOR:
Dr. Lois Hogan
lois.hogan@tamuc.edu
Office: Henderson 204; 903-468-6062
Office hours: Thursdays: 1:00-4:00 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 residency. Students will plan, develop, implement and evaluate academic and social/behavioral programs for students with special needs in a field-based environment. Collaboration and transition planning will be addressed.
Prerequisites: SPED 466 or be in the Educational Aide program; 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 003 - procedures for planning instruction for individuals with disabilities.
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 and procedures across the life span.
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 470 will be delivered using a web-enhanced format. Four face-to-face sessions will be: September 14, October 12, November 9, and December 7. Seminars will be from 4:30 - 6:30 pm in Henderson 202 (our conference room). Online assignments will be outlined in the eCollege shell for the weeks we do not meet. October 12 is the day residents will participate in taking the SPED EC-12 (161) practice test in BA 106 beginning at 3:30 (or as soon as you an get there). To register for the practice test go to marketplace.tamuc.edu/testing and pay the $20.00 fee; you will be given an order # and then you call Machelle Burns (903-886-5122) in the testing center office to get on the roster.

Required Assignments:
(Format, details, and due dates for the following assignments will be provided in the eCollege shell.)
• If your district has a SPED handbook request to borrow or check out a copy of it as well as copies of district and special education forms (RtI, ARD, IEP, BIP, etc.) to use as resources
• Gather your mentor’s “Best Advice”
• Complete a Comparative Self-evaluation of a lesson you taught that was observed by your mentor or university liaison
• Share a lesson you’ve taught
• Complete a Case Study
• Observe at least one ARD and RtI meeting
• Complete mid-term and final self-reflections of how you feel you are doing during your residency
• Take a Quick Quiz
• SPED residents must complete assignments associated with your EIEd seminar [SPED 480 or ELED 414 & 415]

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.

GRADING RUBRIC: Residents – SpEd 470

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

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<tr>
<th>Required Assignments</th>
<th>Possible Points</th>
<th>Points Earned</th>
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<tbody>
<tr>
<td>• Best Advice Share</td>
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<td>• Collaboration Skills Reflection</td>
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<td>• Comparative Self-Evaluation of Lesson Taught</td>
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<td>• Lesson Share</td>
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<td>• Mid-term self-reflection</td>
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<td>• Case Study Report</td>
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<td>• ARD Reflection</td>
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<td>• RtI Reflection</td>
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<td>• Final self-reflection</td>
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<td>• EIED Seminar (SpEd 480, ELED 414 or 415) Assignments/input</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: ____
Input from field: ________________________________________
Total Points Earned: _____ - Points Deducted: _____ = Final Point Total _____
Comments: