Special Education 472  
EC-12 SPED Residency  
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 EC-12 SPED field-based residency and includes observation, participation and direct teaching at the elementary and secondary levels for students seeking the all-level generic special education certification.

Prerequisites: SPED 346, 420, 449, 463, 464, 475, and 478. Students must have an overall 2.75 GPA and a 2.75 in component areas of program. (Hours: 6)


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 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.

- 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 472 will be delivered using a web-enhanced format. Four face-to-face sessions will be: **September 14, October 12, November 9, and December 7.** SPED seminars will meet during scheduled SED seminar liaison and content time and possibly immediately after SED seminar on those dates. **October 12 is the day residents will participate in taking the SPED EC-12 (161) practice test immediately following SED seminar (at 3:30) in BA 106.** 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. Online assignments will be outlined in the eCollege shell for the weeks we do not meet.

**Required Assignments:**
*(Format, details, and due dates for the following assignments will be provided in the eCollege shell.)*

- Access, download and review a copy of the updated *special education standards* and the *test framework for the Special Education EC-12 (161) TExES*
- 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.
- Take the SPED practice test and develop an action plan
- Gather your mentor’s Best Advice
- Complete midterm and final reflections/evaluations
- Complete collaboration skills reflection
- Complete comparative self-evaluation of a lesson you taught that was observed by your mentor or liaison
  - Share a lesson delivered in the field
- Complete a Case Study.
- Observe an ARD
- Observe an RtI meeting
- Take a Quick Quiz.

**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 472

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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<th>Required Assignments</th>
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<td>Copy of Special Education Standards and Test Framework</td>
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<td>Copy of your Practice Test Results &amp; Action Plan</td>
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<td>Midterm &amp; final reflections/eval. &amp; input from mentor teachers</td>
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<td>Collaboration Skills Reflection</td>
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<td>Lesson Share</td>
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<td>Best Advice Share</td>
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<td>Quick Quiz</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: _____
Total Points Earned: _____ - Points Deducted: ______ = Final Point Total _______