



SPED 475— Instructional Strategies for the Content Areas

COURSE SYLLABUS: Spring 2022

INSTRUCTOR INFORMATION

Instructor: Dr. Belinda Rudinger, Ed.D., Clinical Assistant Professor

Office Hours: By appointment

Office: Henderson Hall, 235

University Email Address: belinda.rudinger@tamuc.edu

Preferred Form of Communication: University Email.

Communication Response Time:

Using University Email = within 72 hours Monday – Friday, weekends and holidays may take longer.

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Rapp, W. (2014). *Universal Design for Learning in Action*. Paul H. Brooks Publishing: Baltimore, MD.

Representative examples of additional readings include:

Courey, S. J., Tappe, P., Siker, J., & LePage, P. (2013). Improved Lesson Planning With Universal Design for Learning (UDL). *Teacher Education and Special Education*, 36(1), 7–27.

<https://doi.org/10.1177/0888406412446178>

King-Sears, M. E., & Bowman-Kruhm, M. (2010). Attending to Specialized Reading Instruction for Adolescents with Mild Disabilities. *TEACHING Exceptional Children*, 42(4), 30–

40. <https://doi.org/10.1177/004005991004200404>

The syllabus/schedule are subject to change.

Mahoney, Michael Ph.D. (2020) "Implementing Evidence-Based Practices within Multi-tiered Systems of Support to Promote Inclusive Secondary Classroom Settings," *The Journal of Special Education Apprenticeship*: Vol. 9 : No. 1 , Article 2.

McCray, E. D., Kamman, M., Brownell, M. T., & Robinson, S. (2017). High-leverage practices and evidence-based practices: A promising pair. Retrieved from <http://ceedar.education.ufl.edu/wp-content/uploads/2017/12/HLPs-and-EBPs-A-Promising-Pair.pdf>

McLeskey, J., Barringer, M.-D., Billingsly, B., Brownell, M., Jackson, D., Kennedy, M., Ziegler, D. (2017). High-leverage practices in special education. Arlington, VA: Council for Exceptional Children & CEEDAR Center.

Powell, S. R., & Fuchs, L. S. (2018). Effective Word-Problem Instruction: Using Schemas to Facilitate Mathematical Reasoning. *TEACHING Exceptional Children*, 51(1), 31–42. <https://doi.org/10.1177/0040059918777250>

Rao, K., Torres, C., & Smith, S. J. (2021). Digital Tools and UDL-Based Instructional Strategies to Support Students With Disabilities Online. *Journal of Special Education Technology*, 36(2), 105–112. <https://doi.org/10.1177/0162643421998327>

Swanson, E., Stevens, E. A., & Wexler, J. (2019). Engaging Students With Disabilities in Text-Based Discussions: Guidance for General Education Social Studies Classrooms. *TEACHING Exceptional Children*, 51(4), 305–312. <https://doi.org/10.1177/0040059919826030>

Van Boxtel, J. M., & Sugita, T. (2019). Exploring the implementation of lesson-level UDL principles through an observation protocol. *International Journal of Inclusive Education*, 1–17. <https://doi.org/10.1080/13603116.2019.1655596>

Course Description

SPED 475 presents evidence-based strategies and interventions for students with disabilities. A focus on quality reading, mathematics, writing, and behavioral assessment, strategies, and interventions to support students with disabilities will be provided. (Hours: 3)

Student Learning Outcomes

The syllabus/schedule are subject to change.

- Students will demonstrate the ability to write goals and objectives aligned to grade-level TEKS
- Students will identify and apply evidence-based practices to meet individualized needs
- Students will demonstrate knowledge of TEKS across the content areas
- Students will identify appropriate accommodations and modifications related to content areas
- Students will apply high leverage practices from both special and general education to various content areas
- Students will apply universal design for learning to provide access to content areas

Student Learning Outcomes	§235.131. Special Education Standards: Early Childhood-Grade 6	§235.133. Special Education Standards: Grades 6-12
Students will demonstrate the ability to write goals and objectives aligned to grade-level TEKS	(d)(4) apply content-specific knowledge to develop individualized goals and objectives that are aligned with the appropriate grade-level TEKS and the <i>Texas Prekindergarten Guidelines</i> ;	d(2) apply content-specific knowledge to develop individualized goals and objectives that are aligned with the appropriate grade-level TEKS and CCRS;
Students will identify and apply evidence-based practices to meet individualized needs	(c)(7) apply a variety of evidence-based, age-appropriate classroom routines and procedures that support individual developmental and learning needs;	(c)(7) apply a variety of evidence-based, age-appropriate classroom routines and procedures that support individual developmental and learning needs;
Students will demonstrate knowledge of TEKS across the content areas	(d)(2) demonstrate knowledge of the Texas Essential Knowledge and Skills (TEKS) for English language arts and reading, mathematics, science, and fine arts (Kindergarten-Grade 6);	(d)(1) demonstrate a foundational knowledge of content specific TEKS and College and Career Readiness Standards (CCRS) appropriate for students in Grades 6-12;
Students will identify appropriate accommodations and modifications related to content areas	(d)(5) design appropriate learning and performance accommodations and modifications for students with exceptional learning needs in academic subject matter content of the general curriculum;	(d)(3) design appropriate learning and performance accommodations and modifications for students with exceptional learning needs in academic subject matter content of the general curriculum;
Students will apply high leverage practices from both	(d)(10) apply content-specific knowledge to	(d)(4) apply content-specific knowledge to modify and

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special and general education to various content areas	routinely collaborate, co-teach, modify, and adapt curriculum with general education teachers;	differentiate instruction as well as provide access to instructional materials for a wide range of student performance levels;
Students will apply universal design for learning to provide access to content areas	(d)(15) demonstrate knowledge of how to provide modified access to subject-specific instructional materials to address individual learner needs in different contexts such as center-based, home-based, and school-based classrooms, including specialized and general classrooms; and	(d)(7) demonstrate content-specific knowledge at a level necessary for students with exceptionalities to progress in their individualized programs toward completion of a range of graduation plans;

COURSE REQUIREMENTS

Minimal Technical Skills Needed

To be successful in this course, you will need to know how to access and navigate (a) Desire2Learn, (b) Microsoft Word, and (c) Microsoft Excel. course.

Instructional Methods

This class meets Tuesdays at 4:30-7:10pm, BA106

Student Responsibilities or Tips for Success in the Course

To be successful in the course, attend class regularly and plan ahead for major projects.

GRADING

Total points corresponding to the final letter grades

A = 451- 500 Points

B = 401- 450 Points

C = 351- 400 Points

D = 301- 350 Points

F = 300 & > Points

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In class activities & participation	150
UDL Concept Map	75
Evidence-Based Practices Presentation	75
Crosswalk Project	75
Final Project	125
Total	500

Class activities & participation (150 points):

You will participate in a variety of in-class activities and discussion each week during class

UDL Concept Map (75 points):

You will choose a concept you might teach one day, and create a concept map using UDL principles of engagement, representation, action/expression. You will choose one guideline and checkpoint for each principle related to your teaching concept, along with an idea for each.

EBP Presentation (75 points):

You will present on two evidence-based practices of your choice by creating and recording a presentation that describes the evidence-based practices in detail. Additionally, you should talk about specific teaching/learning activities that support these evidence-based practices, how the evidence-based practices could be used (whole group, small group, 1:1), and any other information you'd like to share.

Crosswalk Project (75 points):

You will develop a table that integrates TEKS, HLPs, teaching activities, and relevant evidence-based practices for the content area of relevant to your specific discipline. A template will be provided in D2L for you to use as you complete this assignment, that also contains an example of what your completed crosswalk section should look like and include.

Final Project (125 points):

You will develop a week-long unit relative your specific discipline of choice. This unit will include a snapshot of daily activities that surround a specific teaching goal. You will plan this week-long unit using the principles of UDL, differentiated teaching/learning strategies, and ideas for re-teaching. Additionally, you will locate specific TEKS and high leverage practices relevant to your weeklong unit. A template for your weeklong unit will be provided in D2L as well as websites that you can use to seek out ideas to incorporate teaching activities/strategies, high leverage practices, etc.

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TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7

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access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

System Maintenance

D2L runs monthly updates during the last week of the month, usually on Wednesday. The system should remain up during this time unless otherwise specified in an announcement. You may experience minimal impacts to performance and/or look and feel of the environment.

Interaction with Instructor Statement

I will respond to email communication within 48 hours and grade assignments within one week.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Please communicate as soon as you have a concern about missing a class, quiz, or assignment deadline.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

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University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette](#)
<http://www.albion.com/netiquette/corerules.html>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

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ADA Statement

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 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-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.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#)

document and/or consult your event organizer.

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Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

COURSE OUTLINE / CALENDAR

Week	Topics & Assigned Readings/Activities	Dates
1	Course Overview & Introductions	1/18/22
2	Universal Design for Learning	1/25/22
3	High Leverage Practices	2/1/22
4	Evidence-Based Practices	2/8/22 UDL Concept Map due
5	English, Language Arts, & Reading Across Content Areas	2/15/22
6	English, Language Arts, & Reading Across Content Areas	2/22/22
7	Social Studies Instruction Across Content Areas	3/1/22 Crosswalk Project due
8	Math Instruction Across Content Areas	3/8/22
9	Math Instruction Across Content Areas	3/22/22
10	Science Instruction Across Content Areas	3/29/22
11	EBP Presentations in-class	EBP Presentations due 4/5/22
12	P.E., Art, additional considerations Across Content Areas	4/12/22
13	Technology Integration Across Content Areas	4/19/22
14	Social & Emotional Learning Across Content Areas	4/26/22
Finals Week		Final Project due 5/10/22

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