



SPED 480--ISSUES FOR INCLUSION

COURSE SYLLABUS: Fall 2023

CHEC

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

Resource text (not required):

Rapp, Whitney H. and Katrina L. Arndt (2012). Teaching Everyone: An Introduction to Inclusive Education. Baltimore: Paul H. Brooks Publishing Co.

Course Description

Course Description:

The purpose of this course is to identify the social/emotional and academic needs of students with special needs in inclusive settings. Management strategies, social skill development, and academic accommodations will be targeted. A key purpose of this course is to identify collaborative strategies, tools, and approaches that will assist in making the general education classroom one where all students can be successful.

Student Learning Outcomes

Students will apply knowledge of formal and informal assessment procedures and how to evaluate student competences to make instructional decisions

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Students will apply knowledge of procedures for planning for individuals with disabilities

Students will demonstrate understanding of how to promote students' educational performance in all content areas by facilitating their achievement in a variety of settings and situations

Students will demonstrate understanding of professional roles and responsibilities and legal and ethical requirements

Students will demonstrate how to communicate and collaborate effectively in a variety of professional settings

| Student Learning Outcomes | §235.131. Special Education Standards: Early Childhood-Grade 6. | §235.133. Special Education Standards: Grades 6-12 |
|--|--|---|
| Students will apply knowledge of formal and informal assessment procedures and how to evaluate student competences to make instructional decisions | (b)(10) use a variety of assessment data to write annual measurable goals and present levels of academic achievement and functional performance and identify appropriate accommodations (academic, behavior, state, and district testing) and modifications based on individual student needs, and contribute to drafting the IEP | (b)(14) use a variety of assessment data to write annual measurable goals and present levels of academic achievement and functional performance and to identify appropriate accommodations (academic, behavior, state, and district testing) and modifications based on individual student needs, and contribute to drafting the IEP; |
| Students will apply knowledge of procedures for planning for individuals with disabilities | (b)(9) demonstrate knowledge of the special education teacher's roles and responsibilities in creating and implementing the IEP with fidelity, including monitoring student IEP goal progress, implementing data collection of IEP goal progress, and reporting progress to the student and parents/guardians throughout the IEP year; | (b)(13) demonstrate knowledge of the special education teacher's roles and responsibilities in creating and implementing the IEP with fidelity, including monitoring student IEP goal progress, implementing data collection of IEP goal progress, and reporting progress to the student and parents/guardians throughout the IEP year; |
| Students will demonstrate understanding of how to promote students' educational performance in all content areas by facilitating their | (d) (5) design appropriate learning and performance accommodations and modifications for students with exceptional learning | (d)(3) design appropriate learning and performance accommodations and modifications for students with exceptional learning |

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| achievement in a variety of settings and situations | needs in academic subject matter content of the general curriculum; | needs in academic subject matter content of the general curriculum; |
| Students will demonstrate understanding of professional roles and responsibilities and legal and ethical requirements | (h)(1) demonstrate knowledge of the roles and responsibilities of the Early Childhood-Grade 6 special education teacher and of other professionals who deliver special education services, including related and instructional service providers | (h)(1) demonstrate knowledge of the roles and responsibilities of the Grades 6-12 special education teacher and of other professionals who deliver special education services; |
| Students will demonstrate the ability to communicate and collaborate effectively in a variety of professional settings | (h)(3) collaborate in a culturally responsive manner with families, paraprofessionals, and other professionals to lead effective meetings that address students' instructional, emotional, behavioral, and social needs; | (h)(3) collaborate in a culturally responsive manner with families, paraprofessionals, and other professionals to lead effective meetings that address students' instructional and behavioral needs; |

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Enrolled students will need a working knowledge of how to access the course online, access materials and resources the instructor posts, recording/posting videos, and the use of Microsoft Word for submitting assignments.

Instructional Methods

This course meets four times this semester, on dates arranged with the Center Coordinator.

Student Responsibilities or Tips for Success in the Course

Enrolled students are responsible for logging into the course several times a week. The instructor may post announcements that need to be seen and responded to in a timely manner. Additionally, please be aware that you

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should be spending the equivalent to three hours a week of class time (listening to lectures/accessing class materials) on a three-hour course, with additional time being required to complete assignments.

GRADING

Final grades in this course will be based on the following scale:

- A = 90%-100%
- B = 80%-89%
- C = 70%-79%
- D = 60%-69%
- F = 59% or Below

Assignments

1. Alphabet Soup and Disability Match (10 pts each): Students will use the info in Module 1 to complete these activities. The point of these assignments is to become familiar with the disability categories served in special education and common acronyms.

2. Parent/Family Interview (20 pts): Interview a parent of a student with a documented disability. This activity is intended to help you understand how to better collaborate with families of students with special needs. Bold and underline parent responses. The questions you will need to answer in your write-up are as follows:

| Parent Interview Questions and Rubric | POINTS |
|--|---------------|
| <u>Introduction</u> —Disability(ies), Age, Grade, Additional Pertinent and/or Historically Relevant Information about Child—Refer to TAC 89.1040 for listing of disabilities.—3 <i>professionally written sentences</i> | /2 |
| <u>Question 1</u> —(a) How/when/where were you informed your child has a disability(ies)? (b) Based upon this experience, recommend effective strategies for informing parents of the disability(ies) of their child.—3 <i>professionally written sentences</i> | /2 |
| <u>Question 2</u> —Summarize your response/reaction upon learning your child has a disability(ies), including any | /2 |

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| adjustments in your response/reaction through the years.—2 <i>professionally written sentences</i> | |
| Question 3 —Describe reactions/responses siblings may have had (or may have) with a brother/sister with a disability.—2 <i>professionally written sentences</i> | /2 |
| Question 4 —Elaborate on positive and/or negative changes in your family as a result of having a child with a disability.—2 <i>professionally written sentences</i> | /2 |
| Question 5 —Compare changes (positive and/or negative) that may have occurred with extended family members, with friends, in the community as a result of your having a child with a disability.—2 <i>professionally written sentences</i> | /2 |
| Question 6 —Identify services your child is receiving/has received. When did services begin? Where?—2 <i>professionally written sentences</i> | /2 |
| Question 7 —Critique your satisfaction level with your participation in the planning process for services for your child.—2 <i>professionally written sentences</i> | /2 |
| Question 8 —If I were the teacher of your child, point out steps I may take (a) to effectively teach your son/daughter, (b) to effectively build bridges with you, the parent.—3 <i>professionally written sentences</i> | /2 |
| Reflection of Student Enrolled in Sped 480 —Pause for a while. Consider the impact of this Interview on you—your awareness of students with disabilities, your empathy and compassion for parents of children with disabilities, your classroom.—3 <i>professionally written sentences</i> | /2 |
| TOTAL POINTS SCORED OF TOTAL POSSIBLE POINTS | /20 |

3. ARD/IEP Meeting (20 pts.): Observe an ARD meeting this semester. Your campus administrator or educational diagnostician can help you arrange this. A reflection piece is to be completed after the ARD and should address the following areas (**be sure to include the questions in your reflection and make it clear which answer corresponds to which question**): Each of the following questions is worth two points each and the remaining two points is for professionalism (type-written, proper grammar and spelling)

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1. Who attended the ARD? (identify individual by position, not by name)
2. Who led the ARD?
3. What was the purpose of the ARD (Admission, Review, or Dismissal)?
4. What kind of information (assessment, instructional, behavioral, etc.) was shared by each committee member?
5. Specifically, what appeared to be the general educator's role and responsibility as a committee member?
6. How were educational goals and objectives determined?
7. How did the committee arrive at decisions concerning the student's least restrictive environment (LRE)?
8. Were there conflicts or disagreements in the ARD? If so, how were they handled?
9. Was there anything about the process that surprised you or about which you still have questions?

*****If you are unable to attend an ARD, interview your mentor or a special education teacher about an ARD he/she has attended.** Write that person's responses to the reflection questions.***

4. IEP Scavenger Hunt (20 pts. total): Students will use a sample IEP document to locate crucial components and answer questions related to the document.

5. Evidence of Accommodations/Modifications and Collaboration (20 pts. total): Review the IEPs of the students served in your general education setting. Note the format of the documents and how mandated components are addressed. Particularly, what accommodations or modifications are specified for use in general education? **Develop a table (ie. Excel, Word, etc.) that will allow you to have all the accommodations or modifications for each student you are serving in one, accessible document.** If any of your students have a behavior intervention plan (BIP) in place, note the reinforcers and consequences outlined and how they are to be administered.

Your assignment is to submit the following:

1. **Submit a copy of the accommodations/modifications table you developed** (remember to maintain student confidentiality).

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2. Submit answers to these two questions:

- a. Is there currently a system in place to track the effectiveness of identified accommodations and/or modifications?
- b. How do the general and special educators communicate regarding IEPs and student success?

Note: If there is not a student with an identified disability in your classroom, check with the special education teacher or educational diagnostician on your campus to review forms that are used to create a student IEP. Don't forget that RtI and 504 committees develop accommodations and/or interventions for struggling students. Talk about what you are doing to ensure the success of all students (so that a referral is not needed).

Course Evaluation & Grading:

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| Alphabet Soup | 10 pts. |
| Disability Match | 10 pts. |
| Parent Interview | 20 pts. |
| ARD/IEP Meeting | 20 pts. |
| IEP Scavenger Hunt | 20 pts. |
| Evidence of Accommodations/Modifications and Collaboration | 20 pts. |

TOTAL **100 pts**

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>

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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 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

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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.

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).
<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)
<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](#).

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<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>

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](#)

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<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.

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

Tentative Course Schedule

***Note: We do not meet for special education seminar every time that you have seminar.**

| Section and Weeks | Topics | Assignments and Due Date |
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The syllabus/schedule are subject to change.

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| Seminar 1 | Overview of Syllabus/Course Assignments | Alphabet Soup Disability Match |
| Seminar 2 | The SPED Process, RTI, & Collaboration with Families | IEP Scavenger Hunt Parent/Family Interview |
| Seminar 3 | IEPs, Behavior, Accommodations, Modifications | Evidence of Accommodations/Modifications Assignment |
| Seminar 4 | Selecting Interventions that are Evidence-Based and Assistive Technology | ARD/IEP Meeting Reflection |

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