SPED 420--CURRENT TOPICS SPECIAL EDUCATION
COURSE SYLLABUS: Spring 2024

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
The course will address special topics in special education, including assistive technology, high leverage practices, family resources, and research-based behavior management techniques.

Prerequisite: SPED 346

No required textbook required; all readings provided in D2L. Representative examples include:

Green, A. L., & Stormont, M. (2018). Creating Culturally Responsive and Evidence-Based Lessons for Diverse Learners With Disabilities. *Intervention in School and Clinic*, *53*(3), 138-145.

Jones, B. A., & Peterson-Ahmad, M. B. (2017). Preparing new special education teachers to facilitate collaboration in the individualized education program process through mini-conferencing. *International Journal of Special Education, 32*(4), 697–707.

Konrad, M., Helf, S., & Itoi, M. (2007). More Bang for the Book. *Teaching Exceptional Children*, *40*(1), 64–75.

Rose, D.H., Hasselbring, T.S., Stahl, S., & Zabala, J. (2007). Assistive Technology and Universal Design for Learning : Two Sides of the Same Coin.

Yakubova, G., Hughes, E. & Shinaberry, M. (2016). Learning with Technology: Video Modeling with Concrete-Representational-Abstract Sequencing for Students with Autism Spectrum Disorder. *Journal of Autism & Developmental Disorders, 46(7), 2349-2362.*

Student Learning Outcomes

- Students will apply assistive technology knowledge and skills using a case study
- Students will reflect upon the impact of social, cultural, and linguistic diversity in the field of special education
- Students will identify ways to support self-reliance and self-advocacy
- Students will demonstrate knowledge of using technology related interventions into daily instructional routines

Student Learning Outcomes	§235.131. Special Education Standards: Early Childhood-Grade 6	§235.133. Special Education Standards: Grades 6-12
Students will apply assistive technology knowledge and skills using a case study	(c)(8) demonstrate knowledge of a variety of assistive technologies to support individual developmental and learning needs	(c)(8) demonstrate knowledge of a variety of assistive technologies to support individual developmental and learning needs;
Students will reflect upon the impact of social, cultural, and linguistic diversity in the field of special education	(h)(15) engage in ongoing self-reflection to design and implement professional learning activities and advocate for improved outcomes for students with high support needs and their families, while considering their social, cultural, and linguistic diversity	(h)(16) engage in ongoing self-reflection to design and implement professional learning activities and advocate for improved outcomes for students with high support needs and their families, while considering the social, cultural, and linguistic diversity of students;
Students will identify ways to support self-reliance and self-advocacy	(b)(21) foster and support students in their development of self-reliance and self-advocacy	(b)(26)foster and support students in their development of self-reliance and self-advocacy;
Students will demonstrate knowledge of using technology related interventions into daily instructional routines	(b)(4) plan for strategic integration of assistive technology into daily teaching practices based on student developmental and learning needs;	(f)(4) plan for strategic integration of technology and assistive technology into daily teaching practices based on student developmental and learning needs
Students will demonstrate knowledge of the ongoing relationship between legislation and practice in special education	(b)(1) demonstrate knowledge of the major state and federal legislation (e.g., IDEA, Section 504, ADA, ADAAA) that has affected knowledge and practice of the education of individuals with high support needs	(b)(1) demonstrate knowledge of the major state and federal legislation (e.g., IDEA, Section 504, ADA, ADAAA) that has affected knowledge and practice of the education of individuals with high support needs;

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 Thursdays at 7:20-10:10pm, HENH206

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

Special Topics Reflections	125
Video Modeling Project	125
Assistive Technology Case Study	125
Student Presentation	125
Total	**500**

- **Reflections (125 points)**: Written and video reflections will be utilized to promote understanding and application of course content. Examples may include article responses, IRIS modules to complete, and other activities.

- **Video Modeling Project (125 points):** Students will identify a skill to be taught via video modeling to a particular population. They will write a sample IEP objective, create a task analysis, and record a video. Students will create a data sheet and take data while having a peer watch their video.

- **Student Presentations (125 points)**: Students will select a special

education topic they wish to explore further. Instructor must approve the topic selection. Students will prepare an electronic presentation on their topic using PPT, Prezi, a Google Site, etc. The presentation should include an overview of the topic and resources. Students must include at least **one** peer-reviewed sources, cited in APA 7th edition (this means using the Library search engine and databases to find journal articles; some reputable journals are listed below).

- **Assistive Technology Case Study (125 points):** As their final project, students will complete a study of AT videos, documents for including AT in the IEP, and applying the SETT framework to select appropriate AT. Students will work through a training case study that is provided and then apply the knowledge to a different case study.

Journals to Consult:

Teaching Exceptional Children
Intervention in School and Clinic
Behavior Modification
Assessment for Effective Intervention

Remedial and Special Education
Journal of Special Education Technology
Journal of Visual Impairments and Blindness

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 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.

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/student Guidebook.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 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)

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)

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

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, Chatbots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors 'guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

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/studentDisabilityResourcesAnd
Services/

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/rul
esProcedures/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.

Tentative Course Schedule

Week	Topics & Assigned Readings/Activities
1	Overview & Introductions
2	Early Identification / PPCD / IFSPs
3	IEPs/Accommodations
4	Collaboration
5	Video Modeling Work Week
6	Autism
7	Dyslexia/Literacy
8	Instructional Technology
	☺ SPRING BREAK ☺
9	Traumatic Brain Injury
10	Student Presentation Work Week
11	Student Presentations In-Class
12	Resiliency/SEL/Social Success
13	Visual Impairments
14	Assistive Technology
Finals Week	Finals Week

***Calendar*:** Please note that the calendar is tentative and may change at any time and as many times as necessary during the semester. In case of any changes, you will be informed in a timely manner. **It is your responsibility to regularly check your email and D2L for announcements regarding the course.**