



SPED 464 TRANSITION & COLLABORATION

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:

This course examines programs and services available for students, families, and adults planning for transition. Variables influencing employment, community living and extended care in private and public agencies as well as sources of services, networks, and organizations for individuals with disabilities are examined. Collaboration models are presented for content area instruction will also be addressed.

Prerequisite: SPED 346

Materials – Textbooks, Readings, Supplementary Readings

Required Textbooks:

Essentials of Transition Planning, 2nd edition, Wehman

Universal Design for Transition, 1st edition, Thoma, Bartholomew, & Scott

Student Learning Outcomes

- Students will create digital portfolios to support student and family participation in the IEP, ARD meetings, and transition planning
- Students will demonstrate knowledge of self-determination within special education
- Students will identify ways to integrate transition-focused activities into classroom routines and instruction
- Students will identify ways to integrate transition focused activity into community settings
- Students will curate transition resources to connect families with communities

Student Learning Outcomes	§235.131. Special Education Standards: Early Childhood-Grade 6	§235.133. Special Education Standards: Grades 6-12
Students will create digital portfolios to support student and family participation in the IEP, ARD meetings, and transition planning	(b)(20) advocate for family and student participation in the IEP, ARD meetings, and transition plan	(b)(25) advocate for student participation in the IEP, ARD meetings, and transition plan (b)(27) apply knowledge of IEP transition activities to build students' readiness for postsecondary transition;
Students will demonstrate knowledge of self-determination within special education	(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 identify ways to integrate transition-focused activities into classroom routines and instruction	(f)(9) plan and integrate transition-focused activities into classroom instruction;	(e)(13) use the results of multiple assessments to determine students' transition needs (f) (9) plan and integrate transition-focused activities into classroom instruction;
Students will identify ways to integrate transition focused activity into community settings	(h)(6) implement transition activities in the IEP that include community resources and service providers;	(h)(6) implement transition activities in the IEP that include community resources and service providers;

Students will curate transition resources to connect families with communities	(h)(13) select and develop resources to improve communication and collaboration with family and community;	(h)(12) select and develop resources to improve communication and collaboration with family and community (h)(13) coordinate with instructional and related service providers and community agencies to identify and access services, resources, and supports to meet the needs of individuals with exceptionalities
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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 4:30-6:50pm, HENH207

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

Weekly Reflection Activities 125

Transition Resource Matrix 125

Portfolio Project	125
Self-Determination Presentation	125
Total	500

- **Weekly Reflection Activities (125 points)**: Activities and reflections will be utilized to promote understanding and application of course content. Examples may include article responses, IRIS modules, and other activities.
- **Parent Transition Resource Matrix (125 points)**: Students will create a digital resource table on the topic of transition that could be shared with parents or young adults. Resources can include website links, organizations, articles, and more. Resources should include a mix of local, state, and national sources. Students may choose to focus on resources for specific disabilities or resources specific to post-graduation plans (first-generation college students, students entering the workforce, students seeking supported employment.)
- **Portfolio Project (125 points)**: Students will create a digital portfolio for a student to support collaboration between parents and teachers, as well as fostering transition between grade levels and different schools. This portfolio should include the following sections: Student History, Strengths, Challenges, Current Goals, Hopes for the Future. This portfolio should tell the student's story and include multi-media such as pictures, videos, and quotes from the student and/or their parents.
- **Self-Determination Presentation (125 points)**: Students will create a presentation on an area of self-determination they wish to explore further. The focus could be on developing self-determination in young children, older students, or students with different disabilities (ADHD, learning disabilities, autism, emotional/behavioral disorders, etc.) Students may choose to focus on self-determination assessment, self-determination resources, technology tools for self-determination, empowering families to support self-determination, universal design for learning and self-determination, psychological views of self-determination, among other directions.

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/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](#).

<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>

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/studentDisabilityResourcesAndServices/)

<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.

Tentative Course Schedule

Week	Topics & Assigned Readings/Activities
1	Overview & Introductions
2	Chapter 1: Introduction to Transition Planning Chapter 1: Background and Explanation of Universal Design for Transition
3	Chapter 2: Individual and Community Transition Chapter 2: Universal Design for Transition and Student Self-Determination
4	Chapter 3: Developing the Transition Curriculum
5	Chapter 4: Planning for the Future: One Student at a Time Chapter 3: Universal Design for Transition in Assessment
6	Chapter 5: Writing the Transition Individualized Education Program Chapter 4: Using a Universal Design for Transition Approach to Individualized Educational Planning
7	Chapter 6: Implementing the Transition Individualized Education Program
8	Chapter 7: Understanding the Different Pathways to Competitive Employment from School &
	☺ SPRING BREAK ☺

9	Chapter 8: Customized Employment
10	Chapter 5: Universal Design for Transition and Employment
11	Chapter 6: Universal Design for Transition and Postsecondary Education
12	Chapter 7: Universal Design for Transition and Community Living
13	Chapter 8: Universal Design for Transition Applied to Recreation and Leisure
14	Chapter 9: Using Technology to Put It All Together
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.**