



**SPED 480, 80982, Section 01E,  
Issues for Inclusion**  
COURSE SYLLABUS: Fall 2024

**INSTRUCTOR INFORMATION**

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

**Office Hours:** Tuesdays and Thursdays at 11-1:30pm

**Office:** Henderson Hall, 235

**University Email Address:** [belinda.rudinger@tamuc.edu](mailto: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**

Required Textbook: None

**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

*The syllabus/schedule are subject to change.*

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 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

<b>Student Learning Outcomes</b>	<b>§235.131. Special Education Standards: Early Childhood-Grade 6.</b>	<b>§235.133. Special Education Standards: Grades 6-12</b>
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 achievement in a variety of settings and situations	(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 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**

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

**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**

In addition to attending class, you will need to regularly log into the course website (weekly/daily) to complete all required assignments/assessments by the due date. You may complete the assignments/assessments before the

*The syllabus/schedule are subject to change.*

due date if they are open for you to do so.

## **GRADING**

Total points corresponding to the final letter grades

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

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**

### **Assignments**

**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.

**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. **and underline** parent responses.

**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.

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

**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.

## **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>

Zoom Video Conferencing Tool

[https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom\\_Account.aspx?source=universalmenu](https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu)

## **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](mailto: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.

### **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>

## **COMMUNICATION AND SUPPORT**

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

### **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.

*The syllabus/schedule are subject to change.*

## **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 can be found at <https://www.tamuc.edu/student-code-of-conduct/>.

If you believe someone has engaged in behaviors that do not align with the Code of Student Conduct or you have other concerns, please visit the File a Report page at <https://www.tamuc.edu/office-of-student-rights-and-responsibilities/concerns-incident-reporting/>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:

<https://www.britannica.com/topic/netiquette>

## **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 student academic dishonesty policy

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

Undergraduate student academic dishonesty policy

[Undergraduate Student Academic Dishonesty Form](#)

Graduate student academic dishonesty policy:

<https://inside.tamuc.edu/aboutus/policiesproceduresstandardsstatements/rulesProcedures/13students/graduate/13.99.99.R0.10.pdf>

Graduate student academic dishonesty form:

<https://inside.tamuc.edu/academics/graduateSchool/faculty/GraduateStudentAcademicDishonestyForm.pdf>

## **TAMUC Attendance**

For more information about the attendance policy please visit the [Attendance](#) webpage.

## **Artificial Intelligence**

*The syllabus/schedule are subject to change.*



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 Services

Velma K. Waters Library- Room 162

**Phone (903) 886-5930**

Fax (903) 468-8148

Email: [StudentDisabilityServices@tamuc.edu](mailto:StudentDisabilityServices@tamuc.edu)

**Website:** <http://inside.tamuc.edu/campuslife/campusServices/StudentDisabilityServices/default.aspx>

### **Mental Health and Well-Being**

The university aims to provide students with essential knowledge and tools to understand and support

*The syllabus/schedule are subject to change.*

mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.



## **A&M-Commerce Supports Students' Mental Health**

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](http://www.tamuc.edu/counsel)

## **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.

### **A&M-Commerce Supports Students' Mental Health Counseling Center Services**

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](http://www.tamuc.edu/counsel)

### **Tentative Course Schedule**

Section	Topics	Assignments
Seminar 1	Overview of Syllabus/Course Assignments	<b>Alphabet Soup</b> <b>Disability Match</b>
Seminar 2	The SPED Process, RTI, & Collaboration with Families	<b>IEP Scavenger Hunt</b> <b>Parent/Family Interview</b>
	IEPs, Behavior, Accommodations, Modifications	

*The syllabus/schedule are subject to change.*

Seminar 3		<b>Evidence of Accommodations/Modifications Assignment</b>
Seminar 4	Selecting Interventions that are Evidence-Based and Assistive Technology	<b>ARD/IEP Meeting Reflection</b>

**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.**