



Course Syllabus: Exceptional Individuals
Gordon T & Ellen West College of Education
SPED 5013-X20/SPED-DX1 Graduate
Spring 2023

Contact Information

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Textbook & Instructional Materials

Required Text: Hallahan, D.P., Pullen, P.C. & Kauffman, J. M. (2023). Exceptional learners: An Introduction to special education, 15th Ed.

Course Description

A study of the etiology and concepts relating to exceptional individuals.

Course Objectives/Learning Outcomes/Course Competencies

Specific learning objectives for the course derive from the Pedagogy and Professional RESponsibilities (EC-12). The Council for Exceptional Children Initial Preparation Standards, and the tExas SBEC standards/Test Frameworks. The course provides undergraduate students with knowledge based on the environment in which they may serve as a teacher. Satisfactory completion of the course will document that students have demonstrated the ability to : Identifies and designs instruction appropriate for all students:

The Student:

1. Understand and is able to recognize the educational definition of Exceptional Learners and the definition of Special Education.
 - a. Recognize and Understand the history and origins of Special Education.
 - b. Recognize and understand what the future of Special Education holds.
2. Understand the differences that parents of children with disabilities face, including the effects on the family, and interventions for parents.
3. Understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts. (Communicates

directions, explanations and procedures effectively and uses strategies for adjusting communication to enhance student understanding [eg., visual cues, by providing examples, simplifying complex ideas, using appropriate communication tools].) (TExES Pedagogy and Professional Responsibilities EC-12 Domain 2, Competence 007)

4. Demonstrates appropriate instruction that actively engages students in the learning process.
5. Understands and applies knowledge of ethnic, cultural, linguistic and socioeconomic diversity and the significance of individual diversity for evaluation, planning and instruction.
6. Engaging in Professional interventions that support student's instructional and behavioral needs. (CEC Initial Preparation Standard 7.0., Compoinet 7.1)
7. Supporting Demonstrates how to collaborate with team members (CEC Initial Preparation Standard 7.0)

Methods of Instruction

This course will be presented in a manner that will allow you to learn independently, from each other with discussion boards, email, and postings. While you may work somewhat at your own pace; however, please review the deadlines. Please adhere to all deadlines and due dates- this will help you plan. Please feel free to turn items in early.

Student Handbook

Refer to: [Student Handbook-2022-23](#)

Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.

[Office of Student Conduct](#)

Grading/Assessment

Course Grade- List all graded assignments

Table 1: Points allocated to each assignment

| Assignments | Points |
|-------------------|--------|
| Exams | 300 |
| Discussions | 185 |
| Reflection Papers | 100 |

| | |
|-----------------------|--------|
| Assignments | Points |
| Graduate Presentation | 115 |
| Total Points | 700 |

Table 2: Total points for final grade.

| | |
|-------|---------------|
| Grade | Points |
| A | 630-700 |
| B | 560-629 |
| C | 490-559 |
| D | 420-489 |
| F | Less than 419 |

Exams

Exams are open book and divided by chapters. Please refer to D2L for more information.

Projects Required

The following two projects are required to receive credit for this course. **Accommodated Lesson Planning and Dyslexia training.** See below and D2L for more details.

Accommodated Lesson Planning: **MUST COMPLETE** (For the rubric and more information refer to details in D2L)

Lesson Accommodation Plan

The purpose of this assessment is to evaluate your ability to identify and describe specific instructional accommodations to meet the needs of different types of learners in the classroom. After reading and completing the activities in this module, please follow the instructions below.

1) Go to the Teaching Tolerance website to choose a lesson plan.

<https://www.tolerance.org/classroom-resources/lessons>

Use the drop-down menus to narrow the plans down to those appropriate for the grade level(s) aligned with the certification you are seeking. Choose a lesson plan appropriate for your grade level and/or content area.

List your certification area and copy the URL for your chosen lesson plan in the chart.

2) Review the Lesson Accommodation Plan Grading Rubric.

3) Based on the lesson plan, please complete the following chart to demonstrate how you would modify that lesson to meet the needs of different types of student populations. You should base your answers on research-based strategies that have been identified as being effective with each particular learner group. You should describe in detail how you would use the strategies you identify as modifications to demonstrate your understanding of how to implement the strategies.

4) Include rationale for your accommodation decisions. Your rationale should include references to specific studies or professional resources that support the use of the strategy for each group. You may use the readings and materials provided in the module or if needed, you may conduct your own research to find studies or professional resources that support your planned modifications.

You should cite the resource in your rationale with a short citation in parentheses with author last name and data such as (Smith, 2018). Please provide reference listings for the sources in the space provided after the chart. You should only use professional education resources to support your rationale and not unreliable online sources such as Wikipedia.

Dyslexia Training: **MUST COMPLETE** (For more information refer to details in D2L)

Dyslexia Training

1. Access <https://register.tealearn.com/browse/tea/dyslexia/courses/tea-dyslexia>
2. Register for the class. Within the class are 4 modules. Plan to spend 3-4 hour total.
3. Submit Certificate of completion to TK20. This is a TEA requirement and you will receive an "I" if not submitted and may delay your progress in the program.

Course Schedule

Please follow the course schedule listed on D2L. It is divided up in two week increments.

| Weeks | Activities/Assignments/Exams | Due Date |
|-------------------------|--|-----------------------|
| Week 1 & 2 1/17-28 | Read Chapters 1-3 Discussion (10 points) Discussion (25 points) Review Required Projects that must be completed <i>Lesson Accommodation Planning</i> <i>Dyslexia Training</i> | 1/28/2023 11:59 PM |
| Week 3 & 4 1/29-2/11 | Read Chapters 4-5 Discussion (25 points) Exam for 1-5 Chapters (100 points) | 2/11/2023 11:59 PM |

| Weeks | Activities/Assignments/Exams | Due Date |
|--------------------------|--|-----------------------|
| | Begin working Required Projects that must be completed by end of the course <i>Lesson Accommodation Planning</i> <i>Dyslexia Training</i> | |
| Week 5 & 6 2/12-25 | Read Chapters 6-7 Discussion (25 points) Reflection Paper (50 points) Continue work on Required Projects that must be completed by the end of the course <i>Lesson Accommodation Planning</i> <i>Dyslexia Training</i> | 2/25/2023 11:59 PM |
| Week 7 & 8 2/26-3/11 | Read Chapters 8-10 Discussion (25 points) Reflection Paper (50 points) Exam for 6-10 Chapters (100 points) Continue to work on Required Projects that must be completed by the end of the course <i>Lesson Accommodation Planning</i> <i>Dyslexia Training</i> | 3/11/2023 11:39 PM |
| Week 9 | SPRING BREAK | |
| Week 10 & 11 3/19-4/1 | Read Chapter 11-12 Discussion (25 points) Continue working on Required Projects that must be completed by the end of the course <i>Lesson Accommodation Planning</i> <i>Dyslexia Training</i> | 4/1/2023 11:59 PM |
| Week 12 & 13 4/2-4/15 | Read Chapters 13-14 Discussion (25 points) Continue working on Required Projects that must be completed by the end of the course <i>Lesson Accommodation Planning</i> <i>Dyslexia Training</i> | 4/15/2023 11:59 PM |
| Week 14 & 15 4/15-29 | Read Chapter 15 Discussion (25 points) Exam (100 points) Continue working on Required Projects that must be completed by the end of the course <i>Lesson Accommodation Planning</i> | 4/29/2023 11:59 PM |

| Weeks | Activities/Assignments/Exams | Due Date |
|--------------------------|---|----------------------|
| | <i>Dyslexia Training</i> | |
| Week 16 & 17 4/30-5/6 | Graduate Presentation Project (115 points) Continue working on Required Projects that must be completed by the end of the course <i>Lesson Accommodation Planning</i> <i>Dyslexia Training</i> | 5/6/2023 11:59 PM |
| Week 18 5/7-13 | MUST Complete & SUBMIT REQUIRED Projects that must be completed by the end of the course <i>Lesson Accommodation Planning</i> <i>Dyslexia Training</i> | 5/10/23 11:59 PM |

Late Work

The official policy for this class is that NO late work is accepted. However, I do understand that life events can throw you a curveball. Therefore, if you see that you will be having difficulty turning your work in by the deadline, you MUST contact me and I will determine what extension will be provided. The key is to please COMMUNICATE.

Important Dates

Last day for term schedule changes: Check date on [Academic Calendar](#).
 Deadline to file for graduation: Check date on [Academic Calendar](#).
 Last Day to drop with a grade of "W:" Check date on [Academic Calendar](#).
 Refer to: [Drops, Withdrawals & Void](#)

Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

Attendance

Students are expected to participate in online discussions and complete work assigned through D2L in which they are enrolled.

Online Computer Requirements

Taking an online class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have

(or have access to) a working computer in this class. ***Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.*** Computers are available on campus in various areas of the buildings as well as the Academic Success Center. **Your computer being down is not an excuse for missing a deadline!!** There are many places to access your class! Our online classes can be accessed from any computer in the world that is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into [D2L](#).

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the [Schedule of Classes](#) each semester.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exist in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

College Policies

Campus Carry Rules/Policies

Refer to: [Campus Carry Rules and Policies](#)

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by MSU TEXAS. Adult students may smoke only in the outside designated-smoking areas at each location.

Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes has prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit [Campus Carry](#).

Active Shooter

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [Safety / Emergency Procedures](#). Students are encouraged to watch the video entitled "*Run. Hide. Fight.*" which may be electronically accessed via the University police department's webpage: ["Run. Hide. Fight."](#)

Grade Appeal Process

Update as needed. Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

Notice

Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

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