



Midwestern State University
Gordon T. & Ellen West College of Education
Exceptional Learners

SPED-5013-X10/SPED-5013-DX1

Instructor: *Stacey Callaway, Ph.D.*

Office Hours: *Online hours per request*

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Course/Catalog Description: A study of the etiology and concepts relating to exceptional individuals

Required Text : Hallahan, D. P., Pullen, P. C., Kauffman, J. M., & Badar, J. (2023). Exceptional learners. 15th Ed.

Required Technology:

All students must have internet access and word processing software, such as Microsoft Word, Pages, or Google Docs.

Office Hours:

Via Zoom by Appointment

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, Midwestern State University makes reasonable adjustments in its policies, practices, services, and facilities to ensure equal opportunity for qualified persons with disabilities to participate in all educational programs and activities. A student/employee who seeks accommodations on the basis of disability must register with Disability Support Services, Clark Student Center Room 168. Documentation of disability from a competent professional is required. The Director of Disability Support Services serves as the ADA Coordinator and may be contacted at (940) 397-4140, TDD (940) 397-4515, or 3410 Taft Blvd., Clark Student Center Room 168. The web address is [Services for Students with Disabilities](#) .

Concealed Carry Statements for the West College of Education University

Senate Bill 11 passed by the 84th Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016. Areas excluded from concealed carry



are appropriately marked, in accordance with state law. For more information regarding campus carry, please refer to the University's webpage at: [Campus Carry](#).

WCoE Conceptual Framework

The outcomes for graduates of professional programs are based upon knowledge, skills, and dispositions in the following elements:

- *Learner Development* - understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and design and implements developmentally appropriate and challenging learning experiences.
- *Learning Differences* - understand individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- *Learning Environment* - work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.
- *Content Knowledge* - understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- *Application of Content* - understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- *Assessment* - understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- *Planning for Instruction* - plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas,



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curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

- *Instructional Strategies* - understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- *Professional Learning and Ethical Practice* - engage in ongoing professional learning and use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- *Leadership and Collaboration* - seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

See Appendix A for a complete list of standards/competencies

Student Handbook

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

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](#)



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. This course provides undergraduate students with a knowledge base of 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. Understands 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. a. Communicates directions, explanations and procedures effectively and uses strategies for adjusting communication to enhance student understanding (e.g., visual cues, by providing examples, simplifying complex ideas, using appropriate communication tools). (TExES Pedagogy and Professional Responsibilities EC-12 Domain 2, Competency 007C)
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.



7. Engaging in Professional interventions that support students' instructional and behavioral needs. (CEC Initial Preparation Standard 7.0, Component 7.1)
8. Supporting Social, Emotional, and Behavioral Growth (CEC Initial Preparation Standard 6.0)
9. Demonstrates how to Collaborate with Team Members (CEC Initial Preparation Standard 7.0)

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Student Handbook Refer to: Student Handbook-2019-20 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.

Methods of Instruction

This course will be presented in a manner that will allow you to learn independently, from each other, interaction with instructor via discussions, discussion board, email, and postings. While you may work somewhat at your own pace, I have found that most students appreciate the structure of due dates. Please adhere to the due dates and adjust your study schedule accordingly.

Internet courses are a convenient and effective method of learning, however they require as much work and attention as traditional instruction. Please adhere to the following guidelines/suggestions to ensure success this semester.

1. Do not think you can do this course in your spare time. Plan, plan, and plan some more. Schedule at least 12-15 hours a week to dedicate to this course.

2. Please adhere to all deadlines and due dates-this will help you plan-you may complete assignments early but do not turn them in late.



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3. Please read and re-read assignments. Get clarification as soon as can (do not wait until the night before). Post questions on the public discussion board, email me.

Assignments: Specific information regarding assignments within each module.

Assignment	Points
Discussion (13x15):	<i>195</i>
Dyslexia Assignment	<i>100</i>
Infographic	<i>100</i>
Parent Interview	<i>100</i>
Communication Systems	<i>100</i>
Journal Article	<i>100</i>
Quizzes	<i>150</i>
Final Paper	<i>100</i>

***This needs to be changed with added assignment.

Grade	Points
A	760-895
B	716-759
C	626-715
D	637-625
F	0-625



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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. Often it is an additional 5 days and there will be a late grade consequence. The consequence is that the best grade you can receive would be 70% of the maximum points (i.e. if an assignment is worth 10 points, the maximum grade you could receive is 7 points). If you do not submit the assignment by the extended time you will receive a 0 for the assignment.

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.

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 which is connected to the internet. Contact me 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.

Instructor Class Policies

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.



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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) exists 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 Spring 22 SPED 3613 Cavitt 7 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.

Universal Design for Learning (UDL) Principles:

UDL is a set of instructional practices that provide all students the ability to access information, interact with the information, and demonstrate learning that best meets their unique needs. According to CAST, “UDL is a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn” (2021, para. 1). The UDL guidelines are based on the why, what, and how of learning. The guidelines are various evidenced based strategies that help scaffold student’s learning. The course was developed using the UDL principles in mind. Therefore, you are provided multiple means of Representation

through books, journals, videos, recorded webinars, etc. I also believe that I offer you multiple means of engagement as best as we can in an online course. I do believe that we can do better and I am in the process of identifying some options. Regarding multiple means of expression, you will be able to select whichever process best meets your unique needs in submitting your work. All the assignment dropboxes are set up to accept a wide variety of files. Everything from



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Word documents, PDF files, audio files and video files. Therefore, for every assignment that has a dropbox, you may choose how you will be able to share with me what you learned from the assignment.

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 WATC. 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.

Grade Appeal Process:

Students who wish to appeal a grade should consult the Midwestern State University

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

Course Schedule

Datet	Course Content		
8/22	Module 1 Chapter 1, 2, 3	Discussion Getting to know you video	
8/29		Assignment	Infographic on Diversity of services for Exceptional Learners in your district
9/5		Discussion	
9/12	Chapter 4, 5	Assignment	Parent Interview



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9/19		Discussion	Quiz Chapters 1-5
9/26	Module 2 Chapter 6, 7, 8	Assignment	
10/3		Discussion	
10/10	Chapter 9, 10	Assignment	Journal Article Review: Communication Systems and Exceptional Learners
10/17		Discussion	Quiz Chapters 6-10
10/24	Module 3 Chapter 11, 12	Discussion	No assignment
10/31		Discussion	Quiz Chapter 11, 12
11/7	Module 4 Chapter 13, 14, 15	Assignment	Prevalence of MD in Texas review
11/14		Discussion	Quiz Chapters 11-15
11/21	Thanksgiving		
11/28		Assignment	Final Paper Due
12/5	Will open the Sunday before Finals Week		Final Exam