



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

SPED-3523-X10/SPED-3523-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](#) .



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

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 implement 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 encourages 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.



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

- *Planning for Instruction* - plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, 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 adapt 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](#)



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

Course Objectives/Learning Outcomes/Course Competencies

The Student:

1. Understand the differences that parents of children with disabilities face, including the effects on the family, and interventions for parents.
2. 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., by providing examples, simplifying complex ideas, using appropriate communication tools). (TExES Pedagogy and Professional Responsibilities EC-12 Domain 2, Competency 007C)
3. Understands and applies knowledge of ethnic, cultural, linguistic and socioeconomic diversity and the significance of individual diversity for evaluation, planning and instruction.
 - a. Demonstrate knowledge of issues related to the identification of disabilities in individuals from ethnically, culturally, linguistically and/or socioeconomically diverse backgrounds.
 - b. Recognize how the ethnic, cultural and environmental background of students and their families, including linguistic and socioeconomic diversity, may affect evaluation, planning and instruction.
 - c. Demonstrate awareness of issues related to the representation in special education of populations that are culturally and linguistically diverse.
4. Engaging in Professional understanding of students' instructional and behavioral needs. (CEC Initial Preparation Standard 7.0, Component 7.1)
5. Supporting Social, Emotional, and Behavioral Growth (CEC Initial Preparation Standard 6.0)

See Appendix A for a complete list of standards/competencies 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



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

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



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

Assignments: Specific information regarding assignments within each module.

Assignment	Points
Discussion (6 x25):	150
Parent Interview	100
Dyslexia Online Module	100
Autism Interventions	100
Accommodations Assignment	100
Quizzes (3 X 50)	150
Final Project: Student Transition	100
Final Exam	100

Grade	Points
A	810-900
B	720-809
C	630-719
D	540-629
F	450-539

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



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

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 a 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 help desk 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.

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



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

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 Spring 22 SPED 3613 Cavitt 7 accommodations should make an 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 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.



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

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

Date	Course Content	Assignment Title
8/22	Due 8/27	Discussion Getting to know you video
8/29	Module 1: Chapter 1, 2, 3 Due 9/1	Discussion
9/5	Due 9/8	Discussion
9/12	Chapter 4, 5 Due 9/15	Assignment: Parent Interview
9/19	Due 9/25	Quiz Chapters 1-5
9/26	Module 3: Chapter 6, 7, 8 Due 10/2	Assignment: Dyslexia Online Module
10/3	Due 10/6	Discussion



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

10/10	Chapter 9, 10 <i>Due 10/9</i>	Assignment: Summary of Autism Interventions
10/17	<i>Due 10/23</i>	Quiz Chapters 6-10
10/24	Module 4: Chapter 11, 12 <i>Due 10/27</i>	Discussion
10/31	<i>Due 11/6</i>	Assignment: Accommodations Online Module
11/7	Chapter 13, 14, 15 <i>Due 11/10</i>	Discussion
11/14	<i>Due 11/20</i>	Quiz Chapters 11-15
11/28	<i>Due 12/4</i>	Assignment: Final Project: Transition
12/5	<i>Due 12/7</i>	Final Exam

Appendix A

Objective	Standard	Assignment
Understands the effect on parents of having a child with a disability in the family and potential interventions.	III, IV	Parent Interview
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., by providing examples, simplifying complex ideas, using appropriate communication tools).	VI, VII, VIII	Dyslexia Module Autism Interventions



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

Understands and applies educational considerations for students with Multiple Disabilities	VIII, X	Autism Interventions
Engaging in Professional understanding of students' instructional and behavioral needs. (CEC Initial Preparation Standard 7.0, Component 7.1)	II, IV	Autism Interventions, Accommodations Module
Supporting Social, Emotional, and Behavioral Growth (CEC Initial Preparation Standard 6.0)	II, V,	Final Project
Demonstrates how to Collaborate with Team Members (CEC Initial Preparation Standard 7.0)	II, III, VII	Final Project

Special Education EC-12 Standards

Standard I: The special education teacher understands and applies knowledge of the philosophical, historical, and legal foundations of special education.

Standard II: The special education teacher applies knowledge of professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

Standard III: The special education teacher knows how to communicate and collaborate effectively in a variety of professional settings.

Standard IV: The special education teacher understands and applies knowledge of the characteristics and needs of individuals with disabilities.

Standard V: The special education teacher understands formal and informal assessment procedures and knows how to evaluate student competencies to make instructional decisions.

Standard VI: The special education teacher understands and applies knowledge of procedures for planning instruction and managing teaching and learning environments.

Standard VII: The special education teacher understands and applies knowledge of issues and procedures for teaching appropriate student behavior and social skills.

Standard VIII: The special education teacher understands assistive technology as defined by state and federal regulations.

Standard IX: The special education teacher understands and applies knowledge of transition issues and procedures across the life span.

Standard X: The special education teacher promotes students' academic performance in all content areas by facilitating their achievement in a variety of settings and situations.



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

Standard XI: The special education teacher promotes students' performance in English language arts and reading.

Standard XII: The special education teacher promotes students' performance in mathematics.

PEDAGOGY AND PROFESSIONAL RESPONSIBILITIES STANDARDS (EC-GRADE 12)

Standard I The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

Standard II. The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

Standard III. The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

Standard IV. The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.