



Course Syllabus: **Introduction to Individuals with Disabilities**

West College of Education
SPED 3523 Section 101
Fall 2023

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Office Hours: Tues/Thurs: 9:30 am -11:30 am;
Wed: 3pm – 4pm

Course Description

A study of the etiology of and concepts relating to teaching students with special needs in inclusive settings.

Textbook & Instructional Materials

Vaughn, S. R., Bos, C. S., & Schumm, S. S. (2021). Teaching students who are exceptional, diverse, and at risk in the general education classroom. 7th Ed.

Instructor Response Policy

The best way to contact me is via email. I will check my email daily between the hours of 8:00AM and 5:00PM Mon – Fri. Every effort will be made to respond within 24 hours; however, this does not apply to weekends or holidays. Office hours listed above or we can set up a time to talk virtually, on the phone or in person outside of those hours.

Study Hours and Tutoring Assistance

Instructor is available to meet by appointment. Please email me with any questions you have. Responses/answers will be provided via email or a time can be set up for a phone call or appointment.

Attendance Policy

You are expected to be in class on time and ready to learn. If you miss

more than two classes without sufficient reason you will incur a final letter grade drop. Absences over 3 will result in 2 final letter grades drop. Communication with me is the key.

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)

Objective	Standard	Assignment
Understands the effect on parents of having a child with a disability in the family and potential interventions.	III, IV	Activity Assignments
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
Understands and applies educational considerations for students with Multiple Disabilities	VIII, X	Accommodations Module, Discussions, Activity Assignments

Objective	Standard	Assignment
Engaging in Professional understanding of students' instructional and behavioral needs. (CEC Initial Preparation Standard 7.0, Component 7.1)	II, IV	Accommodations Module
Supporting Social, Emotional, and Behavioral Growth (CEC Initial Preparation Standard 6.0)	II, V	Activity Assignments, Discussions, Lecture Notes
Demonstrates how to collaborate with Team Members (CEC Initial Preparations Standard 7.0)	II, III, VII	Discussions

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. 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.

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

Assignment	Points
Reflection Activities (5 at 20 pts each)	100
Dyslexia Module	100
Accommodated Lesson Plan	100
Midterm	100
Final	100
Total	500

Grade	Points
A	450 - 500
B	400-449
C	350-399
D	300-349
F	299 and below

Exams

You will have a midterm and a final in this class. Tests will be T/F, MC, and constructed responses. Tests will be completed online through D2L. You will be given a window of time to complete tests. You will be provided with study materials prior to the test.

Projects / Assignments

1. Dyslexia Training (TEA Requirement)
2. Accommodated Lesson Plan (Key Assessment)
3. Midterm Exam MC, Short Answer, Essay, TF D2L
4. Final Exam MC, Short Answer, Essay, TF D2L
6. Reflection Activities / Reflection paper. You will have 5 activities to do outside of class. Assignment and materials can be found on D2L.

Course Schedule

Week	Tuesday	Thursday	Due Dates
Week 1 - Aug 28	Welcome – Intro to Class / Syllabus	Chapter 1	
Week 2 - Sept 4	Chapter 2	Chapter 3	Reflection Activity 1 due 9/10
Week 3 - Sept 11	Chapter 4	Chapter 4 con't	
Week 4 - Sept 18	Dyslexia Module - online class	Chapter 5	Dyslexia Module Due 9/24
Week 5 - Sept 25	Chapter 6	Chapter 6 cont'd	Reflection Activity 2 due 10/1
Week 6 - Oct 2	Chapter 7	Chapter 7 cont'd	
Week 7 - Oct 9	Chapter 8	Chapter 8/Midterm review	Midterm due 10/15
Week 8 - Oct 16	Chapter 9	Chapter 9 cont'd	
Week 9 - Oct 23	Chapter 10	Chapter 10 cont'd	Reflection Activity 3 due 10/29
Week 10 - Oct 30	Chapter 11	Chapter 11 cont'd	
Week 11 - Nov 6	Chapter 12	Chapter 12 cont'd	Reflection Activity 4 due 11/12
Week 12 - Nov 13	Chapter 13	Chapter 13 cont'd	
Week 13 - Nov 20	Online Activity - Accommodated Lesson Plan	Thanksgiving No Class	Accommodated Lesson Plan Assignment Due 11/26
Week 14- Nov 27	Chapter 14	Chapter 15	Reflection Activity 5 due 12/3
Week 15 - Dec 4	Chapter 16	Final Review	Final due 12/10

Submitted Work

Correct spelling and use of appropriate grammatical skills are expected on

each written assignment or project. Assignments/projects will be typed and utilize an appropriate style (*Times New Roman, 12 point font, double spaced*). **Unacceptable work will be returned, un-graded, or lead to reduction in grade.** In addition, plagiarized or copied work will receive a grade of ZERO with no make-up allowed.

Extra Credit

No extra credit assignments will be given or accepted.

Late/Incomplete Submission of Assignments

Work must be turned in when it is due for full credit. Late work will only be accepted in emergency situations that have been cleared with instructor. This means only illness or family emergency.

Late work is discouraged as a rule. In the event that an assignment is submitted late, here is the grading scale for such:

10 point reduction for every day the assignment is late.

This reduction does not begin at 100 points. It begins with the grade accessed for the quality of work submitted, then points removed for each day the submission is late.

Incomplete assignments are not accepted. I do not give partial credit.

An assignment is considered incomplete if it has multiple parts as expressed in the instructions and is submitted with even one part missing/incomplete. It will be returned with a zero and must be resubmitted with all components before a grade will be assessed. At that time, it is considered late and will fall under that policy as well and suffer grade reduction.

Important Dates

Last day for term schedule changes: August 28-31

Deadline to file for graduation: September 25

Last Day to drop with a grade of "W:" October 30

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.

Online Computer Requirements

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! 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) 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 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

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 as 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 Rules and Policies](#)

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

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.