



Midwestern State University
Gordon T. & Ellen West College of Education
SPED 3613- 101: Exceptional Individuals

Contact Information:

Instructor: Emily N. Smith, EdD

Office Hours: Tuesday 9:30am-11:00am, Wednesday 8:00am – 10:00am, Thursday 9:30am-11:00am

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

Required Text :

Hallahan, D. P., Kauffman, J. M., & Pullen, P. C. (2009). *Exceptional learners: An introduction to special education*. Boston, MA: Pearson/Allyn & Bacon.

Required Technology:

All students must have internet access and word processing software.

Instructor Response Policy

Please allow 24 hours response time during the semester. I will respond to emails on weekdays, excluding holidays. I prefer you email me through my MSU email account [Emily Smith](mailto:Emily.Smith@msu.edu) but I also check the email associated with this course each morning.

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, 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.

Objectives The candidate will meet the following standards and competencies relating to special education by the Texas Education Agency (TEA) as required for certification as a special education teacher (EC-12), as well as the relevant Council for Exceptional Children (CEC) knowledge and skills base standards for all beginning special education teachers.

This course provides special education candidates and students with a knowledge base of the environment in which they may teach. Satisfactory completion of the course will document that students have demonstrated the ability to:

Objective	Standards
Students will understand the educational definitions of exceptional learners	1.0 Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.
Students will explore prevalence of exceptional learners	1.0 Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.
Students will understand the history and origins of special education, including legislation and litigation that have affected special education	6.0 Beginning special education professionals use foundational knowledge of the field and their professional ethical principles and practice standards to inform special education practice, to engage in lifelong learning, and to advance the profession.
Students will understand how students are evaluated and identified for special education services	4.0 Beginning special education professionals use multiple methods of assessment and data sources in making educational decisions.
Students will understand how evaluation and identification for special education services occurs, including the RTI process	1.0 Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.
Students will engage in a review of special education law as it pertains to IEPs, IFSPs, and transition planning.	4.0 Beginning special education professionals use multiple methods of assessment and data sources in making educational decisions.
Students will learn various placement options, how they relate to LRE and implementation of inclusive teaching practices.	3.0 Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities
Students will explore the roles of general and special educators in providing exceptional learners an individualized education plan.	1.0 Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities. 5.0 Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.
Students will understand the major issues in multicultural and bilingual education and their implications for special education	1.0 Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well being, positive social interactions, and self-determination. 6.0 Beginning special education professionals use foundational knowledge of the field and their professional ethical principles and practice standards to inform special

	education practice, to engage in lifelong learning, and to advance the profession.
Students will learn how to effectively communication with parents of students with disabilities	6.0 Beginning special education professionals use foundational knowledge of the field and their professional ethical principles and practice standards to inform special education practice, to engage in lifelong learning, and to advance the profession. 7.0 Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.
Students will review each exceptionality category and how to successfully integrate the IEP and student with a disability into the general education classroom.	1.0 Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities. 1.0 Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities 5.0 Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities. 7.0 Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

See Appendix A for a complete list of standards/competencies

Dispositions Students will demonstrate the dispositions of dependability, sensitivity, and a commitment to becoming practitioners and leaders in the profession of education who practice within the CEC Code of Ethics. Students will be prepared for their students and attend camp each day.

CEC Code of Ethics

- Maintaining a high level of professional competence and integrity and exercising professional judgment to benefit individuals with exceptionalities and their families.

- Promoting meaningful and inclusive participation of individuals with exceptionalities in their schools and communities.
- Practicing collegially with others who are providing services to individuals with exceptionalities.
- Developing relationships with families based on mutual respect and actively involving families and individuals with exceptionalities in educational decision making.
- Using evidence, instructional data, research and professional knowledge to inform practice.
- Protecting and supporting the physical and psychological safety of individuals with exceptionalities.
- Neither engaging in nor tolerating any practice that harms individuals with exceptionalities.
- Practicing within the professional ethics, standards, and policies of CEC; upholding laws, regulations, and policies that influence professional practice; and advocating improvements in laws, regulations, and policies.
- Advocating for professional conditions and resources that will improve learning outcomes of individuals with exceptionalities.
- Engaging in the improvement of the profession through active participation in professional organizations.
- Participating in the growth and dissemination of professional knowledge and skills.

Adopted by the CEC Board of Directors, January 2010

Grading Procedures

Assignment	Details	Points
Class Activities	5 activities 20 points each	100
Disability Experience	4 Experiences 25 point Each	100
Including Samuel		25
One Pager		25
Dyslexia Training	TEA Required Training	25
Accommodated Lesson Plan	Key Assessment	25
Midterm Exam	Administered via D2L Must be taken by 12/09/2021 by 10:00 am	100
Final Exam	Administered via D2L Must be taken by 12/09/2021 by 10:00 am	100
Total		500

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

Schedule

Week of	Activity	Notes
08/23/2021	Syllabus/Class Information	Purchase your text Topic Covered: Acronym Soup
08/30/2021	Co-Teaching	Chapters Covered: Exceptionality and Special Education Current Practices for Meeting the Needs of Exceptional Learners
09/06/2021	Collaborating with Parents Module	Chapters Covered: Multicultural and Bilingual Aspects of Special Education Parents and Families
09/13/2021	Including Samuel	Chapters Covered: Learners with Intellectual and Developmental Disabilities
09/20/2021	Dyslexia Seminar Dyslexia Training due 09/26/21 by 11:59 pm	Chapters Covered: Learners with Learning Disabilities
09/27/2021	FAT City Workshop ADHD Experience	Chapters Covered: Learners with Attention Deficit Hyperactivity Disorder
10/04/2021	Midterm	Midterm must be taken by 10/10/21 11:59pm Online this week, log into D2L
10/11/2021	Classroom Management Module	Chapters Covered: Learners with Emotional or Behavioral Disorders
10/18/2021	Assistive Technology Seminar	Chapters Covered: Learners with Autism Spectrum Disorders
10/25/2021	Assistive Technology Seminar	Chapters Covered: Learners with Communication Disorders
11/01/2021	One Pager	Online this week, log into D2L
11/08/2021	Deaf Experience	Chapters Covered: Learners who are Deaf or Hard of Hearing
11/15/2021	Blindness Experience	Chapters Covered: Learners with Blindness or Low Vision Learners with Low-Incidence, Multiple , and Severe Disabilities

Week of	Activity	Notes
11/22/2021	Wheelchair Experience	Chapters Covered: Learners with Physical Disabilities and Other Health Impairments
11/29/2021	Accommodated Lesson Plan Due 11/29/21 by 11:59pm	Chapters Covered: Learners with Special Gifts and Talents
12/09/2021	Final Exam	Must be completed by 10:00am

Assignments: All written work should be written in a professional manner. Confidentiality will be respected at all times.

Course requirements:

Class Activities – 20 points each

A total of 5 class activities will be assigned and completed. Activities will be assigned based on the class discussion and topic of assigned reading. These assignments are to be completed in class and uploaded to D2L for credit.

Disability Experiences: 25 points each

Each student will participate in activities designed to stimulate what it is like to have a disability. Students will submit a summary of their experience for credit to D2L.

Including Samuel – 25 points

Students will view the documentary Including Samuel in class and complete a reflective paper for credit. Details for the reflective paper will be discussed in class. The assignment will be uploaded to D2L for credit.

One Pager – 50 points

Students will listen to an assigned podcast and complete a one-pager to summarize what they learned. A sample will be provided in class and students will upload their one-pager to D2L for credit.

Dyslexia Training : 25 points

Students will complete a TEA required Dyslexia training course online. Instructions for training and uploading for credit will be provided in class.

Accommodated Lesson Plan: 25 Points

Students will complete and accommodate lesson plan. The purpose of this assessment is to evaluate the ability to identify and describe specific instructional accommodations to meet the needs of different types of learners in the classroom. Instructions and a rubric will be provided in class and posted to D2L.

Midterm Exam – 100 points

The midterm exam will cover assigned reading, class material, and class discussions covered the 1st half of the semester and will be administered via D2L.

Final exam - 100 points

The final exam will cover assigned reading, class material, and class discussions covered the 2nd half of the semester and will be administered via D2L.

Other Class Policies

Extra Credit

Extra credit assignments will not be given in this course.

Late Work

Late will only be accepted in extreme circumstances (death in the family, illness, etc). I must be contacted prior to the assignment due date and appropriate documentation must be provided.

Make Up Work/Tests

Make up work/tests will only be allowed in extreme circumstances (death in the family, illness, etc). I must be contacted prior to the work/test date and appropriate documentation must be provided.

Important Dates

Last day for term schedule changes: August 26th

Deadline to file for graduation: September 28th

Last Day to drop with a grade of "W:" December 4th

Refer to: [Drops, Withdrawals & Voids](#)

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 attend all meetings of the classes in which they are enrolled. Although in general students are graded on intellectual effort and performance rather than attendance, absences may lower the student's grade where class attendance and class participation are deemed essential by the faculty member. In those classes where attendance is considered as part of the grade, the instructor should so inform students of the specifics in writing at the beginning of the semester in a syllabus or separate attendance policy statement. An instructor who has an attendance policy must keep records on a daily basis. The instructor must give the student a verbal or written warning prior to being dropped from the class. Instructor's records will stand as evidence of absences. A student with excessive absences may be dropped from a course by the

instructor. Any individual faculty member or college has the authority to establish an attendance policy, providing the policy is in accordance with the General University Policies.

Online Computer Requirements

Taking this 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 classes can be accessed from any computer in the world which 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 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

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.

References/Scientificallly-Based Research/Additional Readings:

Habib, D. (2008). *Including Samuel: A Documentary*. Concord, NH: DH Photography.

Hallahan, D. P., Kauffman, J. M., & Pullen, P. C. (2009). *Exceptional learners: An introduction to special education*. Boston, MA: Pearson/Allyn & Bacon.

Härkki, T., Vartiainen, H., Seitamaa-Hakkarainen, P., & Hakkarainen, K. (2021). Co-teaching in non-linear projects: A contextualised model of co-teaching to support educational change. *Teaching and Teacher Education, 97*, 103188.

Lavoie, R. D., & UNDERSTANDING LEARNING DISABILITIES. (1989). *How Difficult Can this Be?: The FAT City Workshop*. Eagle Hill Foundation.

The IRIS Center. (2005). *Addressing disruptive and noncompliant behaviors (part 1): Understanding the acting-out cycle*. Retrieved from <https://iris.peabody.vanderbilt.edu/module/bi1/>

The IRIS Center. (2005). *Addressing disruptive and noncompliant behaviors (part 2): Behavioral interventions*. Retrieved from <https://iris.peabody.vanderbilt.edu/module/bi2/>

The IRIS Center. (2008, 2020). *Family engagement: Collaborating with families of students with disabilities*. Retrieved from <https://iris.peabody.vanderbilt.edu/module/fam/>

Valley, C. (2021). How Do General Education Teachers Feel Prepared to Teach Individuals with Autism in the Classroom.

Appendix A: Standards/Competencies

[Special Education EC-12 Standards](#)

[Pedagogy and Professional Responsibility Standards](#)

CEC Initial Preparation Standards

[Professional Preparation Standards](#)

[High Leverage Practices](#)

WCOE Standards (InTASC):

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.
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and collaborative problem solving related to authentic local and global issues.

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- 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.

Appendix B: Note about COVID

Scientific data shows that being fully vaccinated is the most effective way to prevent and slow the spread of COVID-19 and has the greatest probability of avoiding serious illness if infected in all age groups. Although MSU Texas is not mandating vaccinations in compliance with Governor Abbott's executive orders, we highly encourage eligible members of our community to get a vaccination. If you have questions or concerns about the vaccine, please contact your primary care physician or health care professional. Given the recent rise in cases, individuals are also strongly encouraged to wear facial coverings when indoors among groups of people, regardless of vaccination status. Although MSU Texas is not currently requiring facial coverings, they have been an effective strategy in slowing the spread.