



Course Syllabus: SPED 3613 Exceptional Individuals 3613 201
College of Education
January 17-May 8

Contact Information

Instructor: Edward Schultz PhD

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Office hours: Students Tues 9:30-11:30; TR 9:30-11:30; Fri 10-12

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Instructor Response Policy

Use D2L for course related questions. If I do not respond within 24 hours on **weekdays**, send a gentle reminder. I usually am very prompt in my replies.

Textbook & Instructional Materials

Heward, W.L., Alber-Morgan, S.R., & Konrad, M. (2022). Exceptional Children: An Introduction to Special Education, 12 Edition. Pearson Publishing

Course Description

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

Course Objectives/Learning Outcomes/Course Competencies

This course is an introduction course for all education majors. It is based on relevant standards from 19 TAC Chapter 235 for Texas Teachers.

§235.21. Pedagogy and Professional Responsibilities Standards, Early Childhood: Prekindergarten-Grade 3. Early Childhood-Grade 6. (October 2020 Update)

Instructional Planning and Delivery.

(6) differentiate instruction, aligning methods and techniques to diverse student needs, including acceleration, remediation, and implementation of individual education plans;

(10) encourage all students to overcome obstacles and remain persistent in the face of challenges, providing them with support in achieving their goals;

(c) Knowledge of Student and Student Learning.

(1) create a community of learners in an inclusive environment that views differences in learning and background as educational assets;

(3) understand the unique qualities of students with exceptional needs, including disabilities and giftedness, and know how to effectively address these needs through instructional strategies and resources;

§235.61. Pedagogy and Professional Responsibilities Standards, Grades 7-12

Knowledge of Student and Student Learning. Grades 7-12

(1) create a community of learners in an inclusive environment that views differences in learning and background as educational assets;

(4) understand the unique qualities of students with exceptional needs, including disabilities and giftedness, and know how to effectively address these needs through instructional strategies and resources;

§235.131. Special Education Standards: Early Childhood-Grade 6. §235.133. Special Education Standards: Grades 6-12.

(b) Legal and Ethical Guidelines.

(1) demonstrate knowledge of the major state and federal legislation (e.g., IDEA, Section 504, ADA, ADAAA) that has affected knowledge and practice of the education of individuals with high support needs.

(2) demonstrate knowledge of the history of exclusion of and discrimination against people with disabilities.

(3) demonstrate knowledge of IDEA 2004 eligibility categories.

(6) demonstrate knowledge of the legal responsibility of all school staff to fully implement an IEP.

(7) demonstrate knowledge of the legal responsibility of all teachers and school staff to protect the confidentiality and dignity of students with disabilities.

(8) demonstrate knowledge of the special education teacher's roles and responsibilities regarding Child Find;

(c) Understanding and Addressing Each Individual's Developmental and Learning Needs.

(3) demonstrate knowledge of how exceptionalities can interact with development and learning;

(4) demonstrate understanding that students with all support needs may also come from a different cultural background, may speak other languages than those of the dominant culture, or may come from a unique racial or ethnic group;

(h) Professional Learning and Collaboration.

(8) effectively collaborate with general education teachers to deliver, adapt, and differentiate instruction to address students' instructional, emotional, behavioral, and social needs;

(9) understand the strengths and limitations of various co-teaching models based on setting and the individual needs of students;

(10) effectively implement co-teaching models to deliver, adapt, and differentiate instruction to meet students' instructional, emotional, behavioral, and social needs;

(11) understand the reciprocal relationship with general education teachers for effective and inclusive practices;

Student Handbook

Refer to: [Student Handbook-22-23](#)

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 individuals 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

Table 1: Assignments

	Points
Dyslexia Training (TEA requirement)	50
Accommodated Lesson Plan (Key Assessment)	100
Midterm Exam	100
Online Activities	60
Reflection Activities Paper	100
Final Exam	100
Total	510

Table 2: Total points for final grade.

Grade	Points
A	459-510
B	408-458
C	357-407
D	306-356
F	Less than 306

Exams

Exams (2 Total) will generally be 50 questions (T/F, MC, and Constructed Response). You will usually be given a 3-5 day window and a 3 hour time limit if online. Details will be provided for each exam over what content it will cover.

Projects/Assignments Required

1. Dyslexia Training (TEA Requirement),
2. Accommodated Lesson Plan (Key Assessment)
3. Midterm Exam MC, Short Answer, Essay, TF D2I
4. Final Exam MC, Short Answer, Essay, TF D2I
5. Online Activities-We will always have class. In the event the I have scheduled travel (approximately 3 times this semester), there will be an activity posted for that day on D2L. It will be brief and meaningful. Due by the next class. This is NOT the TEA required assignments (Dyslexia and Accommodations).
6. Reflection Activities Reflection paper. You will have 5 activities to do outside of class. Assignment and materials can be found on D2I.

Important Dates

Last day for term schedule changes: Jan 17-20

Deadline to file for graduation: Feb 20

Last Day to drop with a grade of "W:" 3/27/23

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

Course Lecture and Major Exam Schedule

Week or Module	Tues	Thursday	Important Date (s)
Week 1 (Jan 17)	Ch 1-3	Online Class	
Week 2 (Jan 23)	Ch 1-3	Chap 4 Intellectual Disabilities	
Week 3 (Jan 30)	Chap 4 Intellectual Disabilities	Chap 5 Learning Disabilities Chap 11 ADHD	
Week 4 (Feb 6)	Dyslexia Training (Online)	Dyslexia Training (Online)	Dyslexia Certificate Due Feb 10
Week 5 (Feb 13)	Chap 5 Learning Disabilities Chap 11 ADHD	Chap 5 Learning Disabilities	
Week 6 (Feb 20)	Sensory Disabilities (online) Chapter 9-Deafness	Sensory Disabilities (online) Chapter 10-Blindness	Due Feb 24
Week 7 (Feb 27)	SLD/ED Movie	SLD/ED Movie	
Week 8 (March 6)	Movie Discussion Review Exam	Midterm Exam (in Class)	Midterm Exam
Week 9 (March 13)	Spring Break	Spring Break	
Week 10 (March 20)	Chap 6 EBD	Chap 6 EBD	
Week 11 (March 27)	Online Class Ch 13 Gifted and Talented	Chap 7 AU	Due March 31
Week 12 (April 3)	Chap 7 AU	Chap 7 AU	Accommodated Lesson Plan Due
Week 13 (April 10)	Chap 8 Communication Disorders	Chap 8 Communication Disorders	
Week 14 (April 17)	TBI/Deaf Movie	TBI/Deaf Movie	
Week 15 (April 24)	Strategies	Strategies	Reflection Activity
Week 16 (May 1)	Wrap-up	Wrap -up	
May 8 Finals week	Final Exam		

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. In addition, you must be able to access ZOOM (Free) in order to participate in the courses.

Attendance

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.

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 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](#).

Instructor Class Policies

[Click here to enter text.](#)

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/Scientifically-Based Research/Additional Readings:

- Alt, M., Gray, S., Hogan, T. P., Schlesinger, N., & Cowan, N. (2019). Spoken word learning differences among children with dyslexia, concomitant dyslexia and developmental language disorder, and typical development. *Language, speech, and hearing services in schools, 50*(4), 540-561.
- Archibald, L. M., & Harder Griebeling, K. (2016). Rethinking the connection between working memory and language impairment. *International Journal of Language & Communication Disorders, 51*(3), 252-264.
- Barnes, M.A., Clemens, N.H., Fall, A.M., Roberts, G., Klein, A., Starkey, P., MCCandliss, B., Zucker, T., & Flynn, K. (2020). Cognitive predictors of difficulties in math and reading in pre-kindergarten children at high risk for learning disabilities, *Journal of Educational Psychology, 112* (4)
- Fletcher, J. M., & Miciak, J. (2019). *The identification of specific learning disabilities: A summary of research on best practices*. Austin, TX: Texas Center for Learning Disabilities.
- Fuchs, D., Hale, J. B., & Kearns, D. M. (2011). On the Importance of a Cognitive Processing Perspective: An Introduction. *Journal of Learning Disabilities, 44*(2), 99-104.
- Gresham, F. M., & Vellutino, F. R. (2010). What is the role of intelligence in the identification of specific learning disabilities? Issues and clarifications. *Learning Disabilities Research & Practice, 25*(4), 194-206.
- Hale, J., Alfonso, V., Berninger, V., Bracken, B., Christo, C., Clark, E., ...Schultz, E.K. (2010). Critical Issues in response-to-intervention, comprehensive evaluation, and specific learning disabilities

identification and intervention: An expert white paper consensus.
Learning Disabilities Quarterly, 33, 223- 236.

Appendix A:
Standards/Competencies Field 253: Educational
Diagnostician Examination Framework

**WCOE Standards
(InTASC):**

The outcomes for graduates of professional programs are based upon knowledge, skills, and dispositions in the following 10 elements: List up-to-date INTASC standards here.

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.

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.