



Course Syllabus: Teaching Students with Special Needs in the
Inclusive Setting
College of Education
SPED 3623 X-10
Fall 2023

Contact Information

Instructor: Dr. Emily Smith
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Instructor Response Policy

Please allow 24 hours response time during the semester. I prefer you email me through my MSU email account (emily.smith@msutexas.edu) but I also check the email associated with this course each morning.

Textbook & Instructional Materials

Vaughn, S., Bos, C. S., & Schumm, J. S. (2007). Teaching students who are exceptional, diverse, and at risk in the general education classroom.

Course Description

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

Course Objectives/Learning Outcomes/Course Competencies

The student will:

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)

Student Handbook

Refer to: [Student Handbook-2022-24](#)

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](#)

Methods of Instruction

This course will be presented in a manner that will allow you to learn independently, from each other, through the 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. The following will 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 can (do not wait until the night before).
4. All assignments are due Sunday night by midnight unless otherwise specified. No late work will be accepted.

Grading/Assessment

Activities (4)	100
Reading Check (5)	100
Learning Modules (8)	50
Discussions (5)	50
Dyslexia Module	100
Accommodation Assignment	100
Total	500

Grade	Points
A	500-450
B	449-400
C	399-350
D	349-300
F	Less than 300

Course Schedule:

Week	Topics	Activities/Assignments/Quizzes
Week 1 8/28	Into to the course	Introduction Discussion People First Language Activity

Week	Topics	Activities/Assignments/Quizzes
Week 2 9/4 Labor Day 9/4	Special Education and Inclusive Schooling	Inclusion Activity UDL Module
Week 3 9/11	Multi-Tiered Systems of Support (MTSS)	Accommodation vs Modification Activity RTI Module Part 1
Week 4 9/18	Communicating and Collaborating with Professionals and Families	Reading Check Family Engagement Module
Week 5 9/25	Teaching Culturally and Linguistically Diverse Students	Cultural and Linguistic Differences Module
Week 6 10/2	Promoting Social Acceptance and Managing Student Behavior	Reading Check Discussion
Week 7 10/9	Teaching Students with Learning Disabilities and ADHD	Reading Check LD/ADHD Activity
Week 8 10/16	Dyslexia	Dyslexia Module Discussion
Week 9 10/23	Teaching Students with Communication Disorders	Reading Check Discussion
Week 10 10/30	Teaching Students with Emotional and Behavioral Disorders	Addressing Challenging Behaviors Module
Week 11 11/6	Teaching Students with Autism	Autism Spectrum Disorder Module
Week 12 11/13	Teaching Students with Intellectual Disabilities	Inclusion of Student with Significant Cognitive Disabilities Module
Week 13 11/20	Teaching students with Lower-Incidence Disabilities Thanksgiving Holiday 11/22-11/26	
Week 14 11/27	Teaching students with Lower-Incidence Disabilities cont.	Reading Check Discussion
Week 15 12/4	Differentiating Instruction and Assessment for All Learners	Differentiated Instruction Module
Week 16 12/11	Accommodations	Accommodation Module Due
	Finals Week	

Notice

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

Discussions

We will have several online discussions throughout the class. The discussions will occur throughout the semester in which you will explore and think critically about content from the readings and textbook. This will allow you to further explore topics more in depth, making connections among theories, supplemental readings, and comments from your peers. Discussion questions are posted on D2L/Brightspace in advance, so you can post your response at any time. See D2L course (communication tab) for discussion due dates). You must also your original post and 2 replies in the discussion board by Sunday of the week due for credit.

Activities

There will be 4 activities throughout the semester that will require students to think about various disabilities and supports.

Iris Modules

These modules will expand your learning each week. Modules are assigned according to the topic of the assigned reading. Students will submit the assessment at the end of each module for a grade.

Dyslexia Module

This module should take about 3-4 hours and is a TEA website module to be completed. The completion certificate will be uploaded to D2L. This assignment is required for course credit.

Accommodation Module

Students will have the opportunity to understand accommodations in the classroom and beyond. This assignment will be completed towards the end of the semester but should be reviewed in advance so that materials from each chapter can be used for the assignment. This assignment is required for course credit.

Reading Checks

Students will complete several reading checks based on their assigned reading. The reading checks will be multiple choice and will be posted in D2L.

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

Important Dates

Deadline to file for December graduation: September 25th.

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

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.

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 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 that 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) 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

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 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.

Grade Appeal Process

Update as needed. Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

References/Scientifically-Based Research/Additional Readings:

Vaughn, S., Bos, C. S., & Schumm, J. S. (2007). Teaching students who are exceptional, diverse, and at risk in the general education classroom.

Dalmaso, E. A., Bakken, J. P., Estes, T. S., & Wherfel, Q. M. (2023). Using technology to enhance special education: An introduction. In *Using Technology to Enhance Special Education* (pp. 1-14). Emerald Publishing Limited.

Gilson, C. B., & Biggs, E. E. (2023). Perspectives of special education teachers and paraprofessionals on working together in general education settings. *International Journal of Inclusive Education*, 1-16.

Rice, M., & Gilson, C. B. (2023). Dyslexia identification: Tackling current issues in schools. *Intervention in School and Clinic*, 58(3), 205-209.

Sharma, S. (2023). Inclusion in general education: Training and support for teachers.

Appendix A: Standards/Competencies/Assignment Alignment

Course Objectives or Student Learning Outcomes	Standard or Competency	Assignment
Understands the effect on parents of having a child with a disability in the family and potential interventions.	III, IV	Activities Discussion
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	VI, VII, VIII	Dyslexia Module, Modules

Course Objectives or Student Learning Outcomes	Standard or Competency	Assignment
enhance student understanding (e.g. by providing examples, simplifying complex ideas, using appropriate communication tools).		
Understands and applies educational considerations for students with Multiple Disabilities	VIII, X	Accommodation Module, Discussions, Activities
Engaging in Professional understanding of students' instructional and behavioral needs. (CEC Initial Preparation Standard 7.0, Component 7.1)	II, IV	Accommodation Module, Modules
Supporting Social, Emotional, and Behavioral Growth (CEC Initial Preparation Standard 6.0)	II, V	Activities, Discussions
Demonstrates how to collaborate with Team Members (CEC Initial Preparations Standard 7.0)	II, III, VII	Discussion, Modules

Appendix B: Standards/Competencies

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.