



Course Syllabus: Teaching Special Needs in an Inclusive Setting

**West College of Education
SPED 3623 Section X20
Spring 2024**

Contact Information

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Office hours: Monday 12 pm- 1 pm, Tues / Thurs 9:30 am - 11:30 am

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Course Description

A study of the etiology of and concepts relating to teaching students with special needs in inclusive settings. A pre-service course and content experience that provides an overview of schooling and classrooms from the perspectives of PK-12 special populations with an emphasis on factors that facilitate learning. Course may not be used for students seeking teacher certification.

Course Objectives / Learning Outcomes / Course Competencies

The student:

1. Understands 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)

Textbook & Instructional Materials

Vaughn, S. R., Bos, C. S., & Schumm, S. S. (2024). Teaching students who are exceptional, diverse, and at risk in the general education classroom. 8th Ed.

Study Hours and Tutoring Assistance

The instructor is available to meet by appointment. Please email Mrs. Crutcher 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.

Instructor Response Policy

The best way to contact me is via email. I will check my email daily between the hours of 8 am and 5 pm Monday – Friday. Every effort will be made to respond within 24 hours, however, this does not apply to weekends or holidays. I will be available during the office hours listed above or we can set up another time to meet either in person or virtually.

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 time each week to dedicate to this course.

2. Please adhere to all deadlines and due dates. 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 or email me.

Student Handbook

Refer to: [Student Handbook-2023-24](#)

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](#)

Grading

Assignments and Points

Assignment	Points
Reflection Activities (5 at 20 pts each)	100
Dyslexia Module	100
Accommodated Lesson Plan	100
Chapter Quizzes (16 at 30 pts each)	480
Discussions (5 at 10 pts each)	50
Module Assessments (7 at 10 pts each)	70
Total	900

Total Points for Final Grade

Grade	Points
A	806 - 900
B	716 - 805
C	626 - 715
D	536 - 625
F	435 and below

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 Iris modules and textbook readings. 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. You must provide an original post and 2 replies in the discussion board by Sunday at midnight for each discussion.

Iris Modules

Several Iris modules will be assigned according to the topic of the assigned reading for the week. These modules will expand your learning each week and provide opportunities for more in-depth thinking and reflecting about the topic. An activity will be completed in association with the module. This may be a discussion, a short answer response or other assessments related to the Iris module.

Accommodated Lesson Plan

This assignment will provide an opportunity to apply your knowledge of disabilities and classroom accommodations. This activity will be completed towards the end of the semester but should be reviewed in advance so that as you learn about each disability, you can think about classroom accommodations that would be beneficial. This assignment is required for course credit.

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.

Reflection Activities

There will be 5 Reflection Activities required for this course. See D2L for specifics related to the reflection activities.

Quizzes

There will be a quiz over each chapter. The quizzes will be multiple choice and open book.

Mid-Term Exam

There will not be a mid-term exam for this course.

Final Exam

There will be a cumulative final exam at the end of the semester. The final will be multiple choice and open book.

Extra Credit

Extra credit assignments will not be provided 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.

Inclement Weather

In the case of campus closure due to inclement weather, this course will continue as scheduled.

Important Dates

Last day for term schedule changes: January 16th – 19th

Deadline to file for graduation: February 12th

Last Day to drop with a grade of "W:" April 24th at 4:00 PM

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

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](#).

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.

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 has 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](#).

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 [MSUReady – Active Shooter](#). 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

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

Course Schedule

Week	Topics for the Week	Weekly Activities - Due Sunday at Midnight
Week 1 - Jan 15	Chapter 1 - Special Education and Inclusive Schooling	Ch. 1 Quiz Ch. 1 Discussion Module Assessment
Week 2 - Jan 22	Chapter 2 - MTSS: Developing Equity for all Learners	Ch. 2 Quiz Module Assessment
Week 3 - Jan 29	Chapter 3 - Communicating and Collaborating with Other Professionals and Families	Ch. 3 Quiz Ch. 3 Discussion Module Assessment Reflection Activity1
Week 4 - Feb 5	Chapter 4 - Teaching Culturally and Linguistically Diverse Students	Ch. 4 Quiz Module Discussion
Week 5 - Feb 12	Chapter 5 - Promoting Social Acceptance and Managing Student Behavior	Ch. 5 Quiz Module Assessment
Week 6 - Feb 19	Chapter 6 - Teaching Students with Learning Disabilities and ADHD	Ch. 6 Quiz Dyslexia Module

Week	Topics for the Week	Weekly Activities - Due Sunday at Midnight
Week 7 - Feb 26	Chapter 7 - Teaching Students with Communication Disorders	Ch. 7 Quiz Reflection Activity 2
Week 8 - Mar 4	Chapter 8 - Teaching Students with Emotional and Behavioral Disorders	Ch. 8 Quiz
Week 9 - Mar 11	Spring Break	
Week 10 - Mar 18	Chapter 9 - Teaching Students with Autism Spectrum Disorders / Pervasive Developmental Disorders	Ch. 9 Quiz Module Assessment
Week 11 - Mar 25	Chapter 10 - Teaching Students with Intellectual and Developmental Disabilities	Ch. 10 Quiz Ch. 10 Discussion Module Assessment
Week 12 - Apr 1	Chapter 11 - Teaching Students with Lower-Incidence Disabilities	Ch. 11 Quiz Module Assessment Reflection Activity 3
Week 13 - Apr 8	Chapter 12 - Differentiating Instruction and Assessment for all Learners	Ch. 12 Quiz Module Assessment Accommodated Lesson Plan (due 4/21)
Week 14- Apr 15	Chapter 13 - Promoting Content Learning Through the Teaching and Learning Connection	Ch. 13 Quiz Reflection Activity 4 (due 4/28)
Week 15 - Apr 22	Chapter 14 - Facilitating Reading Chapter 15 - Facilitating Writing	Ch. 14 Quiz Ch. 15 Quiz
Week 16 - Apr 29	Chapter 16 - Helping All Students Succeed in Mathematics	Ch. 16 Quiz Reflection Activity 5

Notice

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