



Course Syllabus: Exceptional Individuals

SPED 5013 DX1 and X20
Spring 24 Jan 16-May 10

Contact Information

Instructor: Dr. Edward Schultz
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Preferred
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Instructor Response Policy

Email is my preferred communication. I usually respond within 8 hours during the week. IF I do not respond within 24 hours, please send me a gentle reminder.

Textbook & Instructional Materials

Turnbull, R. et al. (2020). Exceptional Lives: Practice, Progress, and Dignity in Today's School, 9th Edition. Pearson. ISBN: 9780134984339

Course Description

Etiology, characteristics of and concepts related to exceptional individuals.

Course Objectives/Learning Outcomes/Course Competencies

The Standard covered in this class are from the SBEC TExES Overview and Exam Framework for Educational Diagnosticians (253)
(if applicable) and Appendix B for the assignment/standards alignment matrix

Study Hours and Tutoring Assistance

NA

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Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given).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/Assessment

Table 1: Assignment

Assignments	Points
Midterm	100
Final Exam-Comprehensive	100
Lecture Notes 6@15	90
Research Reviews 10 @ 20 points	200
Discussion Board Response 5 @ 15	75

Table 2: Total points for final grade.

Grade	Points
A	369-410
B	328-368
C	287-327
D	246-287
F	Below 246

Note: All assignments must be completed, if even one assignment is missing you have not the class requirements and will receive and "F"

Homework

All work will be submitted in proper Drop Box on D2L

Discussions

Five discussions will occur with the first one being an introduction. The other ones will take place over topics that stimulate thought and discussion. You will get 10/15 points if you provide a thoughtful response and 15 points if you respond to two other posts. Due by the start of next discussion. Professional online behavior is expected, all viewpoints are welcome, and please stay on topic.

Exams

Midterm and Final exams will be worth 100 points each. They will cover all the information in the textbook and lectures. They will be multiple-choice, short answer, brief essay, and T/F.

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Late Work

Due dates are expected to be adhered to; late work will be accepted as all assignments must be completed to pass the course. You will lose 25% per day of being late. No "incompletes" will be considered unless there is a documented illness, emergency, or death.

Important Dates

Last day for term schedule changes: Jan 16-19

Deadline to file for May graduation: Feb 12

Last Day to drop with a grade of "W:" April 24

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 encouraged to attend live lectures however all lectures will be recorded.

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.

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 [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

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.

Course Schedule

Week or Module	Activities/Assignments/Exams	Due Date
1/15	Study Text, Discussion 1	N/A
1/22	Study Text, Research Review 1 Lecture 1 (1/22) @ 4pm	N/A
1/29	Study Text Lecture 2 (1/30) @ 4pm Discussion 2	N/A
2/5	Study Text, Research Review 2	N/A
2/12	Study Text, Research Review 3 Lecture 3 (2/13) @ 4pm Discussion 3	Research Review 1-3, due 2/12 midnight
2/19	Study Text, Research Review 4	Lecture notes 1-3 Due 2/19
2/26	Midterm Exam Covers Chap 1-7 Lecture 4 (2/27) @ 4	N/A
3/4	Study Text, Discussion 4 Research Review 5	N/A
3/11	Spring Break	NA
3/18	Study Text, Research Review 6 Lecture 5 (3/19) @ 4	N/A
3/25	Discussion 5	Research Review 4-7, due 3/25
4/1	Study Text, Research Review 7	N/A
4/8	Study Text, Research Review 8 Lecture 6 (4/9) @ 4 Discussion 6	N/A
4/15	Study Text, Research Review 9, 10	Lecture Notes 4-6 due
4/22	Study Text.	Research Review 8-10
4/29	Study Text.	N/A
5/6	Final Exam Covers Chap 8-16	NA

References/Scientifically Based Research/Additional Readings:
All of the information regarding high leverage practices
<https://highleveragepractices.org/>

Appendix A

The Standards covered in this class are from the SBEC TExES Overview and Exam Framework for Educational Diagnosticians (253).

Table Domain I—Identification and Assessment

Competency 001—(Identification for Special Education Evaluation and Services): Apply knowledge of requirements for identifying students who meet disability criteria and for determining the need for specially designed instruction and related services.

Standard	Assignment/Activity	Assessment
Demonstrate knowledge of federal and state criteria and identification procedures for determining students' eligibility for special education services, including all components of Child Find mandate requirements.	Text Book Lecture	Midterm/Final
Apply knowledge of risk factors, characteristics of disabilities, and other indications that a student may have a need for specially designed instruction and related services.	Text book Research reviews Lecture	Midterm/Final Research Synthesis paper Lecture notes
Demonstrate knowledge of the relationships between assessment and evaluation, goals and objectives, and services for students with disabilities.	Text book Research reviews Lecture	Midterm/Final Research Synthesis paper Lecture notes

Table Domain II—Curriculum, Instruction, and Intervention

Competency 004—(Academic Instruction and Strategies): Apply knowledge of educational implications of disabilities, appropriate curricula, and instructional strategies, including accommodations, modifications, and interventions, for students with disabilities.

<p>Apply knowledge of characteristics and educational implications of disabilities for students of different ages, in various environments, and from culturally and linguistically diverse populations.</p>	<p>Text book Research reviews</p>	<p>Midterm/Final Research Synthesis paper</p>
<p>Demonstrate knowledge of evidence-based instruction and curricula for the development of individual students' academic skills within the continuum of services in the least restrictive environment (LRE).</p>	<p>Text book Research reviews</p>	<p>Midterm/Final Research Synthesis paper</p>
<p>Demonstrate knowledge of targeted instructional strategies, technology, and curriculum materials to address the individual needs of students with disabilities within the continuum of services.</p>	<p>Text book Research reviews</p>	<p>Midterm/Final Research Synthesis paper</p>
<p>Apply knowledge of the roles of students with disabilities, parents/guardians, teachers, and other school and community personnel in collaborating on and planning Individualized Education Programs (IEPs) for students.</p>	<p>Text book</p>	<p>Midterm/Final</p>

<p>Apply knowledge of the roles of students with disabilities, parents/guardians, teachers, and other school and community personnel in collaborating on and planning Individualized Education Programs (IEPs) for students.</p>	<p>Text book</p>	<p>Midterm/Final</p>
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Table Domain III—Professional Responsibilities

Competency 006—(Consultation and Collaboration): Understand strategies and approaches for effective consultation and development of collaborative relationships with students, parents/guardians, school personnel, and other professionals and apply skills for scheduling and management of timelines and reporting requirements.

Demonstrate knowledge of effective culturally responsive consultation and collaboration skills (e.g., knowledge of family systems, parents/guardians supporting student development and educational progress).	Text book	Midterm/Final
Apply understanding of the special education process to assist parents/guardians and school staff in navigating through initial referral, Individualized Education Program (IEP) development, reevaluations, transition planning, and dismissal and/or graduation.	Text book	Midterm/Final
Apply knowledge of the roles of students with disabilities, parents/guardians, teachers, and other school and community personnel in collaborating on and planning Individualized Education Programs (IEPs) for students.	Text book	Midterm/Final

Appendix B

WCOE Standards (InTASC):

The outcomes for graduates of professional programs are based upon knowledge, skills, and dispositions in the following 10 elements:

The Learner and Learning

- Standard #1: Learner Development
- Standard #2: Learning Differences
- Standard #3: Learning Environments

Content Knowledge

- Standard #4: Content Knowledge
- Standard #5: Application of Content

Instructional Practice

- Standard #6: Assessment
- Standard #7: Planning for Instruction
- Standard #8: Instructional Strategies

Professional Responsibility

- Standard #9: Professional Learning and Ethical Practice
- Standard #10: Leadership and Collaboration

https://ccsso.org/sites/default/files/2017-11/InTASC_Model_Core_Teaching_Standards_2011.pdf