



## Course Syllabus: **Teaching Special Needs in an Inclusive Setting**

West College of Education

SPED 3623

Spring 2023

### **Instructor: Beth Barnard**

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### **Course Description**

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

### **Textbook & Instructional Materials**

Hallahan, D. P., Pullen, P. C., Kauffman, J. M., & Badar, J. (2023). Exceptional learners. 15th Ed.

### **Instructor Response Policy**

The best way to contact me is via email. I will check my email daily between the hours of 8:00AM and 5:00PM Mon – Fri. Every effort will be made to respond within 24 hours; however, this does not apply to weekends or holidays. Office hours listed above or we can set up a time to talk virtually, on the phone or in person outside of those hours.

### **Study Hours and Tutoring Assistance**

Instructor is available to meet by appointment. Please email Mrs Beth 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.

### **Attendance Policy**

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.

### **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 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 possible (do not wait until the night before). Post questions on the public discussion board, email me.

### **Course Objectives/Learning Outcomes/Course Competencies**

The Student:

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)

Objective	Standard	Assignment
Understands the effect on parents of having a child with a disability in the family and potential interventions.	III, IV	Activity Assignments
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).	VI, VII, VIII	Dyslexia Module
Understands and applies educational considerations for students with Multiple Disabilities	VIII, X	Accommodations Module, Discussions, Activity Assignments

Engaging in Professional understanding of students' instructional and behavioral needs. (CEC Initial Preparation Standard 7.0, Component 7.1)	II, IV	Accommodations Module
Supporting Social, Emotional, and Behavioral Growth (CEC Initial Preparation Standard 6.0)	II, V	Activity Assignments, Discussions, Lecture Notes
Demonstrates how to collaborate with Team Members (CEC Initial Preparations Standard 7.0)	II, III, VII	Discussions

### **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.

### **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 post five replies in the discussion board by Sunday of the week due for 5 points each.

### **Lecture Notes**

Since this course is online only, we will have a few check-ins from our Lecture videos. There will be 4 check-ins throughout the semester. Students will post in D2L answering questions or providing detail or feedback from lecture videos.

### **Activity Assignments**

There will be 4 activities throughout the semester that will require students to think about various disabilities and supports. Each activity will be worth 10 points, for a total of 40 points. The last activity assignment should not be completed until the last week of the semester.

### **Dyslexia Module**

## **Accommodations Assignment**

### **Quizzes/Reading Checks**

### **Final**

### **Grades**

<u>Assignment</u>	<u>Points</u>
Discussions (6@10 pts each)	60
Lecture Notes (4 @10 pts each)	40
Activity Assignments (4@10 pts each)	40
Dyslexia Module	100
Accommodations Assignment	100
Quizzes/Reading Check (3@50 pts each)	150
Final	100
TOTAL	590

### **Submitted Work**

Correct spelling and use of appropriate grammatical skills are expected on each written assignment or project. Most of the assignments/projects will be typed and utilize an appropriate style (*Times New Roman, 12 point font, double spaced*). Assignments that are handwritten need to be eligible, neat and clean. **Unacceptable work will be returned, un-graded, or lead to reduction in grade.** In addition, plagiarized or copied work will receive a grade of ZERO with no make-up allowed.

### **Extra Credit**

No extra credit assignments will be given or accepted.

### **Late/Incomplete Submission of Assignments**

Work must be turned in when it is due for full credit. Late work will only be accepted in emergency situations that have been cleared with Mrs. Beth. This means only illness or family emergency.

Late work is discouraged as a rule. In the event that an assignment is submitted late, here is the grading scale for such:

## **10 point reduction for every day the assignment is late**

This reduction does not begin at 100 points. It begins with the grade accessed for the quality of work submitted, then points removed for each day the submission is late.

Incomplete assignments are not accepted. I do not give partial credit.

An assignment is considered incomplete if it has multiple parts as expressed in the instructions and is submitted with even one part missing/incomplete. It will be returned with a zero and must be resubmitted with all components before a grade will be assessed. At that time, it is considered late and will fall under that policy as well and suffer grade reduction.

## **Written Work**

All written work should be completed in a professional style. Using correct spelling and grammar are important writing skills you must know well because your students will learn from you. Therefore, all written assignments will have 10% -20% of the grade based on spelling and grammar. Expectations are for quality work.

## **Desire-to-Learn (D2L)/Brightspace**

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. All assignments must be submitted to D2L/BRIGHTSPACE for this course and should be in a PDF unless otherwise specified in the assignment guidelines. A minimum of 5 of the total points will be deducted for assignments not submitted through BRIGHTSPACE.

## **MSU-TEXAS Policies and Procedures:**

### **Student Handbook**

**Refer to:** [Student Handbook-2022-23](#)

### **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 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](#)

### **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](#).

### **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](#)

### **Disability Support**

As the faculty of the West College of Education, we are dedicated to helping meet the needs of our students with disabilities and are eager to provide the accommodations to which such students are entitled. If you have a documented disability and are registered with the Office of Disability, please let your instructor know to expect a letter from that office describing the accommodations to which you are entitled. If you have a documented disability but are not registered with the Office of Disability, please contact that office immediately to register.

### **Confidentiality**

In our teacher preparation courses we all learn from open discussion about school issues, problems, and possible solutions. As we talk in class about school incidents it is vitally important to **avoid** identifying specific people or schools. Even if an event happened to you, describe it as, "I heard this occurred in a school somewhere near here..." In written reports, too, do not include the real names of schools or school people; create **fictitious** names. If you are in a class and think you may know which school someone might be referring to, keep your guess to yourself. It is very unethical

for you to reveal information from a class discussion. Everyone at MSU has worked hard for years to nurture good relationships with our local schools. Do your part to maintain them.

### **Plagiarism Statement**

Below is a list of the most common forms of plagiarism, which should be avoided to prevent disciplinary actions.

- Buying a paper from a research service or term paper mill
- Turning in another student's work
- Turning in a paper a peer has written for the student
- Copying a paper from a source text without proper attribution
- Copying materials from a source text, supplying proper documentation, but leaving out quotation marks
- Paraphrasing materials from source text without appropriate documentation

To prevent possible intentional or unintentional plagiarism, all students are advised to seek assistance from program faculty regarding proper methods of source citation.

"By enrolling in this course, the student expressly grants MSU a 'limited right' in all intellectual property created by the student for the purpose of this course. The 'limited right' shall include but shall not be limited to the right to reproduce the student's work product in order to verify originality, authenticity, and educational purposes." from [Student Handbook](#) . All assignments submitted in BRIGHTSPACE will also be checked through Turn It In for originality. Assignments with more than 50% match will be given a 0.

Please note: By enrolling in this course, the student expressly grants MSU a "limited right" in all intellectual property created by the student for the purpose of this course. The "limited right" shall include but shall not be limited to the right to reproduce the student's work product in order to verify originality and authenticity, and for educational purposes.

### **MSU Writing Center**

Begin drafting papers as early as possible and take advantage of the MSU Writing Center, located off the second floor atrium of Prothro-Yeager. Tutoring is available Monday through Thursday from 9 am to 4 pm; you can also find a tutor at the satellite location in Moffett Library Honors Lounge, Sunday and Thursday from 6 pm to 9 pm. Writing tutors will not edit your papers for you, but they will provide support and feedback at every stage of the writing process, from brainstorming to drafting, revising to proofreading.

**Notice:**

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