Course Syllabus: Special Topics in Special Education
Gorden T. & Ellen West College of Education and Professional Studies
SPED 3973 Section x20
Spring 26 Jan 20-May 9

Contact Information

Instructor: Edward Schultz
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Instructor Response Policy

Please allow 24 hours for a response during the week (M-F). I will answer emails from the weekend on Mondays. I prefer D2l email, but you may use my MSU email as well. I am usually very prompt in my reply, so if I do not respond within 24 hours, please resend

Textbook & Instructional Materials

Readings will be provided. This class is cross-listed with a graduate course to access this on D2L. There will be a folder titled SPED 3973. In that folder, all the course materials will be available to you. Disregard anything that is not in that folder, for that is for the graduate course.

Course Description

Study of multiple facets of special education, including emerging issues and trends. The course also includes career exploration, project-based learning, and applied experiences within a selected area of specialty.

Course Objectives/Learning Outcomes/Course Competencies

The competencies covered in this course are based on the Special Education EC-12 (186) certificate. These will go in effect Spring 2025.

See Appendix A for a complete list of standards/competencies and Appendix B for the assignment/standards alignment matrix.

Student Handbook
Student Handbook

Refer to: Student Handbook

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Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given).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

You must complete 100% of the assignments. Missing any assignment will result in a failing grade. This class is cross listed with a graduate class and in order to reduce confusion, submit all assignments via D2 L email.

Table 1:

Assignments	Points
IEP Module 1	100
Evidence-Based Instruction Module 2	100
UDL Module 3	100
Differentiating Module 4	100
CBM Modules 5	100
Career Exploration and Interview	100
Lecture/video notes (4 total)	100
Reflection Paper	100
Total	800.00

Table 2: Total points for final grade.

Grade	Points
A	720-800
B	640-719
C	560-639
D	480-559
F	Below 480

Homework

Use this area to describe your homework. Be sure to include how and when homework will be turned in.

Quizzes

If you give quizzes, provide details such as how many, due dates, their point values or percentage of the overall grade, when they are scheduled, and whether or not they are timed. These will appear on the Course Schedule in more detail.

Exams

Exam details should be provided: how many, their point values or percentage of the overall grade, when, and whether or not they are timed. These will appear on the Course Schedule in more detail.

Projects Required

1. You will complete Five Modules this semester. Each will have video instructions and written instructions.
2. There will be 4 lecture/videos that require submission of lecture notes.
3. One 2-page reflection paper on what you have learned in this course this semester.

Late Work

Please adhere to due dates. If you are struggling with time management, please communicate with the professor.

Important Dates

Last day for term schedule changes: Jan 23 Academic Calendar.
Deadline to file for graduation: February 16 Academic Calendar.
Last Day to drop with a grade of "W:" April 29th Check date on Academic Calendar.
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

There are no "attendance" requirements, but you should log in regularly to D2L for updates.

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.

Instructor AI Class Policies

Students may use AI tools (e.g., ChatGPT or similar technologies) as support for brainstorming ideas, organizing thoughts, clarifying concepts, or revising language. However, all submitted work must represent the student's own original thinking, understanding, and voice. AI tools may not be used to generate entire assignments, analyses, or responses submitted for credit, nor may they be used to bypass the learning process. Students are responsible for ensuring the accuracy, originality, and academic integrity of their work.

When AI tools are used, students must clearly disclose how the tool was used (e.g., idea generation, outlining, grammar review, or clarification of concepts). Failure to appropriately disclose AI use or using AI in a manner inconsistent with these guidelines may be considered a violation of academic honesty policies.

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."*

Obligation to Report Sex Discrimination under State and Federal Law

Midwestern State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. State and federal law require University employees to report sex discrimination and sexual misconduct to the University's Office of Title IX. As a faculty member, I am required to report to the Title IX Coordinator any allegations, personally observed behavior, or other direct or indirect knowledge of conduct that reasonably may constitute sex discrimination or sexual misconduct, which includes sexual assault, sexual harassment, dating violence, or stalking, involving a student or employee. After a report is made, the office of Title IX will reach out to the affected student or employee in an effort to connect such person(s) with resources and options in addressing the allegations made in the report. You are also encouraged to report any incidents to the office of Title IX. You may do so by contacting:
Laura Hetrick
Title IX Coordinator
Sunwatcher Village Clubhouse
940-397-4213
laura.hetrick@msutexas.edu

You may also file an online report 24/7 at Online Reporting Form

Should you wish to visit with someone about your experience in confidence, you may contact the MSU Counseling Center at 940-397-4618. For more information on the University's policy on Title IX or sexual misconduct, please visit Title IX Website

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:

Course Schedule

Week of:	Activity	Due date
1/20	Module 1	NA
1/26	Recorded lecture 1	NA
2/2	Module	Module 1 due (2/10)
2/9	Module Recorded Lecture 2 Feb 10;	NA
2/16	Module 2	Lectures 1 and 2 due (2/17)
2/23	Module	Module 2 due (3/3)
3/2	Module 3;Recorded Lecture March 4;	NA
3/9	Spring Break	NA
3/16	Lecture 3	NA
3/23	Module	Module 3 due (3/24)
3/30	Module 4 Recorded Lecture April 3	NA
4/6	Module	Lectures 3 and 4 due
4/13	Module 5	Module 4 Due (4/14)
4/20	Module	NA
4/27	Module	NA
5/4	Module	Module 5 due (5/5)
5/11	Reflection	Reflection Due (5/11)

References/Scientifically-Based Research/Additional Readings:

Sattler, J.M, Shaw, S.R., Schultz, E.K., D'Intino, J., Daou, K.A., & Cousineau-Perusse, M. (2024). Woodcock-Johnson IV Tests of Cognitive Abilities, Assessment of Children, Cognitive Foundations, 7th Edition, La Mesa: CA; Sattler Publishing.

Schultz, E.K., Stephens, T., & Winters, J. (2024). Failure to Meet State Standards in Basic Reading or Reading Fluency: Are All These Students Dyslexic? The Dialog, Vol. 53. No.2.

Stephens, T.L., Schultz, E.K., (2024). Core-Selective Evaluation Process: Overview and Procedures 2nd edition; Dragonfly Press.

Schultz, E.K., Stephens, T.L., & Olvera, P. (2024). Intellectual Development and the Core-Selective Evaluation Process: Gaining Insight and Understanding of Students with Specific Learning Disabilities. Contemporary School Psychology, Spring.doi.org/10.1007/s40688-024-00499-3

Schultz, E.K., Smith, E., & Zamora-Robles (2024). Evaluating Emergent Bilinguals for Specific Learning Disabilities: Considering Second Language Development and Culture, the editors of the Journal of the American Academy of Special Education Professionals (JAASEP) Fall 2024 edition.

Appendix A: Standards/Competencies

Assignment/Module/ Course Activities	**Standard**

Lecture, Reflection; Module 3	**Competency 002 (Knowledge of Learners):** *Apply knowledge of understanding how to address each student's developmental, communication, and learning needs.* For example: A. Apply knowledge of how disabilities can impact students' developmental milestones, executive functioning, social skills, and learning. B. Apply knowledge of the multiple influences (e.g., biological, physical, emotional, psychological, social, environmental, cultural, linguistic) that may affect the individual strengths and needs of students who need varying levels of support in learning and development across the continuum of instructional options (e.g., one-on-one, high support needs, collaborative teaching model) from birth through early adulthood. C. Apply knowledge of the multiple influences (e.g., biological, physical, emotional, psychological, social, environmental, cultural, linguistic) that may affect the individual strengths and needs of students with other identifiers (e.g., gifted and talented, English learner [EL], highly mobile, at risk) in learning and development from birth through early adulthood. D. Demonstrate knowledge of factors contributing to stress and trauma and differentiate these factors from learning disabilities or other disabilities. E. Apply knowledge of how to address stress, trauma, protective factors, resilience, and supportive relationships and of how these factors may impact learning, behavior, motivation, and development in students. F. Apply knowledge of how brain development from birth through early adulthood impacts students' learning and development (e.g., decision making, problem-solving, impulse control, executive functioning, interpersonal relationships). G. Demonstrate knowledge of the components of Individualized Education Programs (IEPs) and procedures for developing, implementing, and amending Individualized Education Programs (IEPs) in collaboration with the Admission, Review, and Dismissal (ARD) committee.

Modules 3,4; Lecture	Competency 003 (Assessment for Data-Driven Decision Making): Apply knowledge of the evaluation and assessment process and of appropriate assessment strategies to inform instructional design and to support students. A. Demonstrate knowledge of various forms of assessments (e.g., formative, summative) and their purposes, interpretation, and applications to inform development of Individualized Education Programs (IEPs) to plan and deliver instruction. C. Demonstrate knowledge of administering, interpreting, and gathering baseline data from screening instruments and diagnostic assessments, including reading, mathematics, and behavior assessments. F. Apply knowledge of how to interpret results of multiple assessments and evaluation data (e.g., state assessments; district assessments; measures of student functioning; students' educational, physical, and medical needs) to determine if a student is making progress toward measurable outcomes in functional, academic, and/or behavioral goals and to determine students' transition needs.
Module 1, Lecture	Competency 004 (Developing, Implementing, and Monitoring Individualized Programs): Apply knowledge of contributing to, monitoring, and reporting on individualized programming for students. A. Apply knowledge of the special education teacher's role in creating and implementing the Individualized Education Program (IEP) with fidelity, including implementing data collection and progress monitoring of students' Individualized Education Program (IEP) goals and reporting interpretable progress to students and their parents/guardians throughout the year. E. Apply knowledge of using a variety of assessment data to inform the drafting of students' Individualized Education Programs (IEPs) (e.g., writing measurable annual goals, present levels of academic achievement and functional performance [PLAAFP], accommodations and modifications, considering continuum of placement and least restrictive environment [LRE])
Assignment/Module/ Course Activities	Standard or Competency

Lecture	**Competency 005 (Subject Matter Content and Specialized Instructional Strategies):** *Apply knowledge of implementing curriculum through relevant and appropriate content and specialized instructional strategies to guide and support students' learning and development.*
Module 2, 3Lecture	**Competency 006 (Supporting Learning Using Effective Instruction):** *Apply knowledge of diverse strengths and needs of students to plan appropriate, effective, meaningful, and challenging instruction.* A. Apply knowledge of the special education teacher's role in creating and implementing the Individualized Education Program (IEP) with fidelity, including implementing data collection and progress monitoring of students' Individualized Education Program (IEP) goals and reporting interpretable progress to students and their parents/guardians throughout the year. B. Apply knowledge of how to plan instruction with appropriate delivery of accommodations and modifications according to the requirements of an Individualized Education Program (IEP) (e.g., supplements, assistive technology, related services) and of the potential impacts of modified curriculum on a student's graduation plan. C. Apply knowledge of designing explicit, scaffolded, systematic, and individualized instruction that adapts instructional intensity and/or intervention to build on students' strengths and accommodate students' needs based on various factors (e.g., learning processes, content, pedagogy, assessment results).
Career Exploration Project	**Competency 009 (Professional Learning and Responsibilities):** *Apply knowledge of the professional roles and responsibilities of the early childhood–grade 12 special education teacher.* A. Demonstrate knowledge of the roles and responsibilities of the early childhood–grade 12 special education teacher and of other professionals who deliver special education services, including related and instructional service providers. C. Apply knowledge of the importance of and the process involved in setting short-term and long-term professional goals based on ongoing analysis of student learning, self-reflection, and professional standards.

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