



Course Syllabus: Special Graduate Topics in Special
Education SPED 6953 Section X10
Spring 2025 January 21-May 17

Contact Information

Instructor: Edward Schultz

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ZOOM for Class <https://msutexas-edu.zoom.us/j/4982114111>

Instructor Response Policy

I am usually very prompt in my communication, if I do not respond in 24 hours, send a gentle reminder. I will return emails on the weekend by the following Monday.

Textbook & Instructional Materials

Johnson, E.S. & Clohessy, A.B.. (2014) Identification and evaluation of learning disabilities. Corwin Press: Thousand Oaks, CA.

McKlesky et al. (2017) High Leverage Practices in Special Education (free e-Book) <https://cedar.education.ufl.edu/wp-content/uploads/2017/07/CEC-HLP-Web.pdf>

Course Description

Group investigation of emerging issues in special education. May be repeated with consent of coordinator.

Course Objectives/Learning Outcomes/Course Competencies

Educational Diagnostician Certificate Standards. The knowledge and skills identified in this section must be used by an educator preparation program in the development of curricula and coursework and by the State Board for Educator Certification as the basis for developing the examination required to obtain the standard Educational Diagnostician Certificate. The standards also serve as the foundation for the professional growth plan and continuing professional education activities required by

§239.85 of this title (relating to Requirements to Renew the Standard Educational Diagnostician Certificate).

Standard VII. The educational diagnostician understands and applies knowledge of ethnic, linguistic, cultural, and socioeconomic diversity and the significance of student diversity for evaluation, planning, and instruction.

- a. issues related to definition and identification procedures for individuals with disabilities, including individuals from culturally and/or linguistically diverse backgrounds;
- b. characteristics and effects of the cultural and environmental backgrounds of students and their families, including cultural and linguistic diversity, socioeconomic diversity, abuse/neglect, and substance abuse;
- c. issues related to the representation in special education of populations that are culturally and linguistically diverse;

Standard VI. The educational diagnostician selects, administers, and interprets appropriate formal and informal assessments and evaluations.

- a. assess and interpret information using formal/informal instruments and procedures in the areas of cognitive/adaptive behavior and academic skills;
- b. use performance data and information from teachers, other professionals, individuals with disabilities, and parents/guardians to make or suggest appropriate modifications and/or accommodations within learning environments

The educational diagnostician knows and understands appropriate curricula and instructional strategies for individuals with disabilities.

- (A) instructional strategies, technology tools and applications, and curriculum materials for students with disabilities within the continuum of services;
- (B) individualized assessment strategies for instruction (e.g., authentic assessment, contextual assessment, curriculum-based assessment).

Standard IV. The educational diagnostician understands and applies knowledge of student assessment and evaluation, program planning, and instructional decision making.

- a. the characteristics, needs, and rights of individual students in relation to assessment and evaluation for placement in the least restrictive environment within a continuum of services;

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

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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](#)

Artificial Intelligence

Advances in Artificial Intelligence (AI) have now provided generative and creative applications such as Chat GPT, Google Bard, Guru, Microsoft Copilot, and others.

Certainly, these tools can be quite useful in the learning process; however, the content they generate does not represent the effort and learning of the student. **Submitting AI generated work in place of the original and genuine work of the student will be considered a form of academic misconduct.**

Grading/Assessment

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Table 1:

Assignments	Points
Module 1: ELL Activities	100.00
Module 2: Textbook Activities	100.00
Module 3: Instructional Matching/Impact Statements	100.00
Module 4: Advanced SLD Identification (CSEP)	100.00
Module 5: IDD, Speech Impairment, ADHD	100.00
Lecture Notes 4 at 25 points	100.00
Research Paper	100.00
Total	700.00

Table 2: Total points for final grade.

Grade	Points
A	630-700
B	560-629
C	490-559
D	420-489
F	Less than 420

Projects Required

1. You will have Five Modules to complete this semester. Each will have video instructions and written instructions.
2. We have 5 scheduled Zoom lectures. They will be recorded for those who cannot make it. To get credit, you must submit a one-page summary of the lecture.
3. One 5-page paper (not counting the reference section) using the university databases. You can select a relevant topic appropriate for an evaluator. You should select a topic that you want to know more about. Examples could be Dyslexia Identification, Autism and Reading disabilities, Best practices in assessing adaptive behavior, etc.)

Late Work

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

[Click here to enter text.](#)

Important Dates

Last day for term schedule changes: January 21 [Academic Calendar](#).

Deadline to file for graduation: February 17 on [Academic Calendar](#).

Last Day to drop with a grade of "W:" April 30 [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

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.

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

Week of:	Activity	Due date
1/21	Module 1	NA
1/27	Recorded lecture 1	NA
2/3	Module and paper	Module 1 due (2/10)
2/10	Module and paper Recorded Lecture 2	
2/17	Module 2	Lectures 1 and 2 due (2/17)
2/24	Module and paper	Module 2 due (3/3)
3/3	Module 3 and paper	
3/10	Spring Break	
3/17	Lecture 3	
3/24	Module and paper	Module 3 due (3/24)
3/31	Module 4 Lecture 4	
4/7	Module and paper	Lectures 3 and 4 due
4/14	Module 5	Module 4 Due (4/14)
4/21	Module and paper	
4/28	Module	Paper due (4/28)
5/5	Module	Module 5 due (5/5)

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

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

Appendix B:

Assignment/Module/ Course Activities	Standard or Competency
Module 1; lecture	<p>Standard VII. The educational diagnostician understands and applies knowledge of ethnic, linguistic, cultural, and socioeconomic diversity and the significance of student diversity for evaluation, planning, and instruction.</p> <p>a. issues related to definition and identification procedures for individuals with disabilities, including individuals from culturally and/or linguistically diverse backgrounds;</p> <p>b. characteristics and effects of the cultural and environmental backgrounds of students and their families, including cultural and linguistic diversity, socioeconomic diversity, abuse/neglect, and substance abuse;</p> <p>c. issues related to the representation in special education of populations that are culturally and linguistically diverse;</p>
Module 2, 3Lecture	<p>Standard VI. The educational diagnostician selects, administers, and interprets appropriate formal and informal assessments and evaluations.</p> <p>a. assess and interpret information using formal/informal instruments and procedures in the areas of cognitive/adaptive behavior and academic skills;</p> <p>b. use performance data and information from teachers, other professionals, individuals with disabilities, and parents/guardians to make or suggest appropriate modifications and/or accommodations within learning environments</p>
Module 2,3 Lecture	<p>The educational diagnostician knows and understands appropriate curricula and instructional strategies for individuals with disabilities.</p> <p>(C) instructional strategies, technology tools and applications, and curriculum materials for students with disabilities within the continuum of services;</p> <p>(D) individualized assessment strategies for instruction (e.g., authentic assessment, contextual assessment, curriculum-based assessment).</p>
Module 4, 5, Lecture	<p>Standard IV. The educational diagnostician understands and applies knowledge of student assessment and evaluation, program planning, and instructional decision making.</p> <p>a. the characteristics, needs, and rights of individual students in relation to assessment and evaluation for placement in the least restrictive environment within a continuum of services;</p>