



Course Syllabus: Reading Fluency Practicum

College of Gorden T. & Ellen West College of Education and Professional Studies

SPED 5123 Section x20

Spring 2026 Jan 20-May 9

Contact Information

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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 D2I 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

No text required, required readings will be provided

Course Description

This course includes a systematic exploration of phoneme articulation, fluency, assessment procedures, and data collection methods used to evaluate student growth and the effectiveness of instructional approaches.

Course Objectives/Learning Outcomes/Course Competencies

This course aligns with instructional characteristics outlined in the Texas Dyslexia Handbook and prepares educators to deliver evidence-based dyslexia intervention with fidelity and professional judgment.

Upon successful completion of this course, students will be able to:

1. Apply knowledge of the structure of the English language

Demonstrate understanding of phonological awareness, sound–symbol relationships, syllable instruction, morphology, and syntax, consistent with the Texas Dyslexia Handbook requirement that dyslexia instruction address the structure of language.

2. Deliver explicit, systematic, and cumulative instruction

Implement instruction that is direct, sequential, cumulative, and clearly explained, aligning with the Handbook's requirement that dyslexia intervention be explicit, systematic, and structured.

3. Use multisensory instructional methods

Integrate visual, auditory, kinesthetic, and tactile modalities within instruction, consistent with the Handbook's expectation for multisensory techniques in dyslexia intervention.

4. Monitor student progress using data-based decision making

Collect and analyze student performance data to evaluate instructional effectiveness and student response, in alignment with the Handbook's emphasis on ongoing progress monitoring.

5. Demonstrate fidelity of implementation

Deliver instruction as designed while maintaining consistency in instructional routines and lesson progression, reflecting the Handbook's expectation that dyslexia intervention be delivered with fidelity.

6. Adjust instruction based on student response

Use student performance data to determine the need for reteaching, additional practice, or pacing adjustments while maintaining systematic instructional progression, consistent with the Handbook's requirement for responsive instruction.

7. Explain the role of dyslexia intervention within educational systems

Describe how dyslexia intervention functions within general education, special education, and multi-tiered systems of support, consistent with the Handbook's guidance that intervention supports instruction but does not replace comprehensive evaluation or eligibility determination.

8. Demonstrate professional and ethical practices in dyslexia intervention

Apply professional judgment, collaboration, and reflective practice when delivering dyslexia intervention, consistent with the Handbook's expectation that instruction be delivered by trained personnel using research-based practices.

Appendix A for assignment/standards alignment matrix

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

Table 1: Points allocated to each assignment

Assignments	Points
Video of Lesson Demonstration	100
Qualified Instructor Evaluation	100
Self-Critique/Reflection	100
Article, Chapter, or Book Review (QI)	100
Practicum Hours Log	100
Five IRIS Modules (5 @ 40 points)	200
Total Points	700

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

Assignments

All assignments will be submitted using the Dropbox feature of D2L. All work must be submitted either in Word or Adobe.

Projects Required

Article/Chapter/Book Review

Students will submit an Article/Chapter/Book Review that they have independently written in the format that was approved by their training center/QI. The articles, chapters, and/or books should come from a list approved by your Qualified Instructor as well. It is acceptable to upload one previously written and submitted to their QI/Training Center. However, if you have taken other MSU courses for the dyslexia program, do not submit the same reviews that you have previously submitted.

Video of Lesson Demonstration, Qualified Instructor Evaluation, and Self-Critique/Reflection of Submitted Video

Videos should have good sound quality and visual presentation. Attach your video in D2L using the dropbox provided. MP4 is the best option for video submissions. Also, your video must be under 2G. Do not wait until the last minute to upload your video and if you have taken other MSU courses for the dyslexia program, do not submit the same video lesson that you have previously submitted.

Lesson Demonstration videos are preferred for this course.

Qualified Instructor Evaluations and Self-Critique/Reflections should correlate with the video submitted. Also, to receive a grade for an uploaded item, ensure any scanned images of the documents are legible and of good quality.

Practicum Hours Log

Students will submit their hours on the same approved form requested by the training center/Qualified Instructor attending/attended. If you are still in training, submit all hours you have accumulated to the point of document submission. If you have completed training, submit the total hours on the approved form.

IRIS Modules

This semester, you will be required to complete 5 IRIS Modules from Vanderbilt's IRIS Center. You may select any five from the available list that will help you now or in the future. Make sure to select at least one module on Progress Monitoring. Each module has approximately 5-6 questions at the end of it. This is what you will submit in a Word or Adobe document. Each will take approximately 1-1.5 hours. See the link below.

<https://iris.peabody.vanderbilt.edu/pd-hours/earn-pd-hours/available-modules/>

Mid-Terms & Finals

Mid-Terms and Finals will not be given in this course.

Extra Credit

Extra credit assignments will not be given in this course.

Late Work

Late work will only be accepted in extreme circumstances (death in the family, illness, etc). I must be contacted prior to the assignment due date and appropriate documentation must be provided. **If ANY assignment is not completed, then you will receive an "F" for the course.**

Important Dates

Last day for term schedule changes: January 23. [Academic Calendar](#).

Deadline to file for graduation: February 16 [Academic Calendar](#).

Last Day to drop with a grade of "W:" April 29 [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

Due to the nature of the course, "attendance" is not required, however you should log in weekly for any 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](#).

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 outline with assigned course topics, assigned readings, and assignments are required for certification courses.

Use this area to tell the students what is scheduled for the duration of the class. Please note the disclaimer above and include that with your schedule. There can be no blanks in your table. You must put some kind of text in all the blanks such as: N/A or No content. (Use the same color text as background if you want to keep it uncluttered for your sighted learners). Tables must not extend to another page (cannot be wider than the page). If it is going to extend to next page, you will need to create another table with heading. You can use a dash (-) or "to" between dates, avoid using the @ sign unless in web address.

Week	Activities/Assignments/Exams	Due Date
Jan 20-March 1	Video of lesson demonstration, qualified instructor evaluation, self-critique and reflection, article, chapter, or book review completed by a qualified instructor, practicum hours log, and completion of five IRIS modules (3 modules at 40 points each).	3 IRIS Modules due by March 1
March 9-15	Spring Break	Spring Break
March 15-May 8	Video of lesson demonstration, qualified instructor evaluation, self-critique and reflection, article, chapter, or book review completed by a qualified instructor, practicum hours log, and completion of five IRIS modules (2 modules at 40 points each).	All work is due

AppendixA

Assignment/Module/ Course Activities	Standard or Competency
IRIS, Article Reviews	Apply knowledge of the structure of the English language
Practicum Log; Reflection; QI Eval	Deliver explicit, systematic, and cumulative instruction
Practicum Log; Reflection; QI Eval	Use multisensory instructional methods
QI Eval; IRIS	Monitor student progress using data-based decision making
Practicum Log; Reflection; QI Eval	Demonstrate fidelity of implementation
Practicum Log; Reflection; QI Eval; IRIS	Adjust instruction based on student response
IRIS, Article Reviews	<p>Explain the role of dyslexia intervention within educational systems</p> <p>Describe how dyslexia intervention functions within general education, special education, and multi-tiered systems of support, consistent with the Handbook's guidance that intervention supports instruction</p>
Reflection; QI Eval	Demonstrate professional and ethical practices in dyslexia intervention