

# THE UNIVERSITY OF MISSISSIPPI

## DEPARTMENT OF TEACHER EDUCATION

### I. **COURSE:** EDSP 601—Exceptional Students in the K-12 Classroom (3 credit hours)

- A. **Course Description:** This course explores individual differences and characteristics of exceptional, diverse and at-risk students in the general education classroom. Topics include accommodations and modifications to content areas as well as the legal requirements, collaboration models and tools, Response to Intervention, federal mandates, and a guide to special education processes.
- B. **Department Policy for Majors:** Students must obtain a “C” or higher to receive credit for this course. This is a required course for the Master of Arts in Teaching degree.

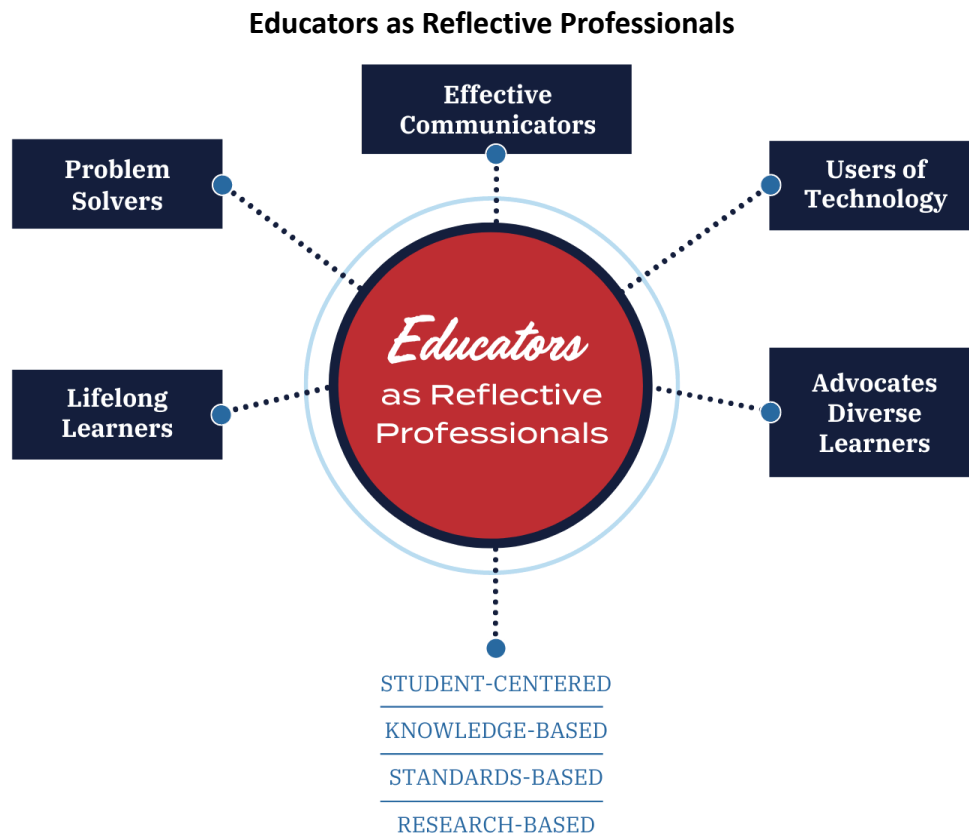
### II. **INSTRUCTOR(S):**

Name	Office	Phone	Email

#### **Communication Policy**

Email is the best way to contact me and will offer the quickest response time. I check email throughout the day and will get back to you within a 24-hour time frame.

### III. **SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK:**



**THE UNIVERSITY OF MISSISSIPPI**  
**DEPARTMENT OF TEACHER EDUCATION**

**A. Vision Statement**

We imagine the transformation of individuals and communities to advance educational equity and excellence through innovative practice by professionals who lead and inspire others.

**B. Mission Statement**

The mission of the School of Education is to prepare and engage reflective professionals who create, use and share knowledge in partnership with individuals and communities to serve Mississippi and beyond.

**C. Unit Major (M) and Minor (m) Themes/Outcomes**

1. **Lifelong learners** who take responsibility for their own learning and continuously foster their professional renewal. (m)
2. **Problem solvers** who develop solutions to improve the educational environment for all students. (M)
3. **Effective communicators** who effectively use verbal, non-verbal, electronic, and print modes of communication to establish a positive school environment and promote student thinking and learning. (M)
4. **Users of technology** who integrate multimedia in learning environments as instructional and management tools to enhance student teaching. (m)
5. **Advocates for diverse learners** who appreciate, promote, and model the values of diversity. (M)

**IV. KNOWLEDGE BASE MAJOR (M) AND MINOR (m) THEMES:**

**T**—Thinking and problem solving (M)  
**E**—Equality and respect for diversity (M)  
**A**—Appropriate teaching strategies (M)  
**C**—Communication and cooperation (M)  
**H**—Human development and curriculum (M)  
**E**—Esteem, autonomy, and lifelong learning (m)  
**R**—Relevance: social and global (m)  
**S**—Supervision, management, and guidance (M)

# THE UNIVERSITY OF MISSISSIPPI

## DEPARTMENT OF TEACHER EDUCATION

### V. PROFESSIONAL DISPOSITIONS FOR CANDIDATES:

Teacher Ed Dispositions	InTASC	MCoE	Imagine, Innovate, Inspire	CF
The teacher candidate protects confidential information concerning students and/or colleagues unless the law requires disclosure.	9	9	Professionalism	Effective Communicators
The teacher candidate demonstrates maturity and sound judgment in all interactions with peers, university and P-12 personnel, and parents.	9, 10	5	Professionalism Excellence Leadership	Life-Long Learners
The teacher candidate follows all university and P-12 school policies including but not limited to policies for alcohol, drug, tobacco, and social media use.	9, 10	6	Professionalism Leadership	Life-Long Learners Effective Communicators
The teacher candidate exemplifies honesty and integrity (honesty, tact, and fairness) with all stakeholders during his/her time in the program.	9	2	Excellence Professionalism	Effective Communicators Problem Solvers
The teacher candidate accepts constructive criticism in a positive manner.	9	1	Excellence Transformation	Effective Communicators Problem Solvers
The teacher candidate provides fair and equitable opportunities for all P-12 students in a non-discriminatory manner.	1, 2, 8	4	Caring, Equality, Authentic Assessment	Advocates for Diverse Learners Effective Communicators Users of Technology
The teacher candidate maintains a professional relationship with all students both inside and outside professional settings.	10	4	Professionalism Collaboration Excellence	Life-Long Learners Effective Communicators

### VI. COURSE TEXTS/MATERIALS:

#### A. Required

Vaughn, S. Bos, C., & Schumm, J. (2018). Teaching Students who are Exceptional, Diverse, and At-Risk in the General Education Classroom (7th Ed.), Boston: Allyn and Bacon. ISBN: 9780134447841

#### B. Supplemental

MDE – Individualized Education Program (IEP) Development Guide: Creating a program to benefit Children with Disabilities (2014).

1. On 504 & IDEA:

<http://dredf.org/advocacy/comparison.html>

[http://www.wrightslaw.com/advoc/articles/504\\_IDEA\\_Rosenfeld.html](http://www.wrightslaw.com/advoc/articles/504_IDEA_Rosenfeld.html)

2. On FAPE:

<http://www2.ed.gov/about/offices/list/ocr/docs/edlite--FAPE504.html>

3. On due process:

<http://nichcy.org/schoolage/disputes/dueprocess/details>

[http://www.usconstitution.net/consttop\\_duep.html](http://www.usconstitution.net/consttop_duep.html)

4. On the law:

<http://www.wrightslaw.com/law/articles.htm>

# THE UNIVERSITY OF MISSISSIPPI

## DEPARTMENT OF TEACHER EDUCATION

5. Brief overview of exceptionalities:

[http://www.cec.sped.org/Special--Ed--Topics/Who--Are--Exceptional--Learners?sc\\_lang=en](http://www.cec.sped.org/Special--Ed--Topics/Who--Are--Exceptional--Learners?sc_lang=en)  
<http://nichcy.org/schoolage/accommodations>

### VII. COURSE OVERVIEW/PURPOSE OF THE COURSE:

The purpose of this course is to understand individual differences and characteristics of disabilities, evidence based research strategies, modifying in content areas, collaboration models and tools, Multi-Tiered Systems of Support, Response to Intervention, federal mandates, and a guide to the special education processes. This course will focus on identifying the academic, social/emotional and behavioral needs of exceptional, diverse and at-risk students in K-12 inclusive settings.

### VIII. COURSE OBJECTIVES:

Objective	CEC	InTASC	CRLP	ISTE (2024)
Describe the eligibilities for Special Education and understand their characteristics for successful learning.	1, 2, 3, 9	1,2,3		
Understand procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives	3, 4, 5, 7, 8	1, 2, 3, 5, 6, 10	2.1, 8.1	2.5
Understand learning processes and factors that impact student learning and demonstrate this knowledge by planning effective, engaging instruction and appropriate assessments.	3, 4, 5, 7, 8	1, 2, 3, 5, 6, 10	2.1, 8.1	2.1, 2.5
Learn how to establish a classroom climate that fosters learning, equity, and excellence and uses this knowledge to create a physical and emotional environment that is safe and productive.	2, 8	1,3,8		2.3
Differentiate learning activities and assessments to accommodate specific learner needs.	1, 2, 3	1, 2, 3	9.1, 9.2	2.2, 2.5
Understand and adhere to legal and ethical requirements for educators and is knowledgeable of the structure of education.	8, 9	7, 8, 9, 10		2.1

### IX. COURSE OUTLINE:

#### Course Topics

- individual differences and characteristics of disabilities,
- modifying in content areas,
- collaboration models and tools,
- Response to Intervention,
- federal mandates
- the special education processes.

**THE UNIVERSITY OF MISSISSIPPI**  
**DEPARTMENT OF TEACHER EDUCATION**

**X. COURSE REQUIREMENTS, POLICIES, AND EVALUATION PROCEDURES:**

**A. Course Requirements**

Students must participate in class activities, complete assignments, and abide by all policies that apply to students who attend the University of Mississippi.

**B. Assessment Procedure**

Rubrics, evaluation checklists, and informal observation will be used to determine student achievement of the course objectives listed under section VIII. **All assignments are due by 11:59 pm on the date assigned. Late assignments will not be graded. It is your responsibility to turn in your work to the instructor before or on the date the assignment is due.** Letter grades will be determined using the following scale:

Grade	Percentage Required
A	93%-100%
A-	90%-92%
B+	87%-89%
B	83%-86%
B-	80%-82%
C+	77%-79%
C	73%-76%
C-	70%-72%
D	60%-69%
F	0%-59%

**C. Course assignments**

See Blackboard for all assignments, point values, and due dates.

**D. Grading**

Deadlines for assignments are not negotiable. Late work will only be accepted 2 days after the due date and will receive 50% credit. Assignments will be graded and points will be awarded which build toward the student's final grade. A list of all graded assignments can be found on Blackboard under "Assignments." All assignments and corresponding rubrics can be found in Blackboard. Be sure to check the rubric before completing and submitting assignments.

# THE UNIVERSITY OF MISSISSIPPI

## DEPARTMENT OF TEACHER EDUCATION

### E. Discussion board (Online Only)

Discussion board postings are an integral part of the course. Your discussion board posts should be substantive and should reference reading assignments, web references, lecture notes or outside resources. Always make an original post early in the week (no later than Wed night) so your colleagues have time to read and respond to them.

Every post must follow English grammar rules. Be respectful of others' ideas. Do not make insulting or inflammatory statements to any class members. Rude, obscene, or disrespectful posts will not be tolerated. Part of the nature of this class is for participants to help each other troubleshoot problems and develop critical-thinking skills. Working through questions on the discussion forum is an excellent method to develop proficiency in these areas.

### F. Field Experience and Clinical Practice

There is no field experience component to this course.

### G. Instructional Strategies

A variety of instructional methods, strategies, and student groupings will be used, including:

- Class discussion
- Instructor and student presentations
- Cooperative study
- Independent research
- Small-group problem solving
- Out of class applications

### H. Attendance Policy (UM Policy #10000265)

Attendance and participation in class are expected. Assignments are linked to participation in class activities.

### I. Technology

1. **Internet Access:** You must have access to the Internet, preferably high speed Internet, for the duration of this course.
2. **Browsers, Plug-ins, Players and Viewers:** In order to take full advantage of all the features in this course, be sure you have the right technology at your fingertips.  
**This includes:** Blackboard-supported browser - Firefox 21, Chrome 27, Safari 6, and Internet Explorer 9 & 10 are compatible with the current version of Blackboard (9.1.13 as of January 2014). We prefer Firefox on all computers. The following programs are also recommended:
  - [Acrobat Reader](#)
  - Flash Player
  - [QuickTime](#)

I recommend running the [Blackboard Browser Check](#) to verify installed plug-ins on your computer.

**THE UNIVERSITY OF MISSISSIPPI**  
**DEPARTMENT OF TEACHER EDUCATION**

3. **Tech Support:** The IT Helpdesk, centrally located in Weir Hall, is open Monday through Friday, 8 a.m. to 5 p.m. The helpdesk offers assistance to Ole Miss students and employees with technology-related issues involving software, hardware and networking. It provides support for email, Wi-Fi, Microsoft Office and other campus-wide applications. Come by Weir Hall or call us at 662-915-5222. Email [helpdesk@olemiss.edu](mailto:helpdesk@olemiss.edu) or visit their website for more information.

**XI. UNIVERSITY OF MISSISSIPPI POLICIES:**

**A. Policies Related to Students with Disabilities**

Disability Access and Inclusion: The University of Mississippi is committed to the creation of inclusive learning environments for all students. If there are aspects of the instruction or design of this course that result in barriers to your full inclusion and participation, or to accurate assessment of your achievement, please contact the course instructor as soon as possible. Barriers may include, but are not necessarily limited to, timed exams and in-class assignments, difficulty with the acquisition of lecture content, inaccessible web content, and the use of non-captioned or non-transcribed video and audio files. If you are registered with SDS, you must log in to your Rebel Access portal at <https://sds.olemiss.edu/rebel-access-portal> to request approved accommodations. If you are NOT registered with SDS, you must complete the process to become registered. To begin that process, please visit our website at <https://sds.olemiss.edu/apply-for-services>. SDS will:

1. Complete a comprehensive review to determine your eligibility for accommodations,
2. If approved, disseminate to your instructors a Faculty Notification Letter,
3. Facilitate the removal of barriers, and
4. Ensure you have equal access to the same opportunities for success that are available to all students.

If you have questions, contact SDS at 662-915-7128 or [sds@olemiss.edu](mailto:sds@olemiss.edu).

**B. Copyright Notice**

Materials used in connection with this course may be subject to copyright protection under Title 17 of the United States Code. Under certain Fair Use circumstances specified by law, copies may be made for private study, scholarship, or research. Electronic copies should not be shared with unauthorized users. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability as well as disciplinary action under University policies.

**C. IT Appropriate Use Policy**

This policy sets forth the privileges of and restrictions on students, faculty, staff, and other users with respect to the computing and telecommunications systems offered by the University of Mississippi (UM). This policy is designed to protect the University community from illegal or damaging actions by individuals, either knowingly or unknowingly. Inappropriate use exposes the University to risks, including virus attacks, compromise of network systems and services, and legal issues. This policy directly addresses copyright issues related to illegal

**THE UNIVERSITY OF MISSISSIPPI**  
**DEPARTMENT OF TEACHER EDUCATION**

downloads and peer-to-peer file sharing. For Appropriate Use Policy questions, send an email to [aup@olemiss.edu](mailto:aup@olemiss.edu).

**D. Verification of Student Attendance Policy**

1. **Online Students:** The University must abide by federal guidelines to verify the participation of online students. For all course types, including thesis, internships, labs, online courses, etc., the instructor must verify your participation based on some type of participation. This may include submission of an online assignment or other course related contact with the instructor. (However, simply logging into Blackboard will not count as an academically related activity.) [Attendance Policy for Online Education](#)
2. **Face-to-face Students:** These students will be verified via physical attendance.

**E. Academic Integrity and Honesty**

The University of Mississippi is dedicated to supporting and sustaining a safe and scholarly community of learning dedicated to nurturing excellence inside and outside of the classroom. Each student has a duty to become familiar with University values and standards reflected in University policies, and each student has a duty to honor University values and standards reflected in University policies. These policies are outlined in the [M Book](#). For a complete listing of policies, please visit the University Policy Directory.

Students are expected to follow the honor code as outlined in *The University of Mississippi Policy Directory*, which can be found online at <http://secure4.olemiss.edu/umpolicyopen/index.jsp>. Plagiarism, as defined in the honor code, will not be tolerated.

**F. Student Identity Policy**

Federal regulations, our accrediting agency (SACS) and university policies require that safeguards are used to ensure that the student who receives the academic course credit is actually the person doing the work. You will need to present your student ID before taking proctored exams and your instructor may verify your identity through live or virtual meetings, or by using an identity verification program.

**G. Student Privacy Policy**

The University of Mississippi protects the privacy of all students, including online and distance learning students, through adherence to the Family Educational Rights and Privacy Act of 1974 (FERPA) through compliance with other institutional policies and procedures governing the management and security of protected information of faculty, staff, and students, and by outlining the expectations of privacy for the university community as regards to electronic information. [Student Privacy Policy](#)

**H. Writing Center**



**THE UNIVERSITY OF MISSISSIPPI**  
**DEPARTMENT OF TEACHER EDUCATION**

Aside from one-on-one meetings with teachers during office hours, a great way to improve your writing is to work with writing consultants at one of the University's writing centers. Writing consultants will work with any student writer working on any project in any discipline. To learn more about the writing center locations, hours, scheduling and services, please go to [rhetoric.olemiss.edu/writing-centers/](http://rhetoric.olemiss.edu/writing-centers/)

Graduate Writing Center, Lamar 405 (Oxford Campus)  
662-915-3173 [gwc@olemiss.edu](mailto:gwc@olemiss.edu)

Tupelo Writing Center, Room 261 (Tupelo Campus)  
662-915-6259 [writingcentertupelo@olemiss.edu](mailto:writingcentertupelo@olemiss.edu)

Oxford Campus Writing Center, Suite C, Lamar Hall  
662-915-7689 [cwrwc@go.olemiss.edu](mailto:cwrwc@go.olemiss.edu)

Desoto Writing Center, Library (Desoto Campus)  
662-280-6209 [writingcenterdesoto@olemiss.edu](mailto:writingcenterdesoto@olemiss.edu)

**XII. FLEXIBILITY CLAUSE:**

The aforementioned requirements, assignments, policies, evaluation procedures, etc., are subject to change. Students' experiences and needs, as well as emerging knowledge, will be considered in modifying this course syllabus.