



MISSISSIPPI STATE UNIVERSITY™

COLLEGE OF EDUCATION

Department of Curriculum, Instruction, and Special Education Course Syllabus

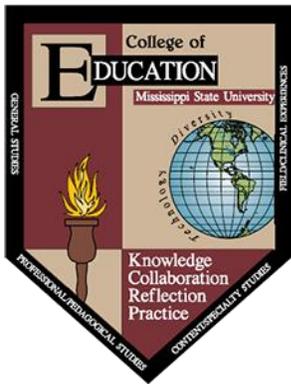
EDX 6193 Advanced Planning in Special Education

Credit Hours: Three (3) credit hours

Method of Instruction: Online, Internet or Web-based

Catalog Description: Provides a greater understanding of the disabled child who may be in the regular classroom and suggests methods and techniques for teaching the disabled student in the regular classroom.

College of Education Conceptual Framework



The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students' educational experiences. The beliefs that guide program development center on the tenets of knowledge, collaboration, reflection, and practice. For additional information, please visit <https://www.educ.msstate.edu/about/framework/>.

Course Objectives

1. To summarize the legislation and litigation that underlies special services children with disabilities. (CFPO 1; INTASC 1; CAEP 1.1, 1.2, 1.3; CEC 1, 2, 6; CRT 1.1)
2. To describe the categories of disabilities and delineate the most common disabilities. (CFPO 2; INTASC 1)
3. To explain the events and beliefs that are related to inclusive practices for children with disabilities. (CFPO 12; INTASC 4; CEC 1, 2, 3, 6; CRT 1.1)
4. To describe the process through which a student becomes eligible for special education services. (CFPO 4; INTASC 8; CAEP 1.1, 1.2, 1.3; CEC 1, 4)
5. To identify the major collaborative partners for special educators. (CFPO 9; INTASC 10; CAEP 1.3, 2.1; CEC 1, 7; CRT 7.1)
6. To describe the uses of high-stakes, standardized achievement, and psychological tests in making educational decisions for students with disabilities. (CFPO 4; CEC 3, 4)
7. To explain what it means to make instructional accommodations for students in special education. (CFPO 12; INTASC 3; CEC 1, 3, 4, 5)

8. To demonstrate how to make instructional accommodations for students with disabilities. (CFPO 11; INTASC 3; CAEP 1.3, 1.4; CEC 1, 3, 4, 5)
9. To describe the characteristics and needs of students with learning and behavioral disabilities. (CFPO 2; INTASC 2; CEC 1)
10. To explain how cultural diversity influences special education. (CFPO 6; INTASC 1; CRT 1.1; CEC 1, 2; CRT 1.1, 2.1, 3.1, 5.1, 9.2)
11. To identify ways to differentiate instruction and make academics accessible for students with special learning needs. (CFPO 11; INTASC 3; CAEP 1.3, 3.5; CEC 1, 2, 3, 4, 5; CRT 2.1, 2.2, 4.1, 4.2, 8.1, 9.1, 12.1)
12. To list and describe research-based learning strategies for students with significant academic needs. (CFPO 13; INTASC 4; CAEP 1.1, 1.3, 3.5; CEC 1, 2, 3, 4, 5)
13. To identify and describe accommodations that can be made before, during, and after testing. (CFPO 4; INTASC 8; CAEP 1.2, 1.3; CEC 1, 2, 3, 4, 5; CRT 13.1)
14. To explain techniques for responding to student behavior. (CFPO 11; INTASC 5; CAEP 1.3; CEC 1-7)

Detailed Course Outline/Topics Covered in the Course

1. The foundation of special education (4 contact hours)
2. Special education procedures (4 contact hours)
3. Building partnerships for inclusion (4 contact hours)
4. Assessing students with disabilities (4 contact hours)
5. Planning instruction based on student needs (4 contact hours)
6. Low-incidence disabilities (4 contact hours)
7. High-incidence disabilities (4 contact hours)
8. Special needs other than disabilities (4 contact hours)
9. Differentiation (4 contact hours)
10. Independent learning (3 contact hours)
11. Evaluating learning (3 contact hours)
12. Responding to behavior (3 contact hours)

Text/Course Materials

Friend, M., & Bursuck, W.D. (2019). *Including students with special needs (8th ed.)*. Upper Saddle River, NJ; Pearson.

Description of Instruction

The class is taught online. Instruction will be delivered through videos, power point presentations, discussions, discussion responses and independent readings.

Mississippi State University Honor Code

“As a Mississippi State University student, I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do.”

Upon accepting admission to Mississippi State University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor Code. Students will be required to state their commitment on examinations, research papers, and other academic work. Academic dishonesty will not be tolerated and will be dealt with according to MSU policy. Ignorance of the rules does not exclude any member of the MSU community from the requirements or the processes of the Honor Code.

For additional information visit: <http://students.msstate.edu/honorcode>.

Technology

This course is an online course and will be delivered using the Canvas platform. Students in the course will use a variety of online tools such as videos, email, discussion boards to access the content and to demonstrate their learning in the course. Access to high speed internet is required.

Diversity

This course focuses on developing an understanding of children with special needs and methods and techniques for teaching students with disabilities in the general education classroom. As such, the course focuses on understanding and teaching diverse students throughout the semester.

Accommodations for Students with Disabilities

Students with disabilities in need of accommodations to meet the expectations of this course are encouraged to bring this need to the attention of the instructor and should register with the Office of Student Support Services as soon as possible. The Office of Student & Disability Support Services is located in 01 Montgomery Hall and can be reached via telephone at (662) 325-3335.

<http://www.sss.msstate.edu>.

Field Component

This course does not have a field component.

Evaluation of Student Progress

Assessment/Activity	Points/Percentage of Final Grade
<i>Chapter Assignments</i> (10 points x 12 chapters) - Each student will complete twelve assignments, one associated with each chapter.	120/30%
<i>Chapter Quizzes</i> (5 points x 12 chapters) - Each student will take a ten-question quiz on twelve chapters in the text. Each question is worth 0.5 points.	60/15%
<i>Examinations</i> (100 points x 2 exams) - Each student will take a (closed-book) 100 point midterm and (closed-book) 100 point final	200/50%
<i>Discussion Prompts</i> (3 points x 4 prompts) - Each student will submit discussions on four chapters	12/2.5%
<i>Discussion Responses</i> (2 points x 4 responses) - Each student will submit discussion responses on four chapters	12/2.5%

Grading Scale

A = 360-400 points

B = 320-359 points

C = 280-319 points

D = 240-279 points

F = < 239 points

Attendance Policy

Submission of assignments in compliance with due dates will account for this course's attendance.

Title IX Policy

MSU is committed to complying with the Title IX, a federal policy that prohibits discrimination, including violence and harassment, based on sex. This means that MSU's educational programs and activities must be free from sex discrimination, sexual harassment, and other forms of sexual misconduct. If you or someone you know has experienced sex discrimination, sexual violence, and /or harassment by any member of the University community, you are encouraged to report the conduct to MSU's Director of Title IX IIEO Programs at 325-8124 or by email to titleix@msstate.edu. Additional resources are available at <http://www.msstaet.edu/web/security/title9-12.pdf> or at <http://students.msstate.edu/sexualmisconduct/>.

University Safety Statement

Mississippi State University values the safety of all campus community members. Students are encouraged to register for Maroon Alert texts and to download the Everbridge App. Visit the Personal Information section in Banner on your mystate portal to register. To report suspicious activity or to request a courtesy escort via Safe Walk, call University Police at 662-325-2121, or in case of emergency, call 911. For more information regarding safety and to view available training resources, including helpful videos, visit ready.msstate.edu.

Mississippi Educator Code of Ethics

This code shall apply to all persons licensed according to the rules established by the Mississippi State Board of Education and protects the health, safety and general welfare of students and educators. Ethical conduct is any conduct which promotes the health, safety, welfare, discipline and morals of students and colleagues. Unethical conduct is any conduct that impairs the license holder's ability to function in his/her employment position or a pattern of behavior that is detrimental to the health, safety, welfare, discipline, or morals of students and colleagues. Any educator or administrator license may be revoked or suspended for engaging in unethical conduct relating to an educator/student relationship (Standard 4). Additional information on the Mississippi Educator Code of Ethics 10 standards is available at https://www.mdek12.org/sites/default/files/documents/code-of-ethics_final.pdf.

Teacher candidates are initially introduced to the Mississippi Educator Code of Ethics in the orientation module which is required during the semester the intern is admitted to the Master of Arts in Teaching Special Education program. As a part of orientation module, candidates are required to complete an assessment to demonstrate their understanding of the Mississippi Educator Code of Ethics. In addition, candidates complete a self-assessment using the Common Statewide Dispositions Instrument which is linked to the Mississippi Code of Ethics. Additional self-assessments are completed during Special Education Internship I and II.

Mississippi College and Career-Ready Standards

Content standards outline the skills and knowledge expected of students from grade to grade and subject to subject. In addition to the Mississippi College and Career-Readiness Standards, the Mississippi Department of Education has developed a wide variety of training materials for educators and administrators across the state.

This course provides candidates with a deep understanding of the critical concepts, principles, and practices of their field.

Bibliography

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