**AUBURN UNIVERSITY**

**SYLLABUS**

**REHABILITATION AND SPECIAL EDUCATION**

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| **1. COURSE NUMBER:** RSED 5070/6070  **Title:**  Survey of Mild Disabilities  **Credit Hours**:3 semester hours (Lecture 3)  **Prerequisites:** None  **Corequisites:** None  **Time:** Thursday 6:30 pm-9:00 pm  Haley Center Room 1212 |
| **Instructor:** Stephanie Taylor, Ed.S  [slt0001@tigermail.auburn.edu](mailto:slt0001@tigermail.auburn.edu)  1234 G Haley Center  334-844-2318 |
| **Office hours**: 5:30 pm-6:30 pm (Thursdays) or by scheduled appointment |

**2. DATE SYLLABUS PREPARED:** August 2011. This syllabus is a tentative outline for the Fall 2011 semester and ***is subject to change.***

**3. TEXTS:** Henley, M., Ramsey, R.S., & Algozzine, R. F. (2008). *Characteristics of and strategies for teaching students with mild disabilities* (6th ed.). Boston: Allyn & Bacon.

**4. COURSE DESCRIPTION:** The purpose of this course is to present the major concepts and issues related to mild disabilities. A variety of topics, ranging from the historical developments in the field to proposed teaching procedures for students, will be discussed. In-depth analysis of selected topics will be accomplished with student presentations and assignments.

**5. COURSE OBJECTIVES:** Upon completion of this course, students will be able to:

1. Provide definitions, characteristics, incidence, prevalence, and etiology of mild levels of learning disabilities, mental retardation, and emotional or behavioral disorders. Rules 35(1)(a)1, 36(1)(a)1
2. Describe the impact of cognitive and affective manifestations of mild disabilities on learning, curriculum and program development, and needed services and supports. Rules 35(1)(a)1, 36(1)(a)1
3. Identify the array of residential, vocational, and leisure services available for individuals with mild levels of learning disabilities, mental retardation, and emotional or behavioral disorders.

d. Describe technological advances and their impact on individuals with mild levels of learning disabilities, mental retardation, and emotional or behavioral disorders. Rule 34(1)(a)12

e. Identify the mandates of PL 94-142 and other legislation and their impact on services provided to individuals with mild levels of learning disabilities, mental retardation, and emotional or behavioral disorders. Rule 34(1)(a)1

f. Describe various curricula, teaching techniques/methods, and materials of instruction for students with mild levels of learning disabilities, mental retardation, and emotional or behavioral disorders.

1. Discuss the full continuum of least restrictive environments for individuals with mild levels of learning disabilities, mental retardation, and emotional or behavioral disorders.

h. Identify resource agencies that provide personnel and services for improving and strengthening educational programs for individuals with mild levels of learning disabilities, mental retardation, and emotional or behavioral disorders. Rule 34(1)(a)8

i. Identify cultural and socioeconomic factors and their impact on eligibility and programming. Rule 34(1)(a)9

1. Identify and discuss the kinds of assessments given to individuals with mild levels of learning disabilities, mental retardation, and emotional or behavioral disorders.
2. Identify lifespan aspects of mild levels of learning disabilities, mental retardation, and emotional or behavioral disorders. Rule 34(1)(a)3
3. Discuss social and emotional aspects of children and adults with mild disabilities.
4. Discuss major controversies and future trends in mild levels of learning disabilities, mental retardation, and emotional or behavioral disorders.

**6. Course Content**

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| **Weeks & Themes**  **for Discussion** | **Topics** | **Readings/Assignments/Due Dates** |
| ***August 18***  Course Overview | * Course Overview * Introduction to High Incidence Disabilities * Group Assignments |  |
| ***August 25***  What is the Foundation for Students with High Incidence Disabilities | * Person First Language Article * Foundations of Special Education for Students with Mild Disabilities | ***Read: The Power of Language: Speak and Write Using” Person First”***  ***Read: Chapter1***  ***Quiz: Chapter1*** |
| ***September 1***  What is the Foundation for Students with High Incidence Disabilities? | * Risk Factors and Disabilities * Levels of Prevention and Intervention * Individualized Education Program: What is it? | ***Read: Chapter2***  ***Quiz: Chapter2*** |
| ***September 8***  Who are Students with High Incidence Disabilities? | * Students with Intellectual Disabilities * Historical Perspective * Definition * Characteristics * Assessment and Identification * Individualized Education Program: Profile Page | ***Read: Chapter 3***  ***Quiz: Chapter 3***  ***Due: Article Summary I*** |
| ***September 15***  Who are Students with High Incidence Disabilities? | * Students with Specific Learning Disabilities * Historical Perspective * Definition * Characteristics * Assessment and Identification * Individualized Education Program: Transition Page & Annual Goal Page | ***Read: Chapter 5***  ***Quiz: Chapter 5***  ***Due: Case Study Presentation*** |
| ***September 22***  Who are Students with High Incidence Disabilities? | * Students with Emotional   Disturbance   * Historical Perspective * Definition * Characteristics * Assessment and Identification * Individualized Education Program: Signature Page | ***Read: Chapter 4***  ***Quiz: Chapter 4***  ***Due: Article Summary II***  ***Due: Case Study Presentation*** |
| ***September 29*** |  | ***Exam: I (Chapters 1-5)***  ***Due: Case Study Presentation*** |
| ***October 6*** | * Exam I Discussion | ***Due: Case Study Presentation*** |
| ***October 13***  ***No Class*** | * IEP Project Group Work | ***Due: Article Summary III*** |
| ***October 20***  What are Effective Strategies for Serving Students with High Incidence Disabilities? | * Service Delivery Options * Curriculum Decisions | ***Read: Chapter 6***  ***Quiz: Chapter 6*** |
| ***October 27***  What are Effective Strategies for Serving Students with High Incidence Disabilities | * Framework for Instruction: Teaching Strategies | ***Read: Chapter 8***  ***Quiz: Chapter 8*** |
| ***November 3***  ***No Class*** | * IEP Project Group Work | ***Due: Article Summary IV*** |
| ***November 10***  What are Effective Strategies for Serving Students with High Incidence Disabilities | * Framework for Instruction: Behavior Strategies   Social Skills | ***Read: Chapters 9-10***  ***Quiz: Chapters 9-10*** |
| ***November 17*** |  | ***Exam II***  ***Due: IEP Project Due*** |
| ***November 24***  ***Thanksgiving Break*** |  |  |
| ***December 1*** | * Exam II Discussion | ***Due: Bulletin Board*** |

**7. Course Requirements Descriptions:**

**Weekly Quizzes:** Each week a quiz will be administered. The quiz will cover the content and chapter for the specified week. ***Each quiz is worth 10 points***.

**Bulletin Board**: Each group will be required to design a special education information bulletin board that provides information for parents with children with mild disabilities. The board should include information that will help support the needs of the parents and child. You are to use teacher-made materials and ***some store bought*** items for the bulletin board. Each group will provide a ten minute presentation about your bulletin board. **ALL STUDENTS IN THE GROUP WILL BE GRADED INDIVIDUALLY BASED ON INPUT/ROLE/PARTICIPATION** Chapter 11 in your textbook will help create the board. Please be creative and see rubric. ***The assignment is worth 50 points***.

**Article Summaries**: Each student will write **four one page summaries** of articles from scholarly journals (published from 2001 to the present) that pertain to identified disabilities. The one page summary will include a **summary** of the article and your **reflection** of the article and will be submitted only on ***Blackboard***. The reflection will include something you can use as a new educator. You should write only **ONE** summary for **ONE** of these topics: specific learning disabilities, emotional behavior disorders, intellectual disabilities, autism, parental involvement, and attention deficit hyperactivity disorder. Make sure you provide the reference according to American Psychological Association (APA) style and a copy of the article. Recommended journals for this assignment are *Teaching Exceptional Children*, *Focus on Exceptional Children*,and *Intervention in School and Clinic.*  ***The article summaries will be only submitted via Blackboard. I will not take any hard copies of assignments during class. The assignment is due on the specified date by 6:00 p.m. Please see course schedule for due dates. Each article summary is worth 10 points.***

**Case Study Presentation**: Each group will be responsible for twenty minute presentation of a case study of a student with a mild disability. **ALL STUDENTS IN THE GROUP WILL BE GRADED INDIVIDUALLY BASED ON INPUT/ROLE/PARTICIPATION.** The presentation will contain the following information: (1) description of student with disability, (2) description of setting (inclusion, resource, self-contained, or etc) (3) strengths and weaknesses (4) parental involvement, (5) school information, (6) possible solutions, (7) and any other relevant information. In addition to the presentation, a class activity/discussion must be implemented that relates to the course content that will help future teachers. ***The assignment is worth 50 points***

**Individualized Education Program Group Project:** Students, in groups, are to develop an Individualized Education Program (IEP) based on the student from your case study. Each group member will take the role of an IEP team member, and reflect upon the process.   A template will be provided to assist in the structure of the IEP.  Students will be asked to present the IEP which they developed to the class.  Each of you will assume the role of one or more members of the team, and will be responsible for one portion of the IEP.  **ALL STUDENTS IN THE GROUP WILL BE GRADED INDIVIDUALLY BASED ON INPUT/ROLE/PARTICIPATION,** note that lack of evidence of leadership by a team member when necessary will result in an overall reduction of points per individual. Some leadership might be split. In this case, both parties must provide evidence of equal participation (see below for acceptable evidence). ***Each time your group meets, it should be considered an IEP meeting***. Each group should meet at least twice this semester. Therefore, an agenda must be set, and ***minutes taken***.  Minutes will serve as proof of leadership and contribution. There will be time set aside in multiple class periods to complete the IEP. **The assignment is worth 100 points.**

**Research Paper**: *Graduate students* will be required to complete **a research paper** in area of disability approved by the instructor. The paper will be 5-6 pages in length excluding cover page and references. Paper should follow APA format. A minimum of 5 references must be consulted. ***The assignment is worth 50 points.***

**Examinations:** There will be two exams during the semester. The first exam will cover material from the beginning of the semester through the first exam. The second exam will cover material presented after the first exam through the last class period before the second exam is scheduled. ***Each exam is worth 50 points.***

**8. GRADING AND EVALUATION:** Final grades will be based on the following:

Undergraduate Students

**Requirements:**

90 points Weekly Quizzes

50 points Bulletin Board

40 points Article Summaries

50 points Case Study Presentation

100 points IEP Project

100points Examinations

430 points TOTAL

430-387= A

386-344= B

343-301= C

300-258= D

Below 257= F

Graduate Students

**Requirements:**

90 points Weekly Quizzes

50 points Bulletin Board

40 points Article Summaries

50 points Case Study Presentation

100 points IEP Project

75 points Research Paper

100points Examinations

505 points TOTAL

505-454= A

453-404= B

403-353= C

352-303= D

Below 296= F

9. **Class Policy Statements**:

**Attendance:** Although attendance is not required, students are expected to attend class and participate in class discussions and activities and will be held responsible for any content covered in the event of an absence.

**Excused absences**: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the *Tiger Cub* for more information on excused absences.

**Make-Up Policy:** Arrangement to make up a missed major examination (e.g., hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absences(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstance, no make-up exams will be arranged during the last three days before the final exam period begins.

**Assignments:** All written assignments are expected to conform to the current style manual of the American Psychological Association (APA). Written assignments are expected to be typewritten, grammatically accurate, and free of spelling and typographical errors. Assignments are to be of a quality that would be expected of a professional.

***All assignments must be turned in the day each are due and during the regularly scheduled class time. Assignments must be turned in by the student completing the assignment. No e-mail assignments will be accepted.***

**No late assignments** will be accepted unless accompanied by a university approved excuse. If a student misses turning in an assignment and has a university approved excuse, he or she will have **one week** from the time he or she returns to class to turn in the assignment.

***NOTE: Any assignments completed and/or submitted that do not comply with the above requirements will be returned and will not be accepted for credit***.

**Exams:** Arrangements to make up missed major examinations (e.g. quizzes, mid-term exams) due to properly authorized excused absences shall be initiated by the student within one week from the end of the period of the excused absence. Normally, a makeup exam shall occur within two weeks from the time the student initiates arrangements for it.

**Accommodations for Students with Disabilities:** Students who need accommodations are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail (slt0001@tigermail.auburn.edu). Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need accommodations, make an appointment with The Program for Students with Disabilities, 1244 Haley Center at 844-2096.

**Classroom Behavior and Honesty:** Students are expected to read and adhere to all classroom polices in the Auburn University’s Tiger Cub regarding classroom behavior and honesty.