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| **Auburn University****Course Syllabus****Department of Special Education, Rehabilitation, and Counseling** |

**1. Course Number:** RSED 3000, Mondays Fall 2017

 **Course Title**: Diversity and Exceptionality of Learners

 **Credit Hours**: 3 semester hours

 **Prerequisites:** none

 **Co-requisites:**  none

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| **Instructor:** Alexcia J. Moore, M.Ed.**Office address:** 1234-G Haley Center**Email address:** ajm0024@tigermail.auburn.edu**Phone number:** 334-663-3811**Office Hour:** By appointment  |    |

**2. Term:** Fall 2017

**Day/Time:** Mondays, 5:30pm-8:15pm

**Date Syllabus Prepared**: Updated June 2008, July 2017, August 2017

**3. TEXTBOOK:**

 Heward, W.L. (2017). *Exceptional children: An introduction to special education* (11th ed). Boston: Pearson Education.

***ADDITIONAL READINGS AVAILABLE ON Canvas.***

 Burgstahler, S. (2005). Taking Charge: Stories of Success and Self-Determination. Seattle, WA: University of Washington.

 Murawski, W.W., & Dieker, L. (2008), 50 ways to keep your co-teacher: Strategies before, during, and after co-teaching *Teaching Exceptional Children, 40*(4), 40-48.

 Sayeski, K.L., & Brown, M.R. (2011). Developing a classroom management plan using a tiered approach. *Teaching Exceptional Children, 44*(1), 8-17.

 Wehmeyer, M.L. (2002). Self-determination and the education of students with disabilities. Retrieved from http://www.cec.sped.org/AM/Template.cfm?Section=Home&TEMPLATE=/CM/

 ContentDisplay.cfm&CONTENTID=2337 on August 2, 2006.

**4. COURSE DESCRIPTION:** Exploration of philosophical, social, cultural, and individual factors that have shaped the civil rights of and education for individuals with disability; examination of educational experiences of diverse learners and teachers’ roles and responsibilities with respect to teaching all students in inclusive classrooms.

**5. STUDENT LEARNING OUTCOMES:**

*Course objectives include a subset of key indicators from the Alabama Quality Teaching Standards. Indicators assigned to this course for assessment are listed below and pertain to human development; organization and management; cultural, ethnic and social diversity; special needs diversity; collaboration; and local, state, and federal laws.*

1. Discuss exceptionality as a type of diversity in the classroom. *(290-3-3-.03 4.7)*
2. Discuss the educational rights for individuals with disabilities. *(290-3-3-.34 (2)(a)2.(i))*
3. Discuss self-determination and advocacy as they relate to the rights of persons with disability.
4. Identify and discuss the legal foundations for persons with disabilities*.( 290-3-3-.34 (2)(a)2.(i)) (290-3-3-.03 5.5)*
5. Identify various modes of service delivery in public schools for students with disabilities. *(290-3-3-.03 4.8)*
6. Discuss collaboration strategies for professionals who serve students with disabilities. *(290-3-3-.34 (2)(j)2.(i))*
7. Identify and discuss general characteristics and impact of high and low incidence disabilities on learning and development. *(290-3-3-.03 4.7) (290-3-3-.34 (2)(b)2.(i))*
8. Identify stages of speech and language development, characteristics of communication skills, and the impact of communication on all learning *(290-3-3-.34-(2)(b)2.(i)*
9. Identify and discuss disabilities served under Section 504 and others with special learning needs. *(290-3-3-.34 (2)(a)2.(i)) (290-3-3-.03 5.5)*
10. Identify and discuss effective instructional strategies that are inclusive of all students. *(290-3-3-.03 4.8)*
11. Develop appropriate accommodations and/or modifications for students with disabilities. *(290-3-3-.03 4.8)* *(290-3-3-.36 (1)(c)1.(ii))*
12. Identify classroom management strategies. *(290-3-3-.03 4.8)*
13. Recognize the steps in the special education process. *(290-3-3-.34 (2)(a)2.(i)) (290-3-3-.03 5.5)*
14. Describe how to access school, community, state and other resources and referral services. *(290-3-3-.34 (2)(j)2.(i))*

**6. TENTATIVE COURSE CONTENT & SCHEDULE**

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| **Weeks** | **Themes** | **Topics** | **Readings, Assignments, Activities** |
| **Week 1: August 21** | Introduction to RSED 3000The Individual in Public Education | **Orientation to the Course**Review syllabusIntroduction to DisabilitiesHistory of Special Education | **Readings**:Heward, W.L. (2017), Chapter 1***In-Class Activities****:* *KWL Chart*;*People First Language-Quiz**3-2-1 Exit Ticket-3 Things Learned, 2 Ideas Related to Your Area, and 1 Thing Still Confusing* |
| **Week 2: August 28****Labor Day Holiday 9/4** | Historical Forces Shaping Education and TeachingDemocracy & Education:Teachers Roles &Responsibilities | **Planning and Providing for the Special Education Services**Self-Determination and Self AdvocacyResponse to InterventionThe Special Education Process Service Delivery Models | **Readings**:Heward, W.L. (2017), Chapter 2Heward, W.L. (2017), Chapter 3**DUE:** Ticket to Enter (August 28th); RTI Case Study (September 5th) ***In Class Activity:*** *Minute Paper:* *Self-Determination, Enviable Life and Your Role, Case Study Analysis, Co-Teaching Article and Discussion, Co-Teaching Modules* |
| **Week 3: September 11** | Student Differences in the Classroom | **Student Differences in the Classroom**Intellectual Disabilities Developmental Disabilities | **Readings:**Heward, W.L. (2017), Chapter 4**DUE**: IRIS Module-Related Services ***In Class Activity***- ID Characteristics Chart |
| **Week 4: September 18** | Student Differences in the Classroom | **Student Differences in the Classroom**Intellectual Disabilities Continued Developmental DisabilitiesTest Review | **Readings:**Heward, W.L. (2017), Chapter 4Sayeski, K.L., & Brown, M.R. (2011). Developing a classroom management plan using a tiered approach. *Teaching Exceptional Children, 44*(1), 8-17.**DUE:** Article and Video Discussion #1 <https://www.youtube.com/watch?v=OdqaUcq7YVQ> *Extra –Credit-Test Question Over Content on Test or Something Still Fuzzy About (Due September 15th)****In Class Activity***- *Accommodating for students with ID in the General Education Setting* |
| **Week 5: September 25** | **EXAM 1 (Chapters 1-4)****ON CANVAS** |
| **Week 6 and Week 7: October 2 and October 9****Fall Break: October 12-13** | Student Differences in the Classroom | **Student Differences in the Classroom**Specific Learning DisabilitiesAttention Deficit/Hyperactive Disorders | **Readings:**Heward, W.L. (2017), Chapter 5**DUE:**  Discussion #2 (October 2nd)IRIS Module- Universal Design for Learning (October 9th)***In Class Activities:***  *LD/ADHD: Why Some Students Struggle Activity; LD Characteristics Checklist* |
| **Week 8: October 16**  | Student Differences in the Classroom | **Student Differences in the Classroom**Emotional/Behavior DisordersAddressing Challenging Behavior | **Readings:**Heward, W.L. (2017), Chapter 6**DUE:**  Article Summary***In Class Activity:*** *EBD Activity, Misconceptions about Persons with Emotional or Behavioral Disorders, Types and Characteristics of EBD* |
| **Week 9: October 23** | Student Differences in the Classroom | **Student Differences in the Classroom**Autism Spectrum DisordersCommunication DisordersTest Review | **Readings:**Heward, W.L. (2017), Chapter 7Heward, W.L. (2017), Chapter 8**DUE:** Communication Disorders Module (Due October 23rd)*Extra –Credit-Test Question Over Content on Test or Something Still Fuzzy About (Due October 20th)****In Class Activity:*** *ASD Activity, Intervention Menu Overview* |
| **Week 10: October 30** | **EXAM 2 (Chapters 5-8)****ON CANVAS** |
| **Week 11: November 6** | Student Differences in the Classroom | **Student Differences in the Classroom**Low Incidence Disabilities | **Readings:**Heward, W.L. (2017), Chapter 9Heward, W.L. (2017), Chapter 10Heward, W.L. (2017), Chapter 11Heward, W.L. (2017), Chapter 12**DUE:** Intervention Menu***In Class Activity:***  *Low Incidence Presentation and Fact Sheet or PowerPoint* |
| **Week 12: November 13**Thanksgiving Break: November 20-24 | The Individual in Public EducationDemocracy & Education:Teachers Roles &Responsibilities | **Life Span Issues- Early Childhood to Adulthood**Early ChildhoodTransition to Adulthood | **Readings:**Heward, W.L. (2017), Chapter 14Heward, W.L. (2017), Chapter 15**DUE:** Discussion #3 (November 13th), Personal Perspective Paper (November 20)***In-class Activity****-TBD* |
| **Week 13: November 27** | The Individual in Public EducationDemocracy & Education:Teachers Roles &Responsibilities | Catch UpInformal PresentationsDishTest Review | **DUE:** Lesson Plan and Tool Kit Presentations November 27th Lesson Plan and Tool Kit Final Product Due November 30th  |
| **Week 14: December 4** | **EXAM 3 (Chapters 9-12, 14-15)****TAKE HOME FINAL** |

**7. COURSE REQUIREMENTS:**

**A. Learning Activities**: Throughout the semester there will be learning activities. These activities may include small group and independent assignments (e.g., group projects, pop quizzes, reflections, and summary papers) and *may or may not be announced ahead of time*. The learning activities may begin in class and have follow-up assignments to be completed outside of class time. In case of an absence, a University approved excuse must be presented to make up any learning activities. You must be present in order to complete AND turn in learning activities.  **(see Attendance Policy and** [**Student Policy eHandbook**](https://cas.auburn.edu/owa/redir.aspx?C=6030eed59dec435abc9061fa4edc1426&URL=http%3a%2f%2fwww.auburn.edu%2fstudent_info%2fstudent_policies%2f)**) (TOTAL 50 points)**

1. **Personal Perspective Paper** Students will **Interview** a parent or other family member of a person with a disability or read a book about an individual with a disability. They will submit **a two-page typed** summary and reflection paper. This assignment is worth 3 points.
2. **Lesson Plan and Tool Kit Presentation**: Students will develop a **lesson plan** following the guidelines discussed in class. Briefly, students will select a lesson plan from Alabama Learning Exchange (ALEX) in their content area (general education). They will adapt the lesson for an inclusion class. The following are to be included: A general overview of the content area (goals/philosophy), general characteristics of students with high incidence disabilities and how the characteristics would impact learning and performance in their content area, lesson plan using format provided, and supporting materials. Next, students will compile a **Toolkit** for disabilities. The toolkit must include a minimum of 8 resources (e.g, websites, fact sheets, brochures, books, videos, journal/magazines) that would assist the student in his or her projected future role in working with students who are diverse. Lesson plans and toolkits will be presented the last day of class. This assignment is worth 15 points.
3. **Intervention Menu:** Students will develop an intervention menu for a selected K-12 student. The student can be one the university student has worked with or one the university student creates based on common or specific characteristics of students. If there is a certain condition the student wants to know more about (e.g., aphasia, auditory processing disorder), he or she can create the student based on those characteristics. The university students will describe the k-12 students and then provide both small group and large group strategies for addressing the needs of the student. These strategies should be supported by appropriate references. A template will be provided. This assignment is worth 7 points.
4. **Article Summary:** Students will submit an Article Summary. Students will choose, summarize, and reflect on an article from the media (newspaper, newsmagazine, science magazines, journals, or internet) dealing with topics/ideas covered in class. Article summaries should be about ¾-1 page and reflections tying article content to class ideas should be about ¼-1/2 page. This assignment is worth 1 pt.
5. **Iris Modules:** Students will complete 2 **IRIS modules/activities**. They must complete (1) *IRIS Module –Related Services* and(2) *Universal Design for Learning*. (4 points total)
6. **Extra Credit**: Students will have an opportunity to earn a total of 1 extra point by doing the following: (a) Exam 1-submit multiple choice question on content or identify a topic for which they need further explanation (.25) ; (b) Exam 2-submit multiple choice question on content or identify a topic for which they need further explanation (.25) ; (c) on the last day of class, students are welcome to bring in a dish to share with us as we discuss projects (.5). Completion of these activities is worth a total of **1 point** toward the final grade.

**B. Examinations**: There will be two exams during the semester and one final examination during final exam period. 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. The third exam is comprehensive of material presented throughout the entire course **(TOTAL 50 points - 2 @ 20 points each, 1 @ 10 points).**

**8. GRADING AND EVALUATION**:

**Requirements:**

 50 points Learning Activities

 20 points Exam 1

 20 points Exam 2

 10 points Exam 3

 100 points TOTAL

90-100 A

89-80 B

79-70 C

69-60 D

Below 59 F

***Alabama Quality Teaching Standards and Candidate Proficiencies***

*The Alabama State Board of Education requires all students completing teacher certification programs to be assessed using the Alabama Quality Teaching Standards. These standards have been aligned with the 15 candidate proficiencies in the College’s conceptual framework. Students will be informally assessed on a course-appropriate subset of these proficiencies throughout the semester. The candidate proficiencies assessed in this course are highlighted on Attachment B.*

*The primary purpose of this assessment is to provide students with feedback regarding relevant candidate proficiencies. Ratings do not positively or negatively affect the course grade. If the instructor determines that a student is not demonstrating competence in any of the proficiencies, the instructor notifies the student’s department head and the student’s program coordinator to alert them to specific concerns that may require attention. The e-mail is copied to the student.*

**9. CLASS POLICIES:**

**Attendance:** 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 [Student Policy eHandbook](https://cas.auburn.edu/owa/redir.aspx?C=6030eed59dec435abc9061fa4edc1426&URL=http%3a%2f%2fwww.auburn.edu%2fstudent_info%2fstudent_policies%2f) ([www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies)) 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. The format of the make-up exam will be (as specified by instructor).

**Assignments:** Written assignments are expected to be 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 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.**

**Disability Accommodations:** Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and 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. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

**Honesty Code:** All portions of the Auburn University student academic honesty code (Title XII) found in the [Student Policy eHandbook](https://cas.auburn.edu/owa/redir.aspx?C=6030eed59dec435abc9061fa4edc1426&URL=http%3a%2f%2fwww.auburn.edu%2fstudent_info%2fstudent_policies%2f) ([www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies)) will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

**Course Contingency :** If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials.

**Professionalism**: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

• Engage in responsible and ethical professional practices

• Contribute to collaborative learning communities

• Demonstrate a commitment to diversity

• Model and nurture intellectual vitality

Attachment A - RSED 3000

Indicators from the Alabama Quality Teaching Standards

This standard is taught and assessed in this class.

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| Alabama Standard/Rule  | Alabama Quality Teaching Standards |  |
|  **Program Specific** | **Course Assessment** |
| 290-3-3-.34 (2)(b)2.(i) | Stages of speech and language development, characteristics of communication skills, and the impact of communication on all learning. | Exam 2 |

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| Alabama Standard/Rule  | Alabama Quality Teaching Standards |
| **Standard 4** | **Diversity** |
|  | Special Needs |
| 290-3-3-.03 4.7 | Understands and recognizes the characteristics of exceptionality in learning, including the range of physical and mental disabilities, social and emotional disorders, giftedness, dyslexia, and attention deficit disorder, in order to assist in appropriate identification and intervention |
| 290-3-3-.03 4.8 | Facilitates inclusive learning environments that support and address the needs of learners with learning differences and disabilities |
| **Standard 5** | **Professionalism** |
| 290-3-3-.03 5.5 | Complies with local, state, and federal regulations and policies |
|  **Program Specific** |
| 290-3-3-.34 (2)(a)2.(i) | Current federal and state laws and regulations governing and/or impacting on programs for students with exceptionalities. |
| 290-3-3-.34 (2)(a)2.(iii) | Diverse cultures, including cultural and socioeconomic factors and their impact on eligibility, programming, instruction, interventions, and implementation of services |
| 290-3-3-.34 (2)(e) 2 | Knowledge of research-based discipline interventions, which include school-wide, classroom, and individual proactive positive behavior supports. |
| 290-3-3-.34  (2)(j)2.(i) | Roles of professionals, students and families as members of a collaborative team.  |
| 290-3-3-.34  (2)(j)2.(i) | Strategies for promoting coordination and collaboration between special education services and general education.  |