RSED 3000

Diversity and Exceptionality of Learners

***Fall 2018***

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**Department of Special Education Rehabilitation & Counseling**

**College of Education**

Instructor Information:

**Alexcia J. Moore**

Office: 1232A Haley Center

(334) 844-7676

[ajm0024@tigermail.auburn.edu](mailto:ajm0024@tigermail.auburn.edu)

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Office Hours:

**Thursday 9:30am-10:45am or by appointment**



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

**1. Course Number:** RSED 3000, Thursdays Fall 2018

**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: 1232-A Haley Center**  **Email address: ajm0024@tigermail.auburn.edu**  **Phone number: 334-844-7676**  **Office Hour:** **Thursdays 9:30am-10:45am or by appointment** |  |

**2. Term:** Fall 2018

**Day/Time:** Thursday 12:30pm- 3:15pm

**Date Syllabus Prepared**: August 2018 \*this syllabus may change\*

**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.

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.

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

**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**

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Topic** | **Reading** | **Assignment Due** |
| **August 23** | **Orientation to the Course,** Intro to Disabilities, Law | Heward, W.L. (2017), Chapter 1 |  |
| **August 30** | Planning & Providing for Special Education Services: RTI, IEP, LRE | Heward, W.L. (2017), Chapter 2 |  |
| **September 6** | Collaboration, Classroom Management | Heward, W.L. (2017), Chapter 3  Sayeski, K.L., & Brown, M.R. (2011) | **IRIS Module-Related Services** |
| **September 13** | Self Determination, Self-Advocacy, Intellectual Disabilities | Heward, W.L. (2017), Chapter 4  Wehmeyer, M.L. (2002). |  |
| **September 20** | **EXAM 1 (Chapters 1-4)** |  |  |
| **September 27** | Specific Learning Disabilities, ADHD | Heward, W.L. (2017), Chapter 5  Chapter 11 pg. 359-367 | **IRIS Module- Universal Design for Learning** |
| **October 4** | SLD, ADHD | Heward, W.L. (2017), Chapter 5  Chapter 11 pg. 359-367 |  |
| **October 11** | **Fall Break: No Class Meeting** |  |  |
| **October 18** | Emotional or Behavioral Disorders | Heward, W.L. (2017), Chapter 6 |  |
| **October 25** | Autism, Communication Disorders | Heward, W.L. (2017), Chapter 7 & 8 | **Personal Perspective Paper** |
| **November 1** | **EXAM 2 (Chapters 5-8)** |  |  |
| **November 8** | Hearing Impairments, Visual Impairments | Heward, W.L. (2017), Chapter 9& 10 |  |
| **November 15** | Low Incidence Disabilities, Other Health Impairments, Orthopedic Impairments, TBI | Heward, W.L. (2017), Chapter 11&12 |  |
| **November 29** | Life Span from Early Intervention through Adulthood | Heward, W.L. (2017), Chapter 14&15 |  |
| **December 6** | **No Class Meeting** |  | **Portfolio** |
| **Final Exam** | **Final Exam in Class Thursday December 13th 12:30-2:30**  **(Exam will cover content from Chapters 9-12, &14-15)** |  |  |

**7. COURSE REQUIREMENTS:** Students are required to: a) successfully complete all required projects and give to the instructor no later than the date designated for each project, b) take all required exams, c) attend class and participate in class discussions and activities, and d) read assigned materials prior toattending classes.

1. **CLASS PREPARATION QUIZZES (35 points):** Students will demonstrate their preparation for class and course engagement through the completion of quizzes prior to class meetings. These quizzes will be available on Canvas and will be due before each class meeting throughout the semester. The content will be assigned readings for the current day and content from previous classes.
2. **Personal Perspective Paper (50 points)** 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. Students will then write a paper that summarizes (1-2 pages) the major concepts or themes that were discussed in the interview or book. Students will then reflect on what has been learned and how it will affect their personal/professional development and placing what has been observed, learned, heard in the context of the class materials and ideas (2 pages). Students should locate an article in a professional journal that enhances the topic and include this article with the submission of their personal perspective paper.The personal perspective paper should be 3-4 pages in length using APA style and should accurately and professionally explore a theme(s) or principle(s) highlighted in the interview or book, class readings, article and/or during a class discussion.
3. **Iris Modules (25 points each; 50 points total):** Students will complete 2 **IRIS modules/activities**. They must complete (1) *IRIS Module –Related Services* and(2) *Universal Design for Learning*.
4. **Portfolio** **(50 points):** Students will compile a portfoliofor working with students with learning and behavioral challenges. The portfolio must include a minimum of 15 resources (i.e. websites, fact sheets, worksheets, behavior contracts, brochures, books, videos, journal/magazines) that will assist the student in his or her projected future role in working with students who are diverse. Students will be responsible for organizing resources into sections based on common themes (i.e. Behavior Strategies, Classroom Management Techniques, Lesson Plans, Learning Strategies, Behavior Contracts, etc.). Each portfolio will include:
   1. Cover Page, Table of Contents, and a Reference Page using APA style
   2. An overview section that includes your Teaching Philosophy Statement (at least ½ page in length) and a current Resume.
   3. A minimum of 4 sections that are organized into common themes reflected from your resources
   4. A minimum of 5 journal articles for practitioners
   5. A caption that clearly explains each section
   6. A caption that clearly explains the importance of each resource including citations
5. **Disability Group Presentations (50 points):** You will be divided into groups. Your group will choose one of the Disability topics provided to you. Each week one to two groups will present on the topic for the week. Your group will read assigned chapters according to your topic before class. You are encouraged to supplement your reading/preparation with additional content. Your group will prepare a fact sheet or PowerPoint from readings that include: Definition, Learning Characteristics, Strategies and Accommodations, and any other important information. Your group will upload their factsheet or PowerPoint to Canvas and be prepared to present their content to the class and engage their classmates in a discussion regarding the topic. Groups should be prepared to present for a minimum of 10 minutes and a maximum of 15 minutes.
6. **Examinations (TOTAL 150 points - 2 @ 50 points each, 1 @ 100 points):** 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.
7. **Class Activities (15 points):**  Students are expected to arrive on time and participate in each class meeting. Points will be awarded based on the percentage of classes in which a student arrives on time and participates (defined as involvement in class activities, attempts to answer questions, using one’s computer, tablet, or mobile device for the purpose of participating in class activities). There are 11 class meetings (excluding exam days) and the percentage of attendance will be multiplied by 15 points to determine the class activity grade.

**7. GRADING AND EVALUATION**:

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| --- | --- | --- | --- | --- |
| Test 1 | 50 points |  |  |  |
| Test 2 | 50 points |  | Grading Scale | |
| Test 3 | 100 points |  | 405-450 = | A |
| Personal Perspective Paper | 50 points |  | 360-404 = | B |
| Portfolio | 50 points |  | 315-359 = | C |
| IRIS Modules (2) | 50 points |  | 270-314 = | D |
| Disability Group Presentation | 50 points |  | 0-269 = | F |
| Quizzes | 35 points |  |  |  |
| Class Activities | 15 points |  |  |  |
| **Total** | **450 points** |  |  |  |

***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.*

**8. 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.

|  |  |  |
| --- | --- | --- |
| 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 |

|  |  |
| --- | --- |
| 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. |

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| --- | --- | --- | --- | --- | --- |
| **Criteria** | **Points**  **Personal Perspective Paper Rubric** | | | | **Score** |
| **10** | **8** | **5** | **0** |
| **Content** | | | | | |
| **Interview/Novel/Article**  Interview is from a parent or family member of a person with a disability or;  Novel is about an individual with a disability; and  Article comes from a professional journal, relates to topics/ideas covered in class, and enhances the topics covered in the interview or novel. | Information (interview or novel) is gathered from an appropriate resource and is related to topics discussed in class and the article selected. |  |  | Information gathered does not relate to topics covered in class and/or the article selected. |  |
| **Paper** | | | | | |
| **Summary**  Summary reflects an understanding of topics discussed in interview or novel and the class as well as current related issues discussed in article and makes connections between them. | Content reflects a broad understanding of current related issues and makes connections to content covered in class. | Content reflects an appropriate level of understanding of current related issues and makes connections to content covered in class. | Content reflects a limited or inconsistent level of understanding of current related issues and lacks an appropriate level of connections to content covered in class. | Content lacks understanding of current related issues and/or has no evidence of connections to content covered in class. |  |
| **Quality of Reflection**  Develops and substantiates a thoughtful reflection of what has been learned and how it will affect your personal/ professional development. | Very strong and thoughtful statements given throughout that reflect knowledge  of content covered in class, from the interview or novel, and article and how it will affect personal/ professional development. | Many good statements given, with only minor problems, that reflect knowledge  of content covered in class, from the interview or novel, and article and how it will affect personal/ professional development. | Some decent statements, but some significant problems. Some reflection of content covered in class, from the interview or novel, and article and how it will affect personal/ professional development. | Few or no  real thoughtful statements, or all statements given had significant problems, and does not reflect knowledge  of content covered in class, from the interview or novel, and article and how it will affect personal/ professional development. |  |
| **Organization and Clarity**  Main arguments and responses are outlined in a clear and orderly way*.* | Completely clear and orderly presentation of main ideas. | Mostly clear and orderly presentation of main ideas. | Clear presentation of main ideas in some parts but not overall. | Unclear and disorganized presentation of main ideas throughout. |  |
| **APA Style, Spelling/Grammar, Length of Paper**  No more than 2 errors in spelling, grammar, punctuation, style or APA conventions Total length of paper is a minimum of 3 pages. The summary is required length of at least 1 page. Reflection is the required length of at least 2 pages. | Paper is a minimum of 3 pages with a minimum of 1 page for the summary and 2 pages for the reflection. No more than 2 errors in spelling, grammar, punctuation, style or APA conventions |  |  | Paper is not the required length for the total pages, summary, and/or reflection. More than 2 errors in spelling, grammar, punctuation, style or APA conventions |  |

**Disability Group Presentation Rubric**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Criteria | Points | | | | Score |
| **10** | **8** | **5** | **0** |
| Content | Shows a full understanding of the topic. | Shows a good understanding of the topic. | Shows a good understanding of parts of the topic. | Does not seem to understand the topic very well. |  |
| Stays on Topic | Stays on topic all (100%) of the time. | Stays on topic most (75%-90%) of the time. | Stays on topic some (50%-70%) of the time. | It was hard to tell what the topic was. |  |
| Comprehension | Student is able to accurately answer almost all questions posed by classmates about the topic. | Student is able to accurately answer most questions posed by classmates about the topic. | Student is able to accurately answer a few questions posed by classmates about the topic. | Student is unable to accurately answer questions posed by classmates about the topic. |  |
| Time-Limit | Presentation is 10-15 minutes long. | Presentation is less than 7-9 minutes long. | Presentation is 5-6 minutes long. | Presentation is less than 5 minutes OR more than 15 minutes. |  |
| Collaboration with Peers  *Score will be an average of ratings from group member and participation during presentation* | Almost always listens to, shares with, and supports the efforts of others in the group. Tries to keep people working well together. | Usually listens to, shares with, and supports the efforts of others in the group. Does not cause \"waves\" in the group. | Often listens to, shares with, and supports the efforts of others in the group but sometimes is not a good team member. | Rarely listens to, shares with, and supports the efforts of others in the group. Often is not a good team member. |  |

**RSED 3000 PORTFOLIO RUBRIC**

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| --- | --- | --- | --- | --- |
| Criteria | Points | | | Score |
| **10** | **5** | **0** |
| Completeness: includes rich variety of items relevant to teaching students with learning and behavioral challenges. Includes a cover page, table of contents, a Teaching Philosophy Statement and a reference page using APA style. Includes 15 resources with a minimum of 5 journal articles. | Includes rich variety of items relevant to teaching students with learning and behavioral challenges; and  Includes a cover page, table of contents, a Teaching Philosophy Statement, and a reference page using APA style; and  Includes 15 or more resources; and  Includes 5 or more journal articles | Includes most items relevant to teaching students with learning and behavioral challenges; or  Missing either a cover page, table of contents, a Teaching Philosophy Statement, or reference page using APA style; and  Includes 10-14 resources; or  Includes 4 journal articles | Includes items that have little to no relevance to teaching students with learning and behavioral challenges; or  Does not include two or more of these: a cover page, table of contents, a Teaching Philosophy Statement, or reference page using APA style; and  Includes less than 10 resources; or  Includes less than 4 journal articles |  |
| Relevance: items relate to current & effective materials, methods & content for teaching students with learning and behavioral challenges. | 100% of the items relate to current & effective materials, methods & content for teaching students with learning and behavioral challenges. | 80%-99% of the items relate to current & effective materials, methods & content for teaching students with learning and behavioral challenges. | 0%-79% of the items relate to current & effective materials, methods & content for teaching students with learning and behavioral challenges. |  |
| Appearance and Organization: Shows creativity, organization, visual appeal, grammar & spelling, follows APA conventions. | Shows creativity, organization, and visual appeal; and  Has no more than 2 errors in grammar, spelling, and APA conventions. | Shows creativity, organization, and visual appeal; and  Has no more than 3-4 errors in grammar, spelling, and APA conventions. | Shows little to no creativity, organization, and visual appeal; and  Has more than 4 errors in grammar, spelling, and APA conventions. |  |
| Resource Selection and Placement: All items are well chosen, includes both learning and behavior resources, and has appropriate placement within the themes. | All items are well chosen, includes both learning and behavior resources, and has appropriate placement within the themes. | 80%-99% of the items are well chosen; and/or  Is missing learning or behavioral resources; and/or  Has some errors in the placement of items within the themes | 79% or less of the items are well chosen; and/or  Is missing learning or behavioral resources; and/or  The placement of items within the themes is unclear. |  |
| Resource Reflection: All resources include a caption reflecting on why the resource was chosen. Reflections are well written and presented in final draft form. | All resources include a caption reflecting on why the resource was chosen; and  Reflections are well written and presented in final draft form. | There are no more than two resources that do not include a caption reflecting on why the resource was chosen; and  Reflections are well written and presented in final draft form. | There are more than two resources that do not include a caption reflecting on why the resource was chosen; and/or  Reflections are not well written and are not presented in final draft form. |  |