**Auburn University**

**Course Syllabus**

**Department of Special Education, Rehabilitation, and Counseling**

# **Basic Course Info**

**1. Course Number:** RSED 3000, Fall 2022

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

 **Credit Hours**: 3 semester hours

 **Prerequisites:** majoring in education, 2.0 GPA

 **Co-requisites:**  none

 **Instructor:** Meg Podemski

 **Email Address:** mop0010@auburn.edu

 **Phone Number:** 334-705-4159

 **Office Hours:** Wednesdays from 4:00 – 5:00

**2. Term:** Fall 2022

**Day/Time:** Online, asynchronous,

**Date Syllabus Prepared**: August 14, 2022

**3. TEXTBOOK:**

Required: MyLab Education with Pearson eText -- Access Card -- for Including Students with Special Needs: A Practical Guide for Classroom Teachers, 8th Edition. Will be set up through AU Bookstore. Contact them to opt out.

ISBN: 9780134800400

Hard copy also available to purchase **with** eText if desired for very low price. Option to buy is in mylab feature on Canvas. Can also contact the bookstore to obtain if desired.

Friend, M. & Bursuck, W. (2019). *Including students with special needs: A practical guide for classroom teachers.* (8th ed.). Upper Saddle River, NJ: Pearson Education.

**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**

Note: Learning outcomes compiled from: Friend, M. & Bursuck, W. (2019). *Including students with special needs: A practical guide for classroom teachers.* (8th ed). Upper Saddle River, NJ: Pearson Education.

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Lecture** | **Assigned Readings** **(to be completed prior to class)** | **Learning Activities (due prior to class)** |
| Week 18/16 | **Syllabus****Chapter 1 (Sections 1.1 and 1.2)** - The Foundation for Educating Students with Special Needs *Learning Outcomes:* * *Explain fundamental terms and concepts that describe special education, including those in federal law*
* *Explore significant factors that have shaped contemporary special education services*
 | SyllabusChapter 1 (1.1-1.2) |  |
| Week 28/22 | **Chapter 1 (1.3 and 1.4)** - The Foundation for Educating Students with Special Needs *Learning Outcomes:* * *Analyze key themes that characterize today’s educational priorities for students with disabilities, including prevention, high expectations and accountability, evidence-based practices, and inclusiveness*
* *Describe categories of disabilities addressed in federal law and note other special needs students may have*

**Chapter 2 (All sections)** – Special Education Procedures and Services *Learning Outcomes:* * *Analyze the roles and responsibilities of the individuals who may participate in educating students with disabilities.*
* *Identify the steps teachers should take in deciding whether an identified student need might indicate the presence of a disability*
* *Describe the process through which a student may become eligible to receive special education services, including the role that parents play throughout that process*
* *Name the components of individualized education programs (IEPs) and provide examples of them*
* *Outline the types of services that students with disabilities may receive and the settings in which they may receive them*
 | Chapter 1 –(1.3-1.4)Chapter 2 (all) | Chapter 1 Quiz Due by August 21st @ 11:59 <https://www.youtube.com/watch?v=SxrS7-I_sMQ>  |
| Week 38/29 | **Chapter 3 (All sections)** – Building Partnerships Through Collaboration*Learning Outcomes:* * *Explain the technical meaning of the term* collaboration*, analyze the role of collaboration in providing services to students with disabilities, and clarify how it is influencing the roles and responsibilities that you have as a general education teacher*
* *Describe common collaboration-based applications for students with disabilities and other special needs, including shared problem solving, co-teaching, teaming, and consulting, and consider your role in each of them*
* *Identify ways you can work effectively with parents to successfully educate students with special needs, even if their views about their child differ from yours*
* *Explain your responsibilities when working with paraprofessionals, and explore ways you can enhance collaboration with them*
 | Chapter 3 (all) | Chapter 2 Quiz due by August 28th @ 11:59Watch, Crip Camp<https://www.youtube.com/watch?v=OFS8SpwioZ4> (Content Warning : Crip Camp depicts people with disabilities in hospital settings, sexual content, discussion of drugs, nudity, curse words) |
| Week 49/5(9/5 – holiday) | **Chapter 4** – Assessing Student Needs*Learning Outcomes:* * *Explain how general education teachers can contribute significantly to the assessment process*
* *Describe the use of high stakes, standardized achievement, psychological tests, and alternate assessment in making education decisions for students with special needs*
* *Provide accommodations and modifications for students with disabilities on standardized tests*
* *Define curriculum-based assessment; explain its benefits; construct types in basic academic skills, content-area knowledge and independent learning skills; and use to make decisions involving special education*
 | Chapter 4 (all) | Chapter 3 Quiz due by September 6th @11:59Chapter 4 Quiz due by September 11th @11:59 |
| Week 59/12 | Exam 1 (Chapters 1-4) |  |  |
| Week 69/19 | **Chapter 5** – Planning Instruction by Analyzing Classroom and Student Needs*Learning Outcomes:* * *Describe how to apply the steps of the INCLUDE decision-making process to adjust instruction for students with disabilities and other special needs in your classroom*
* *Analyze the major components of classroom organization with respect to how they can have an impact on students with disabilities*
* *Describe the various ways students can be grouped for instruction in an inclusive classroom and analyze the impact they may have on students with special needs*
* *Analyze classroom materials and instructional methods with respect to their potential impact on students with disabilities*
 | Chapter 5 (all) |  |
| Week 79/26 | **Chapter 6** – Students with Low Incidence Disabilities*Learning Outcomes:* * *Describe what it means to say that a student has a low-incidence disability and apply the INCLUDE strategy to effectively instruct these students in your classroom*
* *Outline the characteristics of students with autism spectrum disorder (ASD) and the supports they need*
* *Describe the characteristics of students with moderate, severe, and multiple disabilities, including intellectual disabilities and deaf-blindness, and the supports general educators can provide for them*
* *Explain the characteristics of students with sensory impairments (vision or hearing loss) and the supports general educators can provide for them*
* *Explain the characteristics of students with physical, medical, and health impairments and the supports general educators can provide for them*
 | Chapter 6 (all) | Chapter 5 Quiz due by September 25th @ 11:59Questions related to Crip Camp due by September 25th @ 11:59  |
| Week 810/3(10/6-10/7 – Fall Break) | **Chapter 7** – Students with High Incidence Disabilities*Learning Outcomes:* * *Explain what is meant by high-incidence disabilities and describe their prevalence and the key elements of the federal definitions for each of the high-incidence categories*
* *Apply the INCLUDE strategy to adjust your classroom instruction to meet the needs of students with communication disorders*
* *Analyze classroom demands and the academic characteristics and needs of students with learning, behavioral, and mild intellectual disabilities and explain how you can adjust your instruction to meet their needs using the INCLUDE strategy*
* *Analyze the social and emotional characteristics and needs of students with learning and behavioral disabilities, including how you can meet these needs in the classroom*
 | Chapter 7 (all) | Chapter 6 Quiz due by October 2nd @ 11:59 |
| Week 910/10 | **Chapter 8** – Students with Special Needs Other Than Disabilities*Learning Outcomes:* * *Describe student protected under Section 504 and general educators’ responsibilities for effectively teaching them*
* *Explain accommodations and other instructional adjustments general education teachers can make to address the special needs of students with attention deficit-hyperactivity disorder (ADHD)*
* *Outline how general educators provide appropriate instruction for students who are gifted and talented*
* *Discuss how cultural diversity influences education, critically analyzing your own response to students from cultures other than your own and your skills for addressing their needs, including those who also have disabilities*
* *Discuss how general educators can effectively teach students at risk for school failure, including students affected by poverty, abuse or neglect, substance abuse, and other factors, including those who have been identified as having disabilities*
 | Chapter 8 (all) | Chapter 7 Quiz due by October 10th @ 11:59Chapter 8 Quiz due by October 16th @ 11:59 |
| Week 1010/17 | Exam 2(Chapters 5-8) |  |  |
| Week 1110/24 | **Chapter 9** – Adjusting Instruction*Learning Outcomes:* * *Discuss how you can analyze your basic skills instruction and describe how you can adjust it for students with disabilities and other special needs*
* *Discuss how you can analyze your content-area lessons and explain how you can make them more accessible*
* *Discuss how you can analyze and adjust independent practice activities for students*
* *Describe strategies for involving parents in teaching their children*
* *Discuss how you can analyze classroom materials and activities and modify them for students with moderate to severe intellectual disabilities*
 | Chapter 9 (all) |  |
| Week 1210/31 | **Chapter 10** – Strategies for Independent Learning*Learning Outcomes:* * *State ways that teachers can encourage student self-awareness, self-advocacy, and self-determination*
* *Explain how teachers can create their own learning strategies*
* *Describe the steps involved in teaching learning strategies, analyzing each step and discussing why it is important for building independent strategy usage*
* *List, describe, and justify the teaching of research-based learning strategies in the areas of reading and reading comprehension; listening and note taking; written expression; math problem solving; and time and resource management, and explain how they can be applied to the students you will be teaching*
* *Explain how methods of teaching learning strategies can be applied to helping students perform strategies independently*
 | Chapter 10 (all) | Chapter 9 Quiz due by October 30th @ 11:59 |
| Week 1311/7 | **Chapter 11** – Evaluating Student Learning*Learning Outcomes:* * *Analyze demands that occur before, during, and after classroom testing and describe adjustments that can be made for students with special needs*
* *Describe and provide a rationale for grading practices that can benefit all of your students*
* *Explain when and how report card grades can be individualized for students with special needs*
* *Explain the potential benefits of using performance-based and portfolio assessments with students with disabilities. Identify features of each that may cause problems for students with disabilities, and describe adjustments that could be made to ameliorate these difficulties*
 | Chapter 11 (all) | Chapter 10 Quiz due by November 6th @ 11:59 |
| Week 1411/14(11/21-11/25 – Break) | **Chapter 12** – Responding to Student Behavior*Learning Outcomes:* * *Outline classroom strategies that promote students’ positive behavior and prevent misbehavior*
* *Explain simple techniques for responding to individual student misbehavior*
* *Describe the purpose of a functional behavior assessment (FBA) and steps for deciding how to respond to chronic, inappropriate individual student behavior*
* *Outline systematic approaches for increasing positive behaviors and decreasing negative behaviors*
* *Identify how to help students manage their own behavior*
 | Chapter 12 (all) | Chapter 11 Quiz due by November 13th @ 11:59Chapter 12 Quiz due by November 20th @ 11:59  |
| Week 1511/28 | Exam 3(Chapters 9-12) |  |  |

**Asynchronous Participation:**

1. The course will have recordings of class lectures available on Canvas through Panopto that are to be viewed by students. The class will be recorded weekly. Students should use Safari as their web browser when accessing Panopto and be sure their computers meet the requirements necessary to do so.
2. The course provides for timely and appropriate interactions between instructor and students via Tigermail email, discussion boards, and Canvas messaging. The instructor will respond to Tigermail emails or Canvas messages within 24 hours of receipt (note: this may vary for emails sent on Saturday or Sunday)
3. Students must have regular, reliable internet access to participate in the course.
4. Your Auburn University email address is the university-approved form of communication between

instructors and students. Additionally, this course will be supported by Auburn University’s Canvas platform. The syllabus, class assignments, lectures, test grades, final grades, and important announcements will be posted to the Canvas site for this course. Check the Canvas site for this course frequently. You should adjust your notification settings to receive an email for announcements, grade postings, etc.

# **7. COURSE REQUIREMENTS:**

Students are required to: a) successfully complete all learning activities and submit to the instructor **no later than the date designated for each project**, b) take and pass all required tests, c) attend/view class and participate in class discussions and activities/quizzes, and d) read assigned materials prior to class sessions.

**A. Learning Activities**: Throughout the semester there will be learning activities. These activities may include small group and independent assignments (e.g., group projects, quizzes, reflections, and summary papers) and *may or may not be announced ahead of time*. The learning activities may be announced in class recordings or posted to Canvas. A University approved excuse must be presented to make up any learning activities that are not completed by the due date. **(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 25% of final grade)**

**B. Examinations**: There will be three 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. The third exam will cover material presented after the second exam through the last class period before the third exam is scheduled and could contain material from early examination periods **(TOTAL 75% of final grade – each exam is worth 25% of your final grade)**

# **8. GRADING AND EVALUATION:**

**Requirements:**

Learning Activities 25%

 Exam 1 25%

 Exam 2 25%

 Exam 3 25%

 TOTAL 100 %

**Grading Scale:**

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 A.*

*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 sign into the course on a regular basis and complete all components of

the course. Students are expected to view and participate in class on a regular basis according to the timelines presented by the instructor. Students will be held responsible for any content covered in the class recordings and Canvas postings.

**Excused absences**: Students are granted excused absences from due dates/exams 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, military orders, and religious holidays. Students who wish to have an excused absence 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 48 hours after the after the missed assignment/test. 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. If you have an excused absence that covers a week or more of class, please contact the instructor directly to make arrangements on catching up.

**Make-Up Policy:** Students who miss the normal exams will need to contact the instructor and turn in the valid

excuse within 48 hours from the time that the exam/assignment was due. The makeup exam schedule is determined by the instructor and will need to be done within ONE week (5 work days) from the due date. Students will need to check the class email for the makeup details. Students who miss the makeup without valid excuses will get a zero on the exam/assignment.

The format, questions and difficulty-level of make-up exams are not guaranteed to be same as the normal exam, which are at the discretion of the instructors. Students are not allowed to choose the make-up dates, formats on their own.

Valid excuses include are described above in the Excused Absences policy.

Excuses are only accepted for the exams and learning activities. No excuses need for general lectures.

**Assignments:** Written and typed 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 by the due date and time indicated in Canvas or on the syllabus. 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, they will follow the makeup policy as described above.

**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.

Plagiarism, cheating, and/or any other dishonest behavior as defined by the Academic Honesty

Code is not tolerated in this course and will be met with a swift referral to the Office of the

Provost, a failing grade on the assignment, and the recommendation to the Provost that the

student be removed from the course with a failing grade for the semester.

Every quiz/test will have Honorlock enabled to prevent cheating. Honorlock will record your face, record

the computer screen during an assessment, ask to see student ID, and block the use of any

websites during assessments in order to ensure the integrity of the assessment while providing

an even playing field for all students. This is done to ensure that the institution maintains the highest security of the grade for accrediting agencies, instructors, and you by protecting the value of all degrees/grades earned honestly. You are not to use internet sources (Wikipedia, Baidu, Google, or other sites to help you – they often have different information than which was presented in lecture and the textbook).

Honorlock recordings will only be viewed by an instructor if a concern regarding academic dishonesty has taken place or if a need to troubleshoot a technical problem arises. We do not review all recordings. Moreover, the university's agreement with Honorlock for online proctoring does not allow Honorlock to sell student information to third parties and Honorlock is bound to all of the protections supplied by FERPA (the Family Educational Rights and Privacy Act). All data, including photos and video, is stored in an encrypted format on isolated storage systems within Honorlock’s private cloud in Amazon’s AWS U.S. data centers. They are SOC 2 Type 1, U.S. Privacy Shield and GDPR compliant. Honorlock has defined data retention periods of 12 months, after which all student-related data is automatically purged, unless the university requests an extension of a particular student’s data related to an academic integrity case. Upon request from the university, Honorlock can extend the data retention of a student’s data up to an additional 12 months. Generally, if you feel guilty about doing something, or worried it may be against academic honesty policies, or that I or another reasonable person may find your actions questionable, chances are highly likely you are violating the code. Don’t ruin your academic career.

**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

**Student Academic Grievance Policy:** The purpose of this university policy is to “resolve academic grievances of students, which results from actions of faculty or administration. This resolution should be achieved at the lowest level and in the most equitable way. The burden of proof rests with the complainants.” See University Policy Site for steps toward redress <https://sites.auburn.edu/admin/universitypolicies/default.aspx>.

**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. |