Seminar in Specialization:

Special Education and Charter Schools

RSED 7440

3 credit hours

Course Syllabus – Fall 2022

**Instructor:** David T. Marshall, Ph.D.

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334-844-5038

**Office Hours:** Tuesdays 12:30-2:30pm by appointment

**Meeting Time:**

Weekly; by appointment

**Course Description and Objectives**

The purpose of this course is to explore the intersection of public school choice and special education services. By the conclusion of the course, the student should:

1. Review and evaluate the literature on special education and charter schools

2. Understand challenges and opportunities related to special education services in the public charter school sector

3. Disseminate knowledge of special education and charter schools to academic audiences

**Texts**

**Required**

There are two required texts for this course. Other readings will be assigned and provided as needed.

Lake, R. J. (2010). *Unique schools serving unique students: Charter Schools and children with special needs*. National Charter School Research Project, Center on Reinventing Public Education, University of Washington.

Rufo, J. M., & Causton, J. (2022). *Reimagining special education: Using inclusion as a framework to build equity and support all students*. Paul H. Brookes Publishing Co.

**Recommended**

American Psychological Association. (2020). *Publication manual of the American Psychological Association (*7th ed.). American Psychological Association.

## **Course Activities and Deliverables**

**Class Attendance**

This course is a seminar topics course that is focused on special education and charter schools. It will be incumbent upon the learner to stay on top of tasks throughout the semester to be successful.

Class meetings will take place weekly on campus and at the Davis Arboretum Pavilion.

**Deliverables**

There will be two primary deliverables for the seminar course: (1) a systematic review of the literature on special education and charter schools, and (2) a conference proposal sharing what is learned. Three reflection papers will also be assigned throughout the semester.

***Systematic Review of the Literature***

The student will conduct a systematic review of the literature on the intersection of special education students and services and public school choice. The literature search will include all peer reviewed work published between 1992 and 2022. The paper will be a minimum of 20 pages in length and is due on December 1, 2022 at midnight.

***Conference Proposal***

A conference proposal will be put together based on the findings from the systematic review of the literature. It shall be 500 words in length and state the purpose, methods, and findings from the systematic review. This will be the basis for a 2023 American Educational Research Association submission or another conference of the learner’s choosing.

***Reflection Papers***

Three reflection papers will be assigned throughout the semester. Each reflection paper should be up to 2 pages in length and be a reflection on the readings assigned since the previous reflection paper. The first reflection paper will be a reflection on the readings assigned to date.

**Grading Procedure**

The grade for each assignment is criterion-referenced. Overall grades will be determined by the following weights:

Systematic Review of Literature - 70%

Conference Proposal - 20%

Reflection Papers - 10%

**Grading Scale**

100 – 90 A

89.99 – 80 B

79.99 – 70 C

69.99 – 60 D

59.99 and below F

Grades are not rounded up at the end of the semester.

**Late Assignments Policy**

All assignments that are due by 11:59pm on the date they are due. Open communication is the key. If you have a situation that interferes with your ability to complete an assignment on time, it is your responsibility to contact the instructor as soon as you are aware of this. Life happens, and individual circumstances will be considered on a case-by-case basis.

All work is expected to be typed. The late penalty will be applied to hand-written work and then turned in late in a typed format. All electronic documents submitted for the course are expected to be in Word format.

**Incompletes and Withdrawals**

Grades associated with incomplete course work or withdrawal from class will be assigned in strict conformity to University policy (see Auburn University Bulletin). If you wish to drop this course you may do so by the 10th class day with no grade assignment. From the 10th day of class to mid-quarter a W (withdrawn-passing) grade will be recorded in your transcripts. After this period withdrawal from the course will only be granted under unusual circumstances and must be approved by the Dean of the College of Education.

Note that a new incomplete grade (IN) policy is in effect. The new policy requires that students complete a form requesting an IN grade be assigned. If this form is not completed and given to the instructor of the class, a grade will be assigned with a score of zero (0) for work that has not been completed and turned in by the time the instructor reports grades.

**Academic Misconduct**

The Department of Educational Foundations, Leadership, and Technology recognizes university policy regarding academic misconduct. Violations include, but are not limited to: plagiarism, unauthorized assistance during examinations, submitting another’s work product as your own, using another’s words as your own without appropriate citation, sharing unauthorized materials with another that contain questions or answers to examinations, altering or attempting to alter assigned grades. In accordance with University policy regarding academic misconduct, students may be assigned several sanctions upon violations of the Student Academic Honesty Code. See the Student Policy eHandbook for specifics regarding academic misconduct as well as student’s rights and responsibilities associated with the Code.

**Disability Accommodations**

Students who need special accommodations in class, as provided for by the Americans with Disabilities Act, should arrange a confidential meeting with the instructor during office hours in the first week of classes, or as soon as possible if accommodations are needed immediately. You must bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have these forms but need accommodations, make an appointment with the Program for Students with Disabilities, 1244 Haley Center, 844-2096.

**COVID-19 Information**

This class will abide by all campus directives related to COVID-19, including those related to facial coverings. If you have symptoms, please inform the instructor, and do not come to class. These absences will not be counted against you. Please be kind, exercise grace, and be flexible as we navigate another pandemic semester. Most of all, please keep yourself and others safe.

**Course Schedule**

This represents a schedule of the assignments and activities for the semester. Assignments and activities may be added to the schedule per the needs of the course. The third column represents the readings, assignments, and activities to be completed by the date listed.

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| **Deliverable** | **Date Due** | **Notes** |
| Reflection 1 | Sept 1 | Based on the Lake book. |
| Reflection 2 | Sept 29 | Based on peer reviewed literature reviewed to date. |
| Reflection 3 | Oct 13 | Based on remaining literature and the Rufo & Causton book. |
| Draft of Systematic Review | Oct 27 |  |
| Final Draft of Systematic Review | Nov 17 |  |
| Conference Proposal | Dec 1 |  |