**Auburn University Course Syllabus**

Department of Special Education, Rehabilitation, and Counseling

1. **Course Number:** RSED 6000
2. **Course Title**: Advanced Survey of Exceptionality

**Credit Hours**: 3 semester hours (Lecture 3)

**Prerequisites:** None

**Corequisites:** None

1. **Instructor:** Kelly Brumbeloe Schweck, Ph.D

**Office Address:** 1230 Haley Center

**Contact Information:** brumbka@auburn.edu. I will make every effort to respond to your email in a timely manner. I cannot guarantee a quick response to emails sent after 5:00 p.m. It is your responsibility to be proactive with any questions you might have and allow a reasonable amount of time (24-48 hours) for a response.

**Office Hours:** By appointment

1. **Term:** Fall 2024

 **Meeting days/times:** Online, asynchronous

Syllabus updated August 2024. This syllabus is a tentative outline for the Fall 2024 semester and **is subject to change.**

1. **Text:** Vaughn, S., Bos, C., & Schumm, J. (2018*). Teaching students who are exceptional, diverse, and at risk in the general education classroom, 7th edition.* Upper Saddle River, NJ: Pearson. (**ALL MAJORS**) (Available through MyLab)

*Additional reading assignments will be provided by the instructor as well students will utilize information from the IRIS Center at* [*http://iris.peabody.vanderbilt.edu/.*](http://iris.peabody.vanderbilt.edu/)(All majors)

1. **Course Description:** This course is an advanced study of exceptionality with an emphasis upon the educational implications of disability and current issues in special education.

## Student Learning Outcomes:

*Upon completion of this course, students should be able to:*

* 1. Demonstrate awareness and understanding of exceptionalities impacting individuals across the life span (early childhood, school age, adolescence, and adulthood) including definitions/eligibility criteria; distinguishing characteristics (learning style, behavioral patterns, educational strengths, and educational needs); etiology; incidence and prevalence; evaluation; assessment; instructional strategies; family issues; cultural diversity issues; advocacy organizations; resources; current issues; relevant technology; and current research. CACREP 5.G.2.k
	2. *Analyze, evaluate, and interpret current special education and rehabilitation research/literature.*
	3. Demonstrate awareness and understanding of current topics/ issues/ trends/ practices in special education and rehabilitation.
	4. Demonstrate knowledge of cognitive, behavioral, and communicative disabilities and their impact on the learning process and curriculum development.
	5. Demonstrate the ability to adapt and modify the general education classroom to provide generic interventions to assist students with disabilities to optimize their behavior, academic performance, social skills, and study skills.
	6. Demonstrate knowledge of the general characteristics of disabilities and of their impact on cognitive development and learning. CACREP 2.F.3.e
	7. Demonstrate knowledge of the components and characteristics of collaboratively designed and implemented individual educational and behavioral support plans. CACREP 5.G.2.b, 5.G.3.c
	8. Demonstrate the knowledge of the major areas of exceptionality in learning, including the range of physical and mental disabilities, social and emotional disorders, giftedness, dyslexia, and attention deficit disorder.
	9. Demonstrate knowledge of the indicators of the need for special education services. 290- 3-3-.03(4)(c)3.(ii); CACREP 2.F.3.h, 5.G.2.H, 5.G.3.c, 5.G.3.0,
	10. Demonstrate knowledge of the roles and responsibilities of members of different types of teams including, but not limited to, Building Based Student Support Teams. CACREP 5.G.2.b
	11. Demonstrate knowledge of the laws related to students’ and teachers’ rights and responsibilities and the importance of complying with those laws, including major principles of federal disabilities legislation (IDEA, Section 504, and ADA), as well as Alabama statutes on child abuse and neglect, and the importance of complying with those laws.

# Demonstrate knowledge of needs of and management techniques for, students who have communicable diseases and medical diagnoses or who are considered medically fragile and the adverse effect of these conditions on learning and family functioning. **290-3-3-.34 (2)(b)2.(ii)**

* 1. Demonstrate knowledge of medications, administration of medications and school healthcare protocols that have been determined educationally relevant. **290-3-3-.34 (2)(b)2.(iii)**

*Ital: Graduate student objective*

1. **Course Content Outline: (see following pages in table format)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Topic** | **Readings** | **Assignment(s) Due** |
| **Weeks 1-3****8/19-9/6** | *What is the Foundation for the Education of Students with Disabilities?** Overview of the Course
* Disability Legislation and History
* Foundations of Special Education
* IEP
* Responsibilities of Classroom Teachers and School Counselors
* The Special Education Process
* Self-Determination
* Response to Intervention
 | Vaughn et al. (2018), Chapters 1 and 2 | Tasks from Canvas Module Weeks 1-3 including **IRIS Module** **#1** [The Pre-Referral Process: Procedures for Supporting Students with Academic and Behavioral Concerns](https://iris.peabody.vanderbilt.edu/?p=12859)See Canvas for additional details**Due:9/9** |
| **Weeks 4-6****9/9-9/27** | *What is the Foundation for the Education of Students with Disabilities?** Collaboration/Family/Professionals
* Culturally Responsive Teaching
* Confidentiality
* Differentiated Instruction
* Gifted and Talented

*Exam 1 Review**Graduate Project Directions* | Vaughn et al. (2018), Chapters 3,4, 12 **Exam 1 opens 9/28 @ 8am, due 10/7** | Tasks from Canvas Module Weeks 4-6 including **IRIS Module #2** [Family Engagement: Collaborating with Families of Students with Disabilities](https://iris.peabody.vanderbilt.edu/?p=904439)See Canvas for additional details**Due:9/30** |
| **Weeks 7-9****9/30-10/18** | *Who are Students with High**Incidence Disabilities?* * Intellectual Disabilities
* Developmental Disabilities
* Specific Learning Disabilities (SLD)
* ADHD
 | Vaughn et al. (2018), Chapter 10 and 6(Exam 1 is a part of the tasks for this class period on Canvas.) | **Exam 1 (**Chapters 1-4, 12) –on Canvas **due 10/7**Tasks from Canvas Module Weeks 7-9 including: **IRIS Module #3-** [Universal Design for Learning: Creating a Learning Environment that Challenges and Engages All Students](https://iris.peabody.vanderbilt.edu/module/udl/) See Canvas for additional details**Due: 10/21** |
| **Weeks 10-12****10/21-11/8** | *Who are Students with High**Incidence Disabilities?* * Communication Disorders
* Emotional or Behavior Disorders
* Classroom Management
* Promoting Social Acceptance
 | Vaughn et al. (2018), Chapters 7, 8, and 5 | Tasks from Canvas Module Weeks 10-12 including **IRIS Module #4-** [Differentiated Instruction: Maximizing the Learning of All Students](https://iris.peabody.vanderbilt.edu/module/di/)See Canvas for additional details**Due: 11/11** |
| **Weeks 13-15****11/11-12/6****(Thanksgiving Break: 11/25-11/29)** | *Who are Students with Low**Incidence Disabilities?** Autism
* Sensory Impairments
* Physical, Health Disorders and TBI;
* Severe Disabilities
 | Vaughn et al. (2018), Chapters 9 and 11Exam 2 opens 12/2 @ 8am, due 12/9 | Tasks from Canvas Module Weeks 13-15.See Canvas for additional details**Due: 12/6****Graduate Project:****Article Summary****Article Share****Due: 12/6****Exam 2 -** VBS Chapters 5-11 **open 12/2 (due 12/9 11:59 pm)** |

## Assignments/Projects:

Students will be held responsible for **all** of the information in the textbook and assigned readings. Students should read assigned material appropriate to the class topic **prior** to class meetings.

1. **Exams:** There will be two examinations during the term. Exams will be a combination of objective and short answer items and will come from the assigned readings.
2. **Iris Modules:** Students will complete 4 **IRIS modules/activities**. The assigned IRIS module will be listed in the Canvas assignment link along with directions.
3. **Class Activities and Participation:** Flipped class periods will have multiple tasks assigned. They are due the next regular class period. Points are assigned as follows:
	* **Distance sections (15 points per regular class meeting):**

|  |  |
| --- | --- |
| Student submits required task components for designated weeks on time as directed | 10 points |
| Student views entire Panopto recording for designated weeks | 5 points |

1. **Graduate Project:**

**Article Summary:** Students will submit an Article Summary **that relates to students with disabilities in the schools today.** Students will choose, summarize, and reflect on an article from a peer-reviewed journal 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 is the article you will use for the Article Share assignment. The article must be uploaded with your assignment (not a link to the article).

**Article Share:** Students will present the article they summarized for the article summary. Students will report on the article by providing a brief summary and connect to class content by identifying a minimum of 2 key concepts. Reports should be about 5 minutes. Students will record their summaries in GoReact.

## Grading and Evaluation Procedures:

|  |
| --- |
| **Graduate Students** |
| 2 Exams (100 pts each) | 200 pts |
| 4 IRIS Modules @ 25 pts each | 100 pts |
| Class Activities and Participation (15 pts each) | 60 |
| Graduate Project: | 150 pts |
| -Article Summary (75 pts) |  |
| -Article Share (75 pts) |  |
| **Total** | **510 pts** |

Student performance in the class will be determined according to the following point assignments and grading scale**.**

**Grading Scale (all students):**

**90-100% = A**

**80-89.9% = B**

**70-79.9% = C**

**60-69.9% = D**

**0-59.9% = F**

***Note: All assignments must be submitted to Canvas in order to be scored. It is the responsibility of the student to ensure that your assignments meet the requirements of this course. If you experience any difficulties with Canvas, you must notify the instructor prior to the submission due date.***

***Students who wish to withdraw should consult the Auburn University Academic Calendar to learn about deadlines, fees, and grade penalties.*** [***https://auburn.edu/about/academic-calendar/***](https://auburn.edu/about/academic-calendar/)

## Class Policy Statements:

1. Participation: Students are expected to participate in all class discussions and participate in all exercises. Assignments are due on announced dates. Unexcused late assignments will receive a 10% deduction per day late. It is the student’s responsibility to contact the instructor if assignment deadlines are not met. Students are responsible for initiating arrangements for missed work. Students must satisfy all course objectives to pass the course. Additionally, students are responsible for checking emails and Canvas regularly. You can set up your notifications in Canvas to alert you when announcements are posted, grades are released, assignments are due, etc. [Link to Video on Getting Started with Canvas](https://vimeo.com/74677642).
2. Make-Up Policy: Arrangement to make up 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 from the end of the period of the excused absences. Except in unusual circumstances, such as continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks from the time that the student initiates arrangements for it. Except in extraordinary circumstances, 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 the same as the original*.*
3. Distance learning courses**:** Canvas will be used for distance learning delivery. Students taking this course via distance education are expected to follow the course schedule, watch video lectures, and complete assignments as listed on the outline above and in Canvas. The use of Canvas to support student learning is used for both distance and on-campus students. Distance learning students will have internet access to libraries, learning centers, and/or laboratories that will facilitate their successful completion of the course.
4. Disability Accommodations**:** Students who need accommodations should submit their approved accommodations through the AIM Student Portal on AU Access and follow-up with the instructor about an appointment. It is important for the student to complete these steps as soon as possible; accommodations are not retroactive. Students who have not established accommodations through the Office of Accessibility, but need accommodations, should contact the Office of Accessibility at: ACCESSIBILITY@auburn.edu or (334) 844-2096 (V/TT). The Office of Accessibility is located in Haley Center 1228.
5. Academic Honesty: All portions of the Auburn University student academic honesty code (Title XII) found in the [*Student Policy eHandbook*](http://www.auburn.edu/student_info/student_policies/) will apply to this class. 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.
6. Classroom Behavior: The Auburn University Classroom Behavior Policy is strictly followed in the course; please refer to the [Student Policy eHandbook](http://www.auburn.edu/student_info/student_policies/) for details of this policy.
7. 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, and addendum to your syllabus and/or course assignments will replace the original materials.
8. Mental Health: If you are experiencing stress that feels unmanageable (personal or academic) during the semester, Auburn University’s Student Counseling & Psychological Services (SCPS) offers a variety of services to support you. The mission of SCPS is to provide comprehensive preventative and clinical mental health services to enhance the psychological well-being of individual students, as well as the broader campus culture. As an instructor, I am available to speak with you regarding stresses related to your work in this course, and I can assist in connecting you with the SCPS network of care. You can schedule an appointment yourself with the SCPS by calling (334)844-5123 or by stopping by their offices on the bottom floor of Haley Center or the second floor of the [Auburn University Medical Clinic](http://auburn.edu/map/?id=150)

 If you or someone you know needs to speak with a professional counselor immediately, the SCPS offers counseling during both summer term as well as the traditional academic year. Students may come directly to the SCPS and be seen by the counselor on call, or you may call 334.844.5123 to speak with someone. Additional information can be found at [http://wp.auburn.edu/scs](http://wp.auburn.edu/scs/).

1. Basic Needs: Any student who faces challenges securing their food or housing and believes this may affect their performance in the course or others is urged to contact Auburn’s Basic Needs Center for support at <https://aub.ie/basicneeds>. Furthermore, please notify the professor if you are comfortable in doing so as this will allow the faculty member to connect you with any other known resources.
2. Justification for Graduate Credit: In addition to the undergraduate course requirements, graduate students will complete an additional project.
3. 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