

COLLEGE OF EDUCATION



Faculty, staff and students
strive to prepare and be professionals who are:

Competent

equipped with the knowledge, skills
and technological expertise to help
all individuals learn and develop

Committed

dedicated to the ethical practices and collaboration
that serve as the foundation of a diverse
and intellectually vibrant society

Reflective

devoted to analyzing their own past practices
in ways that fuel ongoing learning
and improve future practices

A Keystone in Building a Better Future for All



AUBURN
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Auburn University is an equal opportunity educational institution/employer.

Auburn University Course Syllabus
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1. **Course Number:** RSED 5000/6000/6006
 Course Title: Advanced Survey of Exceptionality
 Credit Hours: 3 semester hours (Lecture 3)
 Prerequisites: None
 Corequisites: None

2. **Term:** Spring 2015
 Day/Time: W 5:00 p.m.-7:30 p.m.
 Instructor: Caroline Dunn, Ph.D.
 Office Address: 1230 Haley Center
 Contact Information: 844-2086, dunnca1@auburn.edu
 Office Hours: Wednesday 4-5, by appointment

Updated January 2015. This syllabus is a tentative outline for the Spring 2015 semester and **is subject to change.**

3. **Text:** Taylor, R., Smiley, L., & Richards, S. (2015). *Exceptional Students: Preparing Teachers for the 21st Century (2nd Ed)*. Boston: McGraw-Hill.

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/>.

4. **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.
5. **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.
- 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.
- 7) Demonstrate knowledge of the components and characteristics of collaboratively designed and implemented individual behavioral support plans.
- 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).
- 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.
- 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 .
- 12) 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)**
- 13) 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

6. Course Content Outline:

Date	Question/Theme	Topic	Assignments and Activities
Week 1-Jan. 14	What is the Foundation for the Education of Students with Disabilities?	Overview of the Course Introduction to Disabilities Resource: (http://www.tn.gov/humanserv/pubs/disabtalking.pdf) (assign Museum of Disability Exhibits)	<i>In-Class Activities: KWL Chart; 3-2-1 Exit Ticket-3 Things Learned, 2 Ideas Related to Your Area, and 1 Thing Still Confusing</i>
Week 2-Jan. 21 HECSE		WE WILL NOT MEET IN CLASS. YOUR ASSIGNMENT IS: <i>Self-Determination and Envable Life</i> —View The Gillian Film link then submit the <i>Minute Paper: Self-Determination, Envable Life and Your Role</i> (see <i>Assignments</i>) Go to the Museum of Disability website: http://museumofdisability.org/virtual-museum/ Review your assigned exhibit (and others if you are interested). After reviewing the exhibit, submit a summary, review and reflection (see <i>Assignments</i>)	DUE Jan. 28: <i>Minute Paper: Self-Determination, Envable Life and Your Role</i> DUE Jan 28: Summary and Review of assigned Museum of Disability Exhibit
Week 3-Jan. 28		History of Special Education Risk Factors and Disabilities (<i>What Causes an Intellectual Disability?</i>) http://bethesdaainstitute.org/page.aspx?pid=1052)	Read: Chapters 1-2 <i>In-Class Activity: Overview of Disabilities Review</i> DUE: Ticket to Enter: What Causes an ID (<i>see assignments</i>) DUE: IRIS Module-Related Services OR Guiding the School Counselor: Overview of Roles and Responsibilities

		Disability Laws Response to Intervention	
Week 4- Feb. 4	Who are Students with High Incidence Disabilities?	The Special Education Process Service Delivery Models High Incidence Disabilities: Intellectual Disabilities (Mental Retardation) Article Summary #1	Read: Chapters 3, 5 <i>In-Class Activity: Co-Teaching Models</i> DUE: Article Summary (<i>Last names A-Gray</i>)
Week 5- Feb. 11		High Incidence Disabilities cont. ID cont. Test Review	<i>In-class Activity-ID Characteristics Chart (Use information from your book, The Gillian Movie, and the Resource Page for ID Characteristics and Outcomes)</i> <i>Extra –Credit-Test Question Over Content on Test or Something Still Fuzzy About 9 (Due Feb. 10)</i>
Week 6- Feb. 18		EXAM 1	
Week 7- Feb. 25		High Incidence Disabilities cont: LD <i>Characteristics and Strategies-(FAT City Video)</i> ADHD	Read: Chapters 4 and 14 <i>In-class Activity- LD Characteristics and Strategies</i> DUE: Article Summary (<i>Last names Green-Speigner</i>)
Week 8- Mar. 4		High Incidence Disabilities cont: Emotional or Behavior Disorders Communication Disorders	Read: Chapters 6-7 <i>In-class Activity-Common Sense Inventory (5 statements reflecting key ideas in class so far. Write as T or F statement)</i>

Week 9- Mar. 11	Who are Students with Low Incidence Disabilities?	Low Incidence Disabilities: Sensory Impairments; Physical, Health Disorders and TBI; Autism; Severe Disabilities Medical and Healthcare Issues and Management	Read: Chapters 8-12
Week 10- Mar 18		Low Incidence Disabilities cont.	<i>In-Class Activity</i>
Week 11- Mar. 25	What are Instructional Considerations?	SPRING BREAK-NO CLASS	
Week 12- Apr. 1		Framework for Instruction: Teaching and Assessment	DUE: IRIS Module-Universal Design for Learning DUE: Article Share <i>Article Share</i>
Week 13- Apr. 8		Framework for Instruction cont. Behavior Strategies Personal Perspectives	<i>In-class Activity-Classroom Expectations and Reinforcers</i> <i>In-class Activity-Case Study</i> DUE: Article Summary (Last names Sweeny-Williams) DUE: Interview or Toolkit <i>Extra-Credit-Test Question Over Content (Due April 7)</i>
Week 14- Apr. 15		EXAM 2	
Week 15- Apr. 22		Life Span Issues Gifted, Creative, and Talented	Read: Chapters 13,15 <i>In-class Activity-Mock IEP</i> DUE: Lesson Plan DUE: Professional Dev./Experience
Week 16- Apr. 29	What are Other Considerations?	Catch up Informal Presentation of Evidence-Based Practice Dish	<i>In-class Activity-Common Sense Inventory (5 statements reflecting key ideas from this semester. Write as T or F statement)</i> DUE: Evidence-Based Practice
FINAL- May 6		TAKE HOME FINAL DUE VIA CANVAS BY 9:30 P.M.	

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. Students will have weekly opportunities to engage with the instructor as well as other students using the Discussion Board 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.

7. 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.

- (a) **Exams:** There will be three examinations during the term. Exams 1 and 2 will be a combination of objective and short answer items. Exam 3 will be a take-home final.
- (b) **General Strategies for Major:** *Graduate students only: Teaching certification* students will develop a **lesson plan** following the guidelines discussed in class. Briefly, students will select a lesson plan that they have used 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. *Counselor education students* will research the **roles and responsibilities** they will have working with students with disabilities. They will identify common learning and behavioral strategies of the students with disabilities they will likely work with and develop a list of **strategies for** working with students in the context of their roles and responsibilities. This assignment is worth 10 points.
- (c) **Evidence-Based Practice Poster and Presentation:** Students will develop a poster on an instructional, behavioral, or social issue they are interested in (e.g., motivating adolescent readers, promoting social skills, using hands-on learning). Included in this project will be a poster that summarized key information and an annotated bibliography that summarizes the resources used. A minimum of 7 resources should be used. The annotation for each resource should be a minimum of 50 words. Posters will be presented the last day of class. A template for completing the assignments will be provided. This assignment is worth 10 points.
- (d) **Personal Perspective or Tool Kit:** 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. **OR** Students will compile a **Toolkit** for disabilities. The toolkit must include a minimum of 15 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. This assignment is worth 3 points
- (e) **Iris Modules:** Students will complete 2 **IRIS modules/activities**. They must complete (1) *IRIS Module –Related Services or Guiding the School Counselor: Roles and Responsibilities* and (2) *Universal Design for Learning*. (4 points total)

- (f) **Disability Today:** 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 a topics/ideas covered in class. Article summaries should be about $\frac{3}{4}$ -1 page and reflections tying article content to class ideas should be about $\frac{1}{4}$ - $\frac{1}{2}$ page. In class, students will report on the article, providing a brief summary of the article and then connecting to class content by identifying a minimum of 2 key concepts. Reports should be about 5 minutes. The article summary is worth a maximum of 1 point (1 point total).
- (g) **Pre- and In-Class Activities:** Students will complete **Pre-/In-class Activities**. These activities will be worth 1-2 points each for a possible total of 17 points. Some of these are listed in the syllabus, while others will be determined based on student need and interest. Students must be in attendance on the day the activity is completed in class. Make-up assignments will be allowed only for university excused absences.
- (h) **Professional Development or Disability Experience Activity:** Students will complete a **Professional Development or Disability Experience Activity** and write a summary and reflection. Or, students can **register for or volunteer for the Love Your Heart/Crank Your Heart Run/Ride** on February 14 or attend the **Spread the Word to End the Word Kick-Off Event** on February 28th from 12-4 at Duck Samford. This assignment is worth 3 points.
- (i) **Article Share:** Students will read a minimum of two articles focusing on effective special education practices from list provided by teacher. They will be prepared to participate in article discussion activity. This assignment is worth 2 points.
- (j) **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.

8. Rubric and Grading Scale:

Student Evaluation: Student performance in the class will be determined according to the following point assignment and scale.

<u>Undergraduate Students</u>	<u>Graduate Students</u>
3 Exams (20, 20, 10) = 50 pts	3 Exams (20, 20, 10) = 50 pts
Evidence-Based Practices = 20 pts	<i>Graduate Project Lesson Plan</i> = 10pts
Personal Perspec/Toolkit = 3 pts	Evidence-Based Practices = 10 pts
2 IRIS Modules @ 2 pts ea. = 4 pts	Personal Perspec/Toolkit = 3 pts
Article Review = 1 pt	2 IRIS Modules @ 2 pts ea. = 4 pts
Pre-/In-class @ 1-2 ea. = 17 pts	Article Review = 1 pt
Prof Develop/Exper = 3 pts	Pre-/In-class @ 1-2 ea. = 17pts
Article <u>Share</u> = 2 pts	Prof Develop/Exper = 3 pts
Total = 100 pts	Article Share = 2 pts
	Total = 100 pts

Grade Scale:

90-100	= A
80-89	= B
70-79	= C
60-69	= D
Below 60	= F

9. **Course Evaluation:** Student perception and evaluation of the course is valued by the instructor, the department, and the university. Two specific methods for obtaining student perception and evaluation of the course are requested. These evaluation procedures are both formative and summative in nature.

10. Class Policy Statements:

- A. Participation: Students are expected to participate in all class discussions and participate in all exercises. Assignments are due on announced dates. Unexcused late assignments are unacceptable. 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.
- B. 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 this 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* for more information on excused absences (http://www.auburn.edu/student_info/student_policies/).
- C. 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 *(as specified by instructor)*.
- D. 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. To set up the meeting, please contact the instructor 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).
- E. Honesty Code: All portions of the Auburn University student academic honesty code (Title XII) found in the *Student Policy eHandbook* 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.
- F. 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.
- G. 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

Course Assessment Map
RSED 5000/6000/6006-Advanced Study of Exceptionality

Course Objectives	Course Assessments			
	Exam 1	Exam 2	Exam 3	Presentation
6. Demonstrate knowledge of the general characteristics of disabilities and of their impact on cognitive development and learning	X	X	X	X
7. Demonstrate knowledge of the components and characteristics of collaboratively designed and implemented individual behavioral support plans .		X	X	
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 . 290-3-3-.03(4)(c)3.(i).	X	X	X	
9. Demonstrate knowledge of the indicators of the need for special education services. 290-3-3-.03(4)(c)3.(ii).	X			
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.	X		X	
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.	X		X	

12. 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)		X		
13. Knowledge of medications, administration of medications and school healthcare protocols that have been determined educationally relevant. 290-3-3-.34 (2)(b)2.(iii)		X		