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| RSED 3000 - 002  Diversity and Exceptionality of Learners  ***Spring 2018***  ***Thursdays 12:30 – 3:00***  ***Haley 3150***  **- - - - - - - - - -**  **Department of Special Education Rehabilitation and Counseling**  **College of Education**  Instructor Information:  **Dr. Craig Darch**  **- - - - - - - - - -**  3064 Haley Center  334-844-5943  darchcb@auburn.edu  Office Hours: By appointment |  |

**AUBURN UNIVERSITY**

**SYLLABUS**

**Special Education, Rehabilitation, & Counseling**

1. **Course Number:** 3000

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

**Credit Hours**: 3 semester hours

**Prerequisites:** None

**Graduate Assistant:** Jessica Milton | JLH0022@auburn.edu

1. **Data Syllabus Modified:** December 2017
2. **Texts:**

Heward, William, J. (2011). *Exceptional Children: An Introduction to Special Education* (9th ed). Merrill/Pearson.

1. **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

1. **Course Objectives:**

*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. (290-3-3.04 (2)(c)1.(iii); (290-3-3.04 (4)(c)1.(i)
2. Discuss the educational rights for individuals with disabilities. (290-3-3.04 (5)(c) 6. (i); (290-3-3.04 (4)(c)3(ii);
3. Discuss self-determination and advocacy as they relate to the rights of persons with disability. (290-3-3.04 (5)(c) 6. (i)
4. Identify the interests and preferences of students with diverse needs including students with disabilities.(290-3-3.04 (4)(c)1.(i)
5. Identify and discuss the legal foundations for persons with disabilities. (290-3-3.04 (5)(c) 6. (i); (290-3-3. 04(4)(c)1.(i)
6. Identify various modes of service delivery in public schools for students with disabilities.
   1. (290-3-3.04 (5)(c) 6. (i)
7. Discuss collaboration strategies for professionals who serve students with disabilities. (290-3-3. 04 (5)(c)1.(iii)
8. Identify and discuss general characteristics and impact of high and low incidence disabilities on learning and development. 290-3-3.04 (2)(c)1.(iii); (290-3-3.04 (4)(c)3.(i)
9. Identify and discuss disabilities served under Section 504 and others with special learning needs. (290-3-3.04 (5)(c) 6. (i)
10. Identify and discuss effective instructional strategies that are inclusive of all students. (290-3-3.04 (4)(c)1.(i)
11. Develop appropriate accommodations and/or modifications for students with disabilities. (290-3-3.04 (4)(c)1.(i)
12. Identify classroom management strategies. (290-3-3.04 (2)(c)2.(iii)
13. Recognize the steps in the special education process. (290-3-3.04 (5)(c) 6. (i); (290-3-3.04(5)(c)1.(ii)
14. Describe how to access school, community, state and other resources and referral services. (290-3-3.04 (5)(c)1.(ii)
15. **Tentative Course Content and Schedule:**

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| **Date** | **Topics** | **Reading/Assignments/Materials** |
| **Class 1**  January 11 |  |  |
| **Class 2**  January 18 |  |  |
| **Class 3**  January 25 |  |  |
| **Class 4**  February 1 |  |  |
| **Class 5**  February 8 |  |  |
| **Class 6**  February 15 |  |  |
| **Class 7**  February 22 |  |  |
| **Class 8**  March 1 |  |  |
| **Class 9**  March 8 |  |  |
| March 15 | **Spring Break** | **Spring Break** |
| **Class 10**  March 22 |  |  |
| **Class 11**  March 29 |  |  |
| **Class 12**  April 5 |  |  |
| **Class 13**  April 12 |  |  |
| **Class 14**  April 19 |  |  |
| **Class 15**  April 26 |  |  |
| **Class 16**  May 3 | **Exam 2** | **Exam 2** |
| **\*Schedule is subject to change at professor’s discretion** | | |

1. **Course Requirements/Evaluation:**

Throughout the semester there will be learning activities and quizzes. These activities *may or may not be announced ahead of time*. The learning activities may begin in class and have follow-up assignments to be completed outside of class time. In case of an absence, a University approved excuse must be presented to make up any learning activity or quiz.

**Exams**

There will be two exams during the semester. Each exam will cover about one half of the assigned readings. Each exam is worth 100 points. Exams will be comprised of short answer, true/false, and multiple choice. All exams must be taken at the designated. Make up exams are only given for students who have a verified medical excuse. **(TOTAL: 100 points for each exam)**

**Grading**

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| --- | --- | --- | --- | --- |
| **Assignments** | **Point Values** |  | **Grading Scale** | |
| Exam #1 | 100 |  | 90-100% = | A |
| Exam #2 | 100 |  | 80-89% = | B |
| Learning Activities & Quizzes | 60 |  | 70-79% = | C |
| **Total** | **280** |  | 60-69 = | D |

**Class Policy Statements:**

***Attendance:*** Students are expected to attend class and participate in class discussions and activities. Attendance will be taken. Please see the [Student Policy eHandbook](http://www.auburn.edu/student_info/student_policies/) for more information on excused absences (<http://www.auburn.edu/student_info/student_policies/>).

***Assignments:*** All written assignments are expected to conform to the current style manual of the American Psychological Association (APA). This includes the use of person-first language (i.e. “child with a disability” rather than “disabled child”). Written assignments are expected to be typewritten, grammatically accurate, and free of spelling and typographical errors. Assignments are to be of a quality that would be expected of a professional.

* **No late assignments** will be accepted unless the instructor has received **prior notice of absence** (via phone, email, etc…) that can be verified as a university approved excuse. 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.
* For each day an assignment is late, 5% will be deducted from the final grade for 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.**

***Exams:*** Arrangements to make up missed major examinations (e.g. hour exams, mid-term exams) due to properly authorized excused absences shall be initiated by the student within one week from the end of the period of the excused absence. Normally, a make-up exam shall occur within one week from the time the student initiates arrangements for it.

***Classroom Behavior and Honesty:*** Students are expected to read and adhere to all classroom polices in the Auburn University Policies site regarding classroom behavior and honesty (<https://sites.auburn.edu/admin/universitypolicies/default.aspx>).

***Classroom Behavior:* “**Behavior in the classroom that impedes teaching and learning and creates obstacles to this goal [learning] is considered disruptive and therefore subject to sanctions… Students have the responsibility of complying with behavioral standards… Examples of improper behavior in the classroom (including the virtual classroom of e-mail, chat rooms, telephony, and web activities associated with courses) may include, but are not limited to the following: arriving after a class has begun; use of tobacco products; monopolizing discussion; persistent speaking out of turn; distractive talking including cell phone usage; audio or video recording of classroom activities or the use of electronic devices (including cell phones) without the permission of the instructor; refusal to comply with reasonable instructor directions; employing insulting language or gestures; verbal, psychological, or physical threats, harassment, and physical violence.” (See Auburn University Policy Site <https://sites.auburn.edu/admin/universitypolicies/default.aspx>).

***Honesty Code:*** The University Academic Honesty Code and the University Policy Site Regulations pertaining to Cheating will apply to this class (<https://sites.auburn.edu/admin/universitypolicies/default.aspx>). The Auburn Academic Honesty Code is found in both the University Policy Site and the Student Government Association’s Code of Laws. Students are to read the honor code carefully, making sure they understand the policy, its implications for their work (e.g. tests, reports, papers, projects), and the consequences of code violation. Non-compliance with this policy will result in formal action with the university academic honesty procedures. Among other things, students are responsible for understanding the definition of plagiarism. Individuals are to (a) reference materials they use, and (b) reference only material they access directly. Individuals who copy or use ideas from the works of others without properly acknowledging the author, risk grave consequences.

***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 office hours, an alternate time can be arranged. To set up this meeting, please contact your supervisor 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).

***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>.

***Confidentiality:*** Respect family rights to privacy, the identity of children and families will be confidential.

***Contingency Plan:*** In the unlikely event that either instructor(s) or students are unable to attend class due to serious infectious illness (documentation required), assignments and will be made available on Canvas for completion or submission.