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| **RSED 3000****Diversity and Exceptionalities of Learners****Syllabus****1212 Haley Center****Thursday 12:30-3:00 p.m.*****Spring 2019*****- - - - - - - - - -****Department of Special Education,** **Rehabilitation, and Counseling****College of Education**Professor information:**Karen Rabren, Ph.D.**Office: 1230 Haley Centerrabreks@auburn.edu334-844-2082 | College of Education Keystone Graphic with a listing of the conceptual framework for the College.  |

**Auburn University**

**Course Syllabus**

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

**1. Course Number:** RSED 3000, Thursdays, Spring 2019

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

 **Credit Hours**: 3 semester hours

 **Prerequisites:** none

 **Co-requisites:**  none

 **Instructor:** Dr. Karen Rabren

 **Office Address: 1230 Haley Center**

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

 **Phone Number: 334-844-2082**

**Office Hours:** Tuesdays and Thursdays 10:00-11:30 a.m. (other times by appointment)

**Graduate Assistant:** Ms. Alison Elk

**Office Address:** 1230 Haley Center

**Email Address:** ate0011@tigermail.auburn.edu

**2. Term:** Spring 2019

**Day/Time:** Thursday, 12:30 p.m. – 3:00 p.m.

**Room:** 1212 Haley Center

**Date Syllabus Prepared**: Updated January 2019

*The course syllabus is a general plan for the course. Deviations may be necessary and will be communicated to the class in a timely manner.*

**3. TEXTBOOK:**

Heward, W.L. (2017). *Exceptional children: An introduction to special education* (11th ed). Boston: Pearson Education.

***ADDITIONAL READINGS AVAILABLE ON Canvas.***

Burgstahler, S. (2005). Taking Charge: Stories of Success and Self-Determination. Seattle, WA: University of Washington.

Wehmeyer, M.L. (2002). Self-determination and the education of students with disabilities. Retrieved from http://www.cec.sped.org/AM/Template.cfm?Section=Home&TEMPLATE=/CM/

 ContentDisplay.cfm&CONTENTID=2337 on August 2, 2006.

**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))*

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# **6. TENTATIVE COURSE CONTENT & SCHEDULE**

| **Weeks****& Themes for Discussion** | **Discussion Questions** | **Readings/Assignments Due** |
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| **Week 1: Jan. 10**Introduction to RSED 3000The Individual in Public Education | * Describe the evolution of services for students with disabilities.
* What are the important pieces of legislation that have impacted special education?
* What is the role of the Federal Government in education?
* What are the major differences between Section 504 and IDEA?
* What are the major characteristics of IDEA*?*
 | Orientation to the CourseReview syllabusReadings:Heward, W.L. (2017), Chapter 1[People First Language](http://www.tcdd.texas.gov/wp-content/uploads/2012/06/People1st.pdf)In-Class Activities:* Expectations
* Student Survey
* Intro Activity
* Person First Language Quiz <http://publish.uwo.ca/~bhowells/project/quiz/quiz.html>
* Big Ideas
 |
| **Week 2: Jan. 17**Historical Forces Shaping Education and TeachingandDemocracy & Education:Teachers Roles &Responsibilities | * Who serves students with disabilities?
* How are students with disabilities served in public schools?
* What important issues in special education are addressed by response to intervention?
* What is the role of the general education teacher in an RTI model? Special education teacher?
* What are my obligations to a student with a disability in my classroom?
* In what ways am I likely to work with other professionals to meet student needs?
 | Readings:Heward, W.L. (2017), Chapter 2Visit websites:http://www.weac.org/resource/june96/speced.htmhttp://www.uni.edu/coe/inclusion/http://www.circleofinclusion.orghttp://www.ed.gov[Alabama State Department of Education](https://www.alsde.edu/)In-Class Activities:[Unforgotten: Twenty-Five Years After Willowbrook](https://www.youtube.com/watch?v=FcjRIZFQcUY)Carousal BrainstormingBig Ideas |
| **Week 3: Jan. 24** Student Differences in the Classroom: Intellectual Disabilities | * What are the differences between helping and empowering?
* What is self-determination?
* What is self-advocacy?
* What are intellectual disabilities and how do they affect learning?
 | Readings:Heward, W.L. (2017), Chapter 4Video: [Born this Way](https://www.amazon.com/dp/B01944GS9O?ref_=imdbref_tt_wbr_aiv&tag=imdbtag_tt_wbr_aiv-20)In-Class Activities:ID Characteristics ChartBig Ideas |
| **Week 4: Jan. 31**Student Differences in the Classroom: Learning Disabilities & Attention Deficit/Hyperactive Disabilities | * What are learning disabilities and attention deficit/hyperactive disorders, and how do they affect learning?
 | Readings:Heward, W.L. (2017), Chapter 5, Chapter 11 pages 359-366Visit websites:www.ld.orgwww.chadd.orgLD onlineVideo:FAT City or Misunderstood MindsIn-Class Activities:ID Characteristics Chart (continue, if needed)LD Characteristics ChartBig Ideas |
| **Week 5: February 7** |  **EXAM 1 (Chapters 1-2, 4, 5, 11-pages 359-366)** |
| **Week 6: February 14**Student Differences in the Classroom: Emotional Behavioral Disorders | * What are emotional and behavioral disorders and how do they affect learning?
 | Readings:Heward, W.L. (2017), Chapter 6In-Class Activities:Case StudyBig Ideas |
| **Week 7: February 21**Student Differences in the Classroom: Autism | * What are autism spectrum disorders and how do they affect learning?
* What are effective ways to address challenging behavior?
 | Readings:Heward, W.L. (2017), Chapter 7In Class Activity:[Autism Module](https://iris.peabody.vanderbilt.edu/module/asd1/cresource/q2/p05/#content)Big Ideas |
| **Week 8: February 28**Student Differences in the Classroom | * What are communication disorders and how do they affect learning?
* What is dyslexia and what are some strategies for working with students with dyslexia?
 | Readings:Heward, W.L. (2017), Chapter 8Big Ideas |
| **Week 9: March 7**Student Differences in the classroom: Low Incidence Disabilities | * What are “low-incidence” disabilities and how do they affect learning?
* What are physical disabilities, health impairments, and how do they affect learning
* What is deafness and how does it affect learning?
* What is hearing loss and how does it affect learning?
* What is blindness and how does it affect learning?
* What is low vision and how does it affect learning?
 | Readings:Heward, W.L. (2017), Chapter 9Heward, W.L. (2017), Chapter 10Heward, W.L. (2017), Chapter 11Heward, W.L. (2017), Chapter 12 Big Ideas |
| **SPRING BREAK: March 11-15** |
| **Week 10: March 21**Student Differences in the Classroom |  **EXAM 2 (Chapters 6-12)** |
| **Week 11: March 28**Democracy & Education:Teachers Roles &Responsibilities | * What are critical issues in collaboration?
* What are critical communication skills I will need to be successful in my collaborative relationships?
 | Readings:Heward, W.L. (2017), Chapter 3In-Class Activity: Case StudyBig Ideas |
| **Week 12: April 4**Framework for Instruction: Instructional Strategies | * What are effective instructional strategies for working with students with disabilities?
 | Readings:IRIS Module-Universal Design for LearningWebsites:Intervention CentralThe IRIS Center- VanderbiltIn-Class Activity:Application Case StudyBig Ideas |
| **Week 13: April 11**Framework for Instruction: Behavior Strategies | * What are some effective behavioral strategies for working with students with disabilities?
 | Readings:[Supporting and Responding to Behavior: Evidence-Based Strategies for Teachers](https://www.pbis.org/common/cms/files/pbisresources/Supporting%20and%20Responding%20to%20Behavior.pdf)In-Class Activities:Advocacy ProjectBig Ideas |
| **Week 14: April 18**The Individual in Public EducationDemocracy & Education:Teachers Roles &Responsibilities |  **EXAM 3 (Chapters 3, 14-15, Instructional and Behavior Strategies)** |
| * What is early childhood special education?
* How does special education prepare students for the transition to adulthood?
 | Readings:Heward, W.L. (2017), Chapter 14Heward, W.L. (2017), Chapter 15In-Class Activities:Advocacy Project |
| **Week 15: April 29-May 3***See Final Exam Schedule on www.auburn.edu*  | AU eValuate Fall Semester evaluation dates:http://www.auburn.edu/academic/provost/undergrad\_studies/evaluate.html | **FINAL EXAM** |

**7. COURSE REQUIREMENTS:**

**A. Learning Activities**: Throughout the semester there will be learning activities. These activities may include small group and independent assignments (e.g., group projects, pop quizzes, reflections, and summary papers) and *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 activities. You must be present in order to complete AND turn in learning activities. The amount of points per exercise will vary depending on the complexity and degree of difficulty of the exercise.  **(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 15 points)**

**B. Examinations**: There will be two exams during the semester and one final examination during final exam period. 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 is broken into two parts and is comprehensive of material presented throughout the entire course **(TOTAL 85 points - 2 @ 25 points each, 1 @ 35 points).**

# **8. GRADING AND EVALUATION:**

**Requirements:**

15 points Learning Activities

 25 points Exam 1

 25 points Exam 2

 35 points Exam 3

 100 points TOTAL

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 B.*

*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 attend class and participate in class discussions and activities and will be held responsible for any content covered in the event of an absence.

**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 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](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.

**Make-Up Policy:** Arrangement to make up a 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 of the end of the period of the excused absences(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstance, 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 on Canvas by appointment.

**Assignments:** Written 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 the day each are due and during the regularly scheduled class time. 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, he or she will have **one week** from the time he or she returns to class to turn in 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.**

**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.

**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.

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| --- | --- | --- |
| 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 |

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| --- | --- |
| 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. |