RSED 3003

Diversity and Exceptionality of Learners

***Spring 2019***

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**Department of Special Education Rehabilitation & Counseling**

**College of Education**

Instructor Information:

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Office Hours:

**Via Zoom, by appointment**

College of Education Conceptual Framework
Faculty, staff and students strive to prepare and be professionals who are:
Competent, Committed, Reflective
A Keystone in Building a Better Future for All

**Auburn University**

**Course Syllabus**

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

# **Basic Course Info**

1. **Course Number:** RSED 3003, Spring 2019

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

**Credit Hours**: 3 semester hours

**Prerequisites:** none

**Co-requisites:**  none

**Instructor**: Ms. Alexcia Moore, M.Ed.

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**Phone number**: **334-844-7676**

**Office hours**: By appointment

2. **Term:** Spring 2019

**Day/Time:** Online, TBD

**Date Syllabus Prepared**: Updated June 2008, November 2018

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))*

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Dates &**  **Themes for Discussion** | **Topic** | **Readings** | **Assignments Due**  **All assignments are due Mondays @ 8am unless noted.** |
| **Week 1: January 14**  Introduction to RSED 3000  The Individual in Public Education | **Orientation to the Course/Intro to Disabilities**  Review syllabus  **Discussion Questions:**  *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?* | Heward, W.L. (2017), Chapter 1 |  |
| **Week 2: January 21**  Historical Forces Shaping Education and Teaching  Democracy & Education  Teachers Roles &  Responsibilities | **Planning & Providing for Special Education Services**  Disability Law, IEP, LRE, RTI  **Discussion Questions:**  *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?* | Heward, W.L. (2017), Chapter 2 | *Quiz #1*  *Weekly Activities #1*  \****Assignments this week are due Tuesday January 22nd*** |
| **Week 3: January 28**  Democracy & Education  Teachers Roles &  Responsibilities | **Collaboration & Classroom Management**  **Discussion Questions:**  *What are critical issues in collaboration?*  *What are critical communication skills I will need to be successful in my collaborative relationships?*  *What are the basic strategies for managing classroom behavior?*  *How does a teacher develop a proactive plan?* | Heward, W.L. (2017), Chapter 3  Sayeski, K.L., & Brown, M.R. (2011) | *Quiz #2*  *Weekly Activities #2* |
| **Week 4: February 4**  Student Differences in the Classroom | **Self Determination & Self-Advocacy, Intellectual Disabilities**  **Discussion Questions:**  *What are intellectual disabilities and how do they affect learning?*  *What are the differences between helping and empowering?*  *What is self-determination?*  *What is self-advocacy?* | Heward, W.L. (2017), Chapter 4  Wehmeyer, M.L. (2002). | *Quiz #3*  *Weekly Activities # 3*  *IRIS Module-Related Services* |
| **Week 5: February 11** | **EXAM 1 (Chapters 1-4)**  **Exam will open on 2/11/19 and will be due 2/18/19 by 8am.** |  | *Quiz #4*  *Weekly Activities #4* |
| **Week 6: February 18** Student Differences in the Classroom | **Specific Learning Disabilities, ADHD**  **Discussion Questions:**  *What are learning disabilities and attention deficit/hyperactive disorders, and how do they affect learning?* | Heward, W.L. (2017), Chapter 5  Chapter 11 pg. 359-367 | *Exam #1* |
| **Week 7: February 25**  Student Differences in the Classroom | **Specific Learning Disabilities, ADHD**  **Discussion Questions:**  *What are learning disabilities and attention deficit/hyperactive disorders, and how do they affect learning?* | Heward, W.L. (2017), Chapter 5  Chapter 11 pg. 359-367 | *Quiz #5*  *Weekly Activities #5* |
| **Week 8: March 4**  Student Differences in the Classroom | **Emotional or Behavioral Disorders**  **Discussion Questions:**  *What are emotional and behavioral disorders and how do they affect learning?*  *What are effective ways to address challenging behavior?* | Heward, W.L. (2017), Chapter 6 | *Weekly Activities # 6*  *IRIS Module- Universal Design for Learning* |
|  | **Spring Break March 11- 15** |  |  |
| **Week 9: March 18**  Student Differences in the Classroom | **Autism, Communication Disorders**  **Discussion Questions:**  *What are autism spectrum disorders and how do they affect learning?*  *What are effective ways to address challenging behavior?*  *What are communication disorders and how do they affect learning?*  **Readings:**  Heward, W.L. (2017), Chapter 7  Heward, W.L. (2017), Chapter 8 | Heward, W.L. (2017), Chapter 7 & 8 | *Quiz #6*  *Weekly Activities #7* |
| **Week 10: March 25** | **EXAM 2 (Chapters 5-8)**  **Exam will open on 3/25/19 and will be due 4/1/19 by 8am.** |  | *Quiz #7*  *Weekly Activities #8* |
| **Week 11: April 1**  Student Differences in the Classroom | **Hearing Impairments, Visual Impairments**  **Discussion Questions:**  *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 9  Heward, W.L. (2017), Chapter 10 | Heward, W.L. (2017), Chapter 9& 10 | *Exam #2* |
| **Week 12: April 8**  Student Differences in the Classroom | **Low Incidence Disabilities, Other Health Impairments, Orthopedic Impairments, TBI**  **Discussion Questions:**  *What are physical disabilities, health impairments, and ADHD and how do they affect learning?*  *What are “low-incidence” disabilities and how do they affect learning?*  **Readings:**  Heward, W.L. (2017), Chapter 11  Heward, W.L. (2017), Chapter 12 | Heward, W.L. (2017), Chapter 11&12 | *Quiz #8*  *Weekly Activities #9*  *Personal Perspective Paper* |
| **Week 13: April 15**  Student Differences in the Classroom | **Life Span from Early Intervention through Adulthood**  **Discussion Questions:**  *What is early childhood special education?*  *How does special education prepare students for the transition to adulthood?*  **Readings:**  Heward, W.L. (2017), Chapter 14  Heward, W.L. (2017), Chapter 15 | Heward, W.L. (2017), Chapter 14&15 | *Quiz #9*  *Weekly Activities #10* |
| **Week 14: April 22** | **EXAM 3 (Chapters 9-12, 14-15)**  **Exam will open on 4/22/19 and will be due 4/29/19 by 8am.** |  | *Quiz #10*  *Portfolio Assignment* |
| **Weel 15: April 29**  **Final Exam Period** | AU eValuate Semester evaluation dates:  http://www.auburn.edu/academic/provost/undergrad\_studies/evaluate.htm |  | *Exam #3* |

**Distance Education Participation:**

1. The course will have recordings of class lectures available on Canvas through Panopto that can be viewed by distance learning students. The class will be recorded weekly. The video will be archived for viewing on Canvas immediately after that. Archiving could take up to an hour. Students should use Safari as their web browser when accessing Panopto and be sure their computers meet the requirements necessary to do so.
2. The course provides for timely and appropriate interactions between instructor and students via Tigermail email, discussion boards, and Canvas messaging. The instructor will respond to Tigermail emails or Canvas messages within 24 hours of receipt (note: this may vary for emails sent on Saturday or Sunday).

# **7. COURSE REQUIREMENTS:**

General Course Requirements (See point values in tables below.)

Students are required to: a) successfully complete all learning activities and submit to the instructor **no later than the date designated for each project**, b) take and pass all required tests, c) attend/view class and participate in class discussions and activities/quizzes, and d) read assigned materials prior to class sessions. Participation will be counted for *distance learning students* by timely completion of quizzes and participation in discussion boards.

1. **Weekly Learning Activities (50 points)**: 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. **Distance learning students** must complete learning activities/quizzes during the limited times they are available on Canvas.  **(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)**)**
2. **CLASS PREPARATION QUIZZES (35 points):** Students will demonstrate their preparation for class and course engagement through the completion of quizzes prior each week. These quizzes will be available on Canvas and will be due weekly throughout the semester. The content will be assigned readings for the current week and content from previous weeks.
3. **Personal Perspective Paper (50 points)** 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. Students will then write a paper that summarizes (1-2 pages) the major concepts or themes that were discussed in the interview or book. Students will then reflect on what has been learned and how it will affect their personal/professional development and placing what has been observed, learned, heard in the context of the class materials and ideas (2 pages). Students should locate an article in a professional journal that enhances the topic and include this article with the submission of their personal perspective paper.The personal perspective paper should be 3-4 pages in length using APA style and should accurately and professionally explore a theme(s) or principle(s) highlighted in the interview or book, class readings, article and/or during a class discussion.
4. **Iris Modules (25 points each; 50 points total):** Students will complete 2 **IRIS modules/activities**. They must complete (1) *IRIS Module –Related Services* and(2) *Universal Design for Learning*.
5. **Portfolio** **(50 points):** Students will compile a portfoliofor working with students with learning and behavioral challenges. The portfolio must include a minimum of 15 resources (i.e. websites, fact sheets, worksheets, behavior contracts, brochures, books, videos, journal/magazines) that will assist the student in his or her projected future role in working with students who are diverse. Students will be responsible for organizing resources into sections based on common themes (i.e. Behavior Strategies, Classroom Management Techniques, Lesson Plans, Learning Strategies, Behavior Contracts, etc.). Each portfolio will include:
   1. Cover Page, Table of Contents, and a Reference Page using APA style
   2. An overview section that includes your Teaching Philosophy Statement (at least ½ page in length) and a current Resume.
   3. A minimum of 4 sections that are organized into common themes reflected from your resources
   4. A minimum of 5 journal articles for practitioners
   5. A caption that clearly explains each section
   6. A caption that clearly explains the importance of each resource including citations
6. **Examinations (TOTAL 150 points - 2 @ 50 points each, 1 @ 100 points):** 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 comprehensive of material presented throughout the entire course.

# **8. GRADING AND EVALUATION:**

|  |  |
| --- | --- |
| Test 1 | 50 points |
| Test 2 | 50 points |
| Test 3 | 100 points |
| Personal Perspective Paper | 50 points |
| Portfolio | 50 points |
| IRIS Modules (2) | 50 points |
| Quizzes | 35 points |
| Weekly Activities | 50 points |
| **Total** | **435 points** |

**Grading Scale**

|  |  |
| --- | --- |
| 391.5- 435 = | A |
| 348-391.49 = | B |
| 304.5-347.9 = | C |
| 261-304.49 = | D |
| Below 261= | F |
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***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. **Distance learning students** should complete quizzes during the time they are available to verify attendance/lecture viewing.

**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. **Distance learning students** should complete quizzes during the time they are available to verify attendance/lecture viewing.

**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 a proctored examination completed on Canvas.

**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.

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

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