**Auburn University**

**Course Syllabus**

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

# **Basic Course Info**

**1. Course Number:** RSED 3003, Spring 2021

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

 **Credit Hours**: 3 semester hours

 **Prerequisites:** Majoring in Education, 2.0 GPA

 **Co-requisites:**  None

 **Instructor:** Amber Smith

 **Email Address:** acs0176@auburn.edu

 **Office Hours:** Wednesdays, after class (7:31-8:00) or upon request via Zoom link

**2. Term:** Spring 2021

**Day/Time:** Online, Synchronous, Wednesday, 5:00 pm - 7:30 pm

**Date Syllabus Prepared**: Updated January 2021

**3. TEXTBOOK:**

Required: MyLab Education with Pearson eText -- Access Card -- for Including Students with Special Needs: A Practical Guide for Classroom Teachers, 8th Edition

ISBN: 9780134800400

Hard copy also available to purchase **with** eText if desired for $20. Option to buy is in mylab feature on Canvas.

Friend, M. & Bursuck, W. (2019). *Including students with special needs: A practical guide for classroom teachers.* (8th ed.). Upper Saddle River, NJ: Pearson Education.

**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**

Note: Learning outcomes compiled from: Friend, M. & Bursuck, W. (2019). *Including students with special needs: A practical guide for classroom teachers.* (8th ed). Upper Saddle River, NJ: Pearson Education.

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Lecture** | **Assigned Readings** **(to be completed prior to class)** | **Learning Activities**  |
| Week 11/13/2021 | **Syllabus****Chapter 1 (Sections 1.1 and 1.2)** - The Foundation for Educating Students with Special Needs *Learning Outcomes:* * *Explain fundamental terms and concepts that describe special education, including those in federal law*
* *Explore significant factors that have shaped contemporary special education services*
 | SyllabusChapter 1 (1.1-1.2)\*Self-checks recommended\* |  |
| Week 21/20/2021 | **Chapter 1 (1.3 and 1.4)** - The Foundation for Educating Students with Special Needs *Learning Outcomes:* * *Analyze key themes that characterize today’s educational priorities for students with disabilities, including prevention, high expectations and accountability, evidence-based practices, and inclusiveness*
* *Describe categories of disabilities addressed in federal law and note other special needs students may have*

**Chapter 2 (All sections)** – Special Education Procedures and Services *Learning Outcomes:* * *Analyze the roles and responsibilities of the individuals who may participate in educating students with disabilities.*
* *Identify the steps teachers should take in deciding whether an identified student need might indicate the presence of a disability*
* *Describe the process through which a student may become eligible to receive special education services, including the role that parents play throughout that process*
* *Name the components of individualized education programs (IEPs) and provide examples of them*
* *Outline the types of services that students with disabilities may receive and the settings in which they may receive them*
 | Chapter 1 –(1.3-1.4)Chapter 2 (all) | Chapter 1 Quiz Due by 11:59 pm on 1/20/2021 |
| Week 31/27/2021 | **Chapter 3 (All sections)** – Building Partnerships Through Collaboration*Learning Outcomes:* * *Explain the technical meaning of the term* collaboration*, analyze the role of collaboration in providing services to students with disabilities, and clarify how it is influencing the roles and responsibilities that you have as a general education teacher*
* *Describe common collaboration-based applications for students with disabilities and other special needs, including shared problem solving, co-teaching, teaming, and consulting, and consider your role in each of them*
* *Identify ways you can work effectively with parents to successfully educate students with special needs, even if their views about their child differ from yours*
* *Explain your responsibilities when working with paraprofessionals, and explore ways you can enhance collaboration with them*
 | Chapter 3 (all) | Chapter 2 Quiz due by 11:59 pm on 1/27/2021 |
| Week 42/3/2021 | **Chapter 4** – Assessing Student Needs*Learning Outcomes:* * *Explain how general education teachers can contribute significantly to the assessment process*
* *Describe the use of high stakes, standardized achievement, psychological tests, and alternate assessment in making education decisions for students with special needs*
* *Provide accommodations and modifications for students with disabilities on standardized tests*
* *Define curriculum-based assessment; explain its benefits; construct types in basic academic skills, content-area knowledge and independent learning skills; and use to make decisions involving special education*
 | Chapter 4 (all) | Chapter 3 Quiz due by 11:59 pm on 2/3/2021Chapter 4 Quiz due by 11:59 pm on 2/10/2021 |
| Week 52/10/2021 | Exam 1 (Chapters 1-4) |  | Due by 11:59 pm on 2/13/2021 |
| Week 62/17/2021 | **Chapter 5** – Planning Instruction by Analyzing Classroom and Student Needs*Learning Outcomes:* * *Describe how to apply the steps of the INCLUDE decision-making process to adjust instruction for students with disabilities and other special needs in your classroom*
* *Analyze the major components of classroom organization with respect to how they can have an impact on students with disabilities*
* *Describe the various ways students can be grouped for instruction in an inclusive classroom and analyze the impact they may have on students with special needs*
* *Analyze classroom materials and instructional methods with respect to their potential impact on students with disabilities*
 | Chapter 5 (all) |  |
| Week 72/24/2021 | **Chapter 6** – Students with Low Incidence Disabilities*Learning Outcomes:* * *Describe what it means to say that a student has a low-incidence disability and apply the INCLUDE strategy to effectively instruct these students in your classroom*
* *Outline the characteristics of students with autism spectrum disorder (ASD) and the supports they need*
* *Describe the characteristics of students with moderate, severe, and multiple disabilities, including intellectual disabilities and deaf-blindness, and the supports general educators can provide for them*
* *Explain the characteristics of students with sensory impairments (vision or hearing loss) and the supports general educators can provide for them*
* *Explain the characteristics of students with physical, medical, and health impairments and the supports general educators can provide for them*
 | Chapter 6 (all) | Chapter 5 Quiz due by 11:59 pm on 2/24/2021 |
| Week 83/3/2021 | **Chapter 7** – Students with High Incidence Disabilities*Learning Outcomes:* * *Explain what is meant by high-incidence disabilities and describe their prevalence and the key elements of the federal definitions for each of the high-incidence categories*
* *Apply the INCLUDE strategy to adjust your classroom instruction to meet the needs of students with communication disorders*
* *Analyze classroom demands and the academic characteristics and needs of students with learning, behavioral, and mild intellectual disabilities and explain how you can adjust your instruction to meet their needs using the INCLUDE strategy*
* *Analyze the social and emotional characteristics and needs of students with learning and behavioral disabilities, including how you can meet these needs in the classroom*
 | Chapter 7 (all) | Chapter 6 Quiz due by 11:59 pm on 3/3/2021 |
| Week 93/10/2021 | **Chapter 8** – Students with Special Needs Other Than Disabilities*Learning Outcomes:* * *Describe student protected under Section 504 and general educators’ responsibilities for effectively teaching them*
* *Explain accommodations and other instructional adjustments general education teachers can make to address the special needs of students with attention deficit-hyperactivity disorder (ADHD)*
* *Outline how general educators provide appropriate instruction for students who are gifted and talented*
* *Discuss how cultural diversity influences education, critically analyzing your own response to students from cultures other than your own and your skills for addressing their needs, including those who also have disabilities*
* *Discuss how general educators can effectively teach students at risk for school failure, including students affected by poverty, abuse or neglect, substance abuse, and other factors, including those who have been identified as having disabilities*
 | Chapter 8 (all) | Chapter 7 Quiz due by 11:59 pm on 3/10/2021Chapter 8 Quiz due by 11:59 pm on 3/17/2021 |
| Week 103/17/2021 | Exam 2(Chapters 5-8) |  | Exam due on 11:59 pm on 3/19/2021 |
| Week 113/24/2021 | **Chapter 9** – Adjusting Instruction*Learning Outcomes:* * *Discuss how you can analyze your basic skills instruction and describe how you can adjust it for students with disabilities and other special needs*
* *Discuss how you can analyze your content-area lessons and explain how you can make them more accessible*
* *Discuss how you can analyze and adjust independent practice activities for students*
* *Describe strategies for involving parents in teaching their children*
* *Discuss how you can analyze classroom materials and activities and modify them for students with moderate to severe intellectual disabilities*
 | Chapter 9 (all) |  |
| Week 123/31/2021 | **Chapter 10** – Strategies for Independent Learning*Learning Outcomes:** *State ways that teachers can encourage student self-awareness, self-advocacy, and self-determination*
* *Explain how teachers can create their own learning strategies*
* *Describe the steps involved in teaching learning strategies, analyzing each step and discussing why it is important for building independent strategy usage*
* *List, describe, and justify the teaching of research-based learning strategies in the areas of reading and reading comprehension; listening and note taking; written expression; math problem solving; and time and resource management, and explain how they can be applied to the students you will be teaching*
* *Explain how methods of teaching learning strategies can be applied to helping students perform strategies independently*

**Chapter 11** – Evaluating Student Learning*Learning Outcomes:* * *Analyze demands that occur before, during, and after classroom testing and describe adjustments that can be made for students with special needs*
* *Describe and provide a rationale for grading practices that can benefit all of your students*
* *Explain when and how report card grades can be individualized for students with special needs*
* *Explain the potential benefits of using performance-based and portfolio assessments with students with disabilities. Identify features of each that may cause problems for students with disabilities, and describe adjustments that could be made to ameliorate these difficulties*
 | Chapter 10 (all)Chapter 11 (all) | Chapter 9 Quiz due by 11:59 pm on 3/31/2021 |
| Week 134/7/2021 | **Chapter 12** – Responding to Student Behavior*Learning Outcomes:* * *Outline classroom strategies that promote students’ positive behavior and prevent misbehavior*
* *Explain simple techniques for responding to individual student misbehavior*
* *Describe the purpose of a functional behavior assessment (FBA) and steps for deciding how to respond to chronic, inappropriate individual student behavior*
* *Outline systematic approaches for increasing positive behaviors and decreasing negative behaviors*
* *Identify how to help students manage their own behavior*
 | Chapter 12 (all) | Chapter 10 and 11 Quiz due by 11:59 pm on 4/7/2021Chapter 12 Quiz due by 11:59 pm on 4/14/2021 |
| Week 144/14/2021 | Exam 3(Chapters 9-12) |  | Exam 3 due by 11:59 pm on 4/24/2021 |

**Synchronous Online Participation:**

1. This course will be livestreamed at the date and time listed on your schedule. Students are expected to join each class meeting just as if the class was held on campus. Any variations to this will be communicated by your instructor
2. Students are required to have their cameras on throughout the duration of class. They should be physically in front of the camera during class. Students’ microphones should be muted unless they are speaking. Students should not be completing assignments/tasks for other classes while on Zoom for RSED 3003, checking social media, playing games, or completing any other off task activities.
3. The course provides for timely and appropriate interactions between instructor and students via synchronous class participation, 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).

***COVID-19 and Social Distancing (Policies subject to change as additional guidance from the CDC and AU are received)***

Face coverings are not a substitute for physical distancing. Students shall observe physical distancing guidelines where possible in the classroom, laboratory, studio, creative space setting and in public spaces.

Students should avoid congregating around doorways before or after class sessions. If the instructional space has designated entrance and exit doors students are required to use them. Students should exit the instructional space immediately after the end of instruction to help ensure social distancing and allow for the persons attending the next scheduled class session to enter.

***Face Covering***

In response to COVID-19, and in alignment with Auburn University's Presidential directives, and local, state, and national health official guidelines face coverings are required at all times while on campus, except when alone in a private office. This includes the classroom, laboratory, studio, creative space, or any type of in-person instructional activity, and public spaces. "A “face covering” is defined as a “covering that fully covers a person’s nose and mouth, including without limitation, cloth face mask or surgical mask.

If a student has a medical exception to the face covering requirement, please contact the Office of Accessibility to obtain appropriate documentation.

***Exposure and Testing Positive for COVID-19***

Students must conduct daily health checks in accordance with [CDC guidelines (Links to an external site.)](https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html). Students testing positive for COVID-19, exhibiting COVID-19 symptoms or who have been in direct contact with someone testing positive for COVID-19 will not be allowed to attend in-person instructional activities and must leave the venue immediately. Students should contact the [Student Health Center (Links to an external site.)](https://cws.auburn.edu/aumc/) or their health care provider to receive care and who can provide the latest direction on quarantine and self-isolation. Contact your instructor immediately. In this case, attendance is defined as using Zoom to attend synchronously.

If I am unable to attend our face-to-face portions of the class, we will transition to a fully online synchronous course until I am allowed to return. If I become ill or unable to lead the class, a backup instructor will be identified and they will communicate any changes or updates to the course schedule or mode of instruction as soon as possible.

***Attendance:***  Students are expected to attend class and participate in class discussions and activities in the given format. In instances when we are cleared to attend class, attendance involves coming to our classroom with a mask. If you are not cleared to attend class, email the instructor (when appropriate, screen shot of your app), participate in Zoom synchronously. When we meet using zoom synchronously, attendance involves being present, in view, and contributing to class discussions and activities.

Your health and safety, and the health and safety of your peers, are my top priorities. If you are experiencing any symptoms of COVID-19, or if you discover that you have been in close contact with others who have symptoms or who have tested positive, you should not attend in-person classes. You will not be penalized for such an absence. My hope is that if you are feeling ill or if you have been exposed to someone with the virus, you will stay home to protect others and use Zoom. Please do the following in the event of an illness or COVID-related absence:

·       Notify me in advance of your absence (e.g., email)

·       Use the Zoom link on Canvas

·       Participate in relevant class activities

·       If you test positive or experience an illness and your symptoms prevent you from joining using Zoom, notify the instructor immediately. Upon this notification, the instructor will discuss options.

***Possibility of Going Remote***

In the event that the University is forced to move to fully online instruction, please be assured that the learning goals and outcomes of the course will not change; however, some aspects of the course will change in terms of the mode of delivery, participation, and testing methods. Those details will be shared via a Canvas Announcement within 24 hours of the announcement that we are going remote. Please be prepared for this contingency by ensure that you have access to a computer and Internet.The tentative plan in this case is for synchronous format using Zoom.

***Zoom Policies***

When we meet on Zoom, your attendance, attention, and participation are expected. Zoom participation requires you to keep your video on and your microphone muted when you are not speaking. Although you may be participating from your domicile, our Zoom meetings are professional interactions. You should dress and behave as you would in a normal face to face classroom. To the extent possible, please minimize distractions in the background. I reserve the right to dismiss anyone from a Zoom meeting whose environment or behavior is distracting or problematic. If you have any issues with sharing your video feed, adhering to this policy, or anything else related to your use of Zoom please notify me via email in the first week of class. I’m happy to consider and provide accommodations, but you will need to be in communication with me.

**Health and Well-Being Resources:**

These are difficult times, and academic and personal stress is a natural result. Everyone is encouraged to take care of themselves and their peers. If you need additional support, there are several resources on campus to assist you:

* COVID Response Team ([ahealthieru.edu (Links to an external site.)](http://www.ahealthieru.edu/))
* Student Counseling and Psychological Services ([http://wp.auburn.edu/scs/ (Links to an external site.)](http://wp.auburn.edu/scs/))
* AU Medical Clinic ([https://cws.auburn.edu/aumc/ (Links to an external site.)](https://cws.auburn.edu/aumc/)

If you or someone you know are experiencing food, housing or financial insecurity, please visit the Auburn Cares Office ([http://aucares.auburn.edu/ (Links to an external site.)](http://aucares.auburn.edu/)

# **7. COURSE REQUIREMENTS AND EVALUATION:** Students enrolled in RSED 3003 are required to: a) wear a mask when meeting in our classroom, b) successfully complete all required projects and give to the instructor no later than the date designated for each project, c) take all required exams, d) attend class whether in-person in the classroom [in instances in which your health check gives red screen, attend in-person using synchronous zoom meetings], and e) read assigned materials prior toattending classes.

Students who are ill and unable to join synchronously during the period of illness are required to: a) watch all class recordings within a week of the posting, b) successfully complete all required projects and give to the instructor no later than the date designated for each project, c) take all required exams, and d) read assigned materials prior toattending classes.

**A. Learning Activities**: Students will engage in activities and exercises related to course material during each class meeting throughout the semester. These activities may include small group and independent assignments (e.g., group projects, quizzes, reflections, and summary papers) and *may or may not be announced ahead of time*. These exercises cannot be made up if absent from class. Participation is defined by having your **camera on** when using Zoom or in-person attendance with active completion of and/or attention to task, active discussion. It is the student’s responsibility to ensure that she/he is counted as present. 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 synchronous learning activities **(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 25% of final grade).** The instructor must be given prior notice of an absence that will later be verified with a university approved excuse no more than 1 week after absence.

**B. Examinations**: There will be three exams during the semester. 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 will cover material presented after the second exam through the last class period before the third exam is scheduled and could contain material from early examination periods **(TOTAL 75% of final grade – each exam is worth 25% of your final grade)**

# **8. GRADING AND EVALUATION:**

**Requirements:**

Learning Activities 25%

 Exam 1 25%

 Exam 2 25%

 Exam 3 25%

 TOTAL 100 %

**Grading Scale:**

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 A.*

*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. Attendance includes attending Zoom meetings with their cameras on for the entire class period. Students are expected to be in front of the camera and visible during Zoom meetings. Students 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, military orders, 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 as soon as possible but no later than 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 one week 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 the same as the exam.

**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 they 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. |