

DEPARTMENT OF

SPECIAL EDUCATION, REHABILITATION, AND COUNSELING

**Course Syllabus**

1. **Course Number:** RSED 5000/6000/6006

**Course Title**:Advanced Survey of Exceptionality

**Credit Hours**:3 semester hours (Lecture 3)

**Prerequisites:** None

**Corequisites:** None

**Instructor:** Dr.Karen Rabren, Mildred Chesire Fraley Distinguished Professor

 **Office Address:** 1230 Haley Center

 **Contact Information:** rabreks@auburn.edu

The instructor will respond to Tigermail emails or Canvas messages within 48 hours of receipt (note: this may vary for emails sent on Saturday or Sunday)

 **Office Hours:** Wednesdays, 3:30-4:00 p.m. and Thursdays, 10:30-11:30 a.m. or by appointment (Meetings will be held via Zoom during the Spring of 2021 due to the COVID-19 pandemic.)

1. **Term: Spring 2021**

**Format:** (Online) This course is being online synchronous. Student participation is expected during scheduled class times. Those registered for 6006 may participate asynchronously if necessary, but synchronous is preferred.

**Date Syllabus Prepared: Updated December 2020**

**Text:**

Vaughn, S., Bos, C., & Schumm, J. (2018*). Teaching students who are exceptional, diverse, and at risk in the general education classroom, 7th edition.* Upper Saddle River, NJ: Pearson. (Education majors)

Baditoi, B., & Brott, P. (2014). *What school counselors need to know about special education and students with disabilities (revised edition).* Arlington, VA: Council for Exceptional Children. (Counseling majors)

*Additional reading assignments will be provided by the instructor. You also will use information from the IRIS Center at* [*http://iris.peabody.vanderbilt.edu/*](http://iris.peabody.vanderbilt.edu/)*.* (All majors)

**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:*

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. CACREP 5.G.2.k
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.

1. Demonstrate knowledge of the general characteristics of disabilities and of their impact on cognitive development and learning. CACREP 2.F.3.e
2. Demonstrate knowledge of the components and characteristics of collaboratively designed and implemented individual educational and behavioral support plans. CACREP 5.G.2.b, 5.G.3.c
3. 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.
4. Demonstrate knowledge of the indicators of the need for special education services. 290-3-3-.03(4)(c)3.(ii); CACREP 2.F.3.h, 5.G.2.H, 5.G.3.c, 5.G.3.0
5. Demonstrate knowledge of the roles and responsibilities of members of different types of teams including, but not limited to, Building Based Student Support Teams. CACREP 5.G.2.b
6. 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.
7. 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)**
8. 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*

1. **Course Content Outline:**

| Date | Question/Theme | Topic(s) | Readings | Assignments/Learning Activities |
| --- | --- | --- | --- | --- |
| Week 1January 13 | *What is the Foundation for the Education of Students with Disabilities?* | * Overview of the Course
* Introduction to Disabilities
 | **EVERYONE**People First Language<https://www.museumofdisability.org/docs/List_Acceptable_Terms.pdf> | **Student Information Form****Expectations Activity**  |
| Week 2January 20 | * History and Foundations of Special Education
 | **EVERYONE**<https://www.museumofdisability.org/virtual-museum/index.html>Assigned Reading(s)Vaughn, Bos, & Schumm (2018*).* Chapter 1 ----------------------------------------------**COUNSELING MAJORS**Baditoi & Brott (2014). Chapters 1, 7, 8, and Appendix B | **Book Club -** Book Selection**Disability Today: Article Summary** – Assigned Students- See Canvas**Learning Activity 1** |
| Week 3January 27 | * Developing Success for All Learners
* Self-Determination
* Response to Intervention (RtI)
* The Special Education Process
 | **EVERYONE**Vaughn, Bos, & Schumm (2018*).* Chapters 2 and 3----------------------------------------------**EDUCATION MAJORS**Assigned Reading(s)----------------------------------------------**COUNSELING MAJORS**Baditoi & Brott (2014). Chapters 1, 7, and 8 *(continued)* and Chapter 4 and Assigned Reading(s) | **Book Club Discussion #1****IRIS Module** 1 - *The Prereferral Process* ***OR*** *Guiding the School Counselor: Overview of Roles and Responsibilities (School Counselor Majors only)***Disability Today: Article Summary** – Assigned Students- See Canvas**Learning Activity** **2**  |
| Week 4February 3 | * Service Delivery Models
* Collaboration/Family
* Culturally Responsive Teaching
 | **EVERYONE**Vaughn, Bos, & Schumm (2018*).* Chapters 1, 2, 3 *(continued)* and Chapter 4----------------------------------------------**EDUCATION MAJORS**Assigned Reading(s)----------------------------------------------**COUNSELING MAJORS**Baditoi & Brott (2014). Chapters 2 and 3 | **Book Club Discussion #2****Disability Today: Article Summary** – Assigned Students- See Canvas**IRIS Module 2 -** *Family Engagement:**Collaborating with Families of Students with Disabilities***Learning Activity 3** |
| Week 5February 10 | **Exam1 - Test Review during class time****Exam 1 DUE Sunday, February 7 at 11:59 p.m.** |
| Week 6February 17 | *Who are Students with High Incidence Disabilities?* | * Specific Learning Disabilities (SLD)
* ADHD
 | **EVERYONE**Vaughn, Bos, & Schumm (2018*).* Chapter 6 ---------------------------------------------**EDUCATION MAJORS**Assigned Reading(s) ----------------------------------------------**COUNSELING MAJORS**Baditoi & Brott (2014). Appendix A<https://ldaamerica.org/types-of-learning-disabilities/> | **Book Club Discussion #3****Disability Today: Article Summary** – Assigned Students- See Canvas**IRIS Module 3 -** *Universal Design for Learning***Learning Activity 4** |
| Week 7February 24 | * Communication Disorders
* Intellectual Disabilities
* Developmental Disabilities
 | **EVERYONE**Vaughn, Bos, & Schumm (2018*).* Chapters Chapter 7 and 10----------------------------------------------**EDUCATION MAJORS**Chapters 7 and 10 andAssigned Reading(s) ----------------------------------------------**COUNSELING MAJORS**Baditoi & Brott (2014). Appendix A *(continued) and* Assigned Reading(s)  | **Book Club Discussion#4****Disability Today: Article Summary** – Assigned Students- See Canvas**Learning Activity 5** |
| Week 8March 3 | * Emotional or Behavior Disorders
 | **EVERYONE**Vaughn, Bos, & Schumm (2018*).* Chapters Chapter 8----------------------------------------------**EDUCATION MAJORS**Assigned Reading(s)----------------------------------------------**COUNSELING MAJORS**Baditoi & Brott (2014). Appendix A *(continued)* and Chapter 5 and Assigned Reading(s) | **Book Club Discussion #5****Disability Today: Article Summary** – Assigned Students- See Canvas**Learning Activity 6** |
| Week 9March 10 | ***Wellness Day – No Class*** |
| Week 10March 17 | **Exam 2 - Test Review during class time****Exam 2 DUE by Sunday, March 21 at 11:59 p.m.** |
| Week 11March 24 | *Who are Students with Low Incidence Disabilities?*  | * Sensory Impairments
* Physical and Health Disorders
* Traumatic Brain Injury (TBI)
* Multiple or Dual Sensory Disabilities
* Medical and Healthcare Issues and Management
 | **EVERYONE**Vaughn, Bos, & Schumm (2018*).* Chapter Chapter 11----------------------------------------------**EDUCATION MAJORS**Assigned Reading(s)----------------------------------------------**COUNSELING MAJORS**Assigned Reading(s)Baditoi & Brott (2014). Appendix A *(continued)* | **Book Club Discussion #5****Disability Today: Article Summary** – Assigned Students- See Canvas**Learning Activity 7** |
| Week 12March 31 | *Who are Students with Low Incidence Disabilities? (continued) and**What are Instructional Considerations (behavior)?* | * Autism Spectrum Disorders/ Pervasive Developmental Disorders

Framework for Instruction: * Behavior Strategies
 | **EVERYONE**Vaughn, Bos, & Schumm (2018*).* Chapters Chapter 5 and 9 and Assigned Reading(s)----------------------------------------------**EDUCATION MAJORS**Assigned Reading(s)----------------------------------------------**COUNSELING MAJORS**Assigned Reading(s) | **Book Club Discussion #6****Disability Today: Article Summary** – Assigned Students- See Canvas**Learning Activity 8** |
| Week 13April 7 | Framework for Instruction: * Differentiating Instruction and Assessment
* Promoting Content Learning
 | **EVERYONE**Vaughn, Bos, & Schumm (2018*).* Chapters Chapter 12 and 13----------------------------------------------**EDUCATION MAJORS**Assigned Reading(s)----------------------------------------------**COUNSELING MAJORS**Assigned Reading(s)  | **Book Club Discussion #7****Disability Today: Article Summary** – Assigned Students- See Canvas**IRIS Module 4 -**  *Your Choice***Learning Activity 9** |
| Week 14April 14 | *What are Instructional Considerations?* | Framework for Instruction *(continued):** Facilitating Reading and Writing
* Mathematics Instruction for Success
 | **EVERYONE**Vaughn, Bos, & Schumm (2018*).* Chapters 14, 15, and 16----------------------------------------------**COUNSELING MAJORS**Assigned Reading(s) | **Book Club - Summary & Reflection Paper****Disability Today: Article Summary** – Assigned Students- See Canvas**Learning Activity 10****Lesson Plan - General Strategies Project (Graduate Students Only)**  |
| Week 15April 21 | * Life Span Issues
* Gifted, Creative, and Talented
 | **EVERYONE**Assigned Reading(s) | **Reflection Paper - Views on Special Education****Evidenced Based Practices Project**  |
| Final April 29 | **Exam 3 - Test Review, April 28****Exam 3 DUE by Sunday, April 29 at 11:59 p.m.** |

**Distance learning courses:** Canvas will be used for distance learning delivery. If you are taking this course via distance education asynchronously you are expected to follow the course schedule, watch video lectures, and complete assignments as listed on the outline above. You 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.

**Assignments/Projects:**

You will be held responsible for **all** of the information in the textbook and assigned readings. You should read assigned material appropriate to the class topic **prior** to class meetings.

1. **Exams:** There will be **three** exams during the term. Exams will be a combination of objective and short answer items. The first exam will cover content from the first day of class until the class before the scheduled exam. All remaining exams will cover information from the last exam to the class before the next scheduled exam.
2. **Lesson Plan - General Strategies Project:** ***Graduate students only****:*

This assignment is worth 100 points. It has been customized to meet the needs of specific majors. Please follow the directions according to your major area.

*Teaching Certification Students* will develop/ select a lesson plan that you have used in your content area (general education). You 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, a lesson plan and supporting materials using format provided.

*Related Services Majors* will research the roles and responsibilities they will have working with students with disabilities. Research and identify common learning and behavioral strategies used with students with disabilities that you are working with or will likely be working with. Develop a list of 4 strategies for working with students in the context of your roles and responsibilities. The following are to be included: A general overview of your role in serving students with disabilities. A description of general characteristics of students with high incidence disabilities and how the characteristics would impact learning and performance.

1. **Evidence-Based Practice Project**: You will develop a poster on an instructional, behavioral, or social issue you are interested in (e.g., motivating adolescent readers, promoting social skills, using hands-on learning). Included in this project will be a poster that summarizes 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 150 words. Posters will be presented the last day of class. A template for completing the assignments will be provided. This assignment is worth 100 points.
2. **Reflection Paper** -You will write a reflection paper on this course based on your thoughts, feelings, emotions and personal or professional principles. The reflection paper should be a minimum of 300 to 500 words. The questions that have been given should be answered in the response. This assignment is worth 25 points.
3. **Book Club Discussion Posts AND Paper** – You will read a book written by a person with a disability, a family member of a person with a disability, or be a collection of writings by a people with disabilities. The disability(ies) must also be served under the Individuals with Disabilities Education Improvement Act (IDEA). You should up for a book and receive my approval before beginning a book. This assignment is worth 100 points.
	* **Book Club Discussion.** You will contribute to the Book Club Discussion by posting an approximately 100-word minimum response to the book. You will also reply to one of your peer’s posts and offer new substantiated ideas or thoughtful questions.
	* **Summary & Reflection.** At the end of the semester, you will write a summary of the book you read and reflect upon it by sharing your thoughts, feelings, emotions and personal or professional principles that reading the book evoked.
4. **Iris Modules:** You will complete **4** **IRIS modules/activities**. You must complete (1) *IRIS Module-The Prereferral Process OR Guiding the School Counselor: Overview of Roles and Responsibilities,* (2) *Family Engagement: Collaborating with Families of Students with Disabilities*, (3) *Universal Design for Learning,* (4) Your Choice – of an IRIS Module (100 points total; 25 points each).
5. **Disability Today:** You will submit a current issue **article summary.** You will choose, summarize, and reflect on an article from the media (newspaper, newsmagazine, science magazines, journals, or internet) dealing with topics/ideas covered in class. Article summaries should be about ¾-1 page and reflections tying article content to class ideas should be about ¼- ½ page. In class, you 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 3-5 minutes. This assignment is worth a maximum of 25 points. Please see Canvas for individually assigned due dates.
6. **Learning Activities:** Applied learning activities will be conducted in-class to support and/or expand upon the information you are learning. These activities will primarily be conducted individually but you may be asked to complete some activities in pairs, or in small groups. You may also be asked to begin work on an applied learning activity prior to class or complete an activity that is not finished in class. These activities will be worth 10 points each for a possible total of 100 points. You must be in attendance on the day the activity is completed in class. Make-up assignments will be allowed only for university excused absences.
7. **Rubric and Grading Scale**:

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Undergraduate Students** | *points* |  | **Graduate Students** | *points* |
| 3 Exams (100 points each) =  | 300  |  | 3 Exams (100 points each) =  | 300  |
| Evidence-Based Practices =  | 100 |  | Evidence-Based Practices =  | 100 |
| Reflection Paper = | 25  |  | Reflection Paper = | 25  |
| Book Club Project = | 100  |  | Book Club Project = | 100  |
| 4 IRIS Modules @ 25 pts ea. = | 100  |  | 4 IRIS Modules @ 25 pts ea. = | 100  |
| Article Summary =  | 25  |  | Article Summary =  | 25  |
| Learning Activities =  | 100 |  | Learning Activities =  | 100 |
|  | **750** |  | *Graduate Project =*  | 100 |
|  |  |  |  | **850** |

**Undergraduate Grade Scale: Graduate Grade Scale**

675- 750 = A 765-850 = A

600- 674 = B 680-764 = B

525-559 = C 595-679 = C

450-524 = D 510-594 = D

Below 450 = F Below 509 = F

1. **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:**

1. Participation: You are expected to participate in all class discussions and participate in all learning activities. 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. You are responsible for initiating arrangements for missed work. You must satisfy all course objectives to pass the course.
2. Excused Absences:  You 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*](http://www.auburn.edu/student_info/student_policies/) for more information on excused absences (<http://www.auburn.edu/student_info/student_policies/>).
3. 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).*
4. 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).
5. Honesty Code:  All portions of the Auburn University student academic honesty code (Title XII) found in the [*Student Policy eHandbook*](http://www.auburn.edu/student_info/student_policies/)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.
6. 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, and addendum to your syllabus and/or course assignments will replace the original materials.
7. Professionalism: As faculty, staff, and students interact in professional settings, you 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

***Note: All assignments must be submitted to Canvas in order to be scored. Additionally, only assignments submitted as Microsoft Office (PPT and Word) will be accepted. It is the responsibility of the student to ensure that your assignments meet the requirements of this course. If you experience any difficulties with Canvas, you must notify me prior to the submission due date.***

**COVID Related Policies:**

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 ([www.ahealthieru.edu](http://www.ahealthieru.edu))
* Student Counseling and Psychological Services (<http://wp.auburn.edu/scs/>)
* AU Medical Clinic (<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/>)

**Statement on COVID-19 Physical Distancing-**

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

You 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 Policy-** 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, surgical mask, towels, scarves, and bandanas.

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

**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 ensuring that you have access to a computer and Internet.

**Assignment/Schedule Subject to Change Due to Pandemic**-The course schedule and assignments are designed with the most up-to-date information and policies in mind. If the situation changes, I will make every effort to keep the schedule as consistent as possible; however, please note that the due dates for assignments and tests may be changed during the semester in response to the changing health and safety requirements or policies of the University. When changes are made, they will be communicated via Canvas Announcement, Canvas message, and all assignment due dates will be updated.

In the Event a Student in Class Tests Positive-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 be in touch with someone who can provide the latest direction on quarantine and self-isolation. Contact your instructor immediately to make instructional and learning arrangements.

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

**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.

**Attendance-**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 nor will you be asked to provide formal documentation from a healthcare provider. 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. I don’t want the need for documentation to discourage you from self-isolating when you are experiencing symptoms.

Please do the following in the event of an illness or COVID-related absence:

* Notify me in advance of your absence if possible
* Keep up with coursework as much as possible
* Participate in class activities and submit assignments electronically as much as possible
* Notify me if you require a modification to the deadline of an assignment or exam

Finally, if remaining in a class and fulfilling the necessary requirements becomes impossible due to illness or other COVID-related issues, please let me know as soon as possible so we can discuss your options. If you have questions about COVID-related illnesses should reach out to the COVID Resource Center at (334) 844-6000 or at ahealthieru@auburn.edu.

**Attachment A – RSED 6000**

**Indicators from the Alabama Quality Teaching Standards**

**Assessment Map of Standards taught and assessed in this class.**

|  |  |
| --- | --- |
| Course Objectives | Course Assessments |
| Exam 1 | Exam 2 | Exam 3 | Evidence-based Practices Assignment |
| Demonstrate knowledge of the general characteristics of disabilities and of their impact on cognitive development and learning . 290-3-3-.04(2)(c)1.(iii). |  | X | X | X |
| Demonstrate knowledge of the components and characteristics of collaboratively designed and implemented individual behavioral support plans . 290-3-3-.04(2)(c)2.(iii). |  | X | X |  |
| 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-.04(4)(c)3.(i). | X | X | X | X |
| Demonstrate knowledge of the indicators of the need for special education services. 290-3-3-.04(4)(c)3.(ii). | X |  | X |  |
| Demonstrate knowledge of the roles and responsibilities of members of different types of teams including, but not limited to, Building Based Student Support Teams . 290-3-3-.04(5)(c)1.(ii). | X |  | X |  |
| 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 . 290-3-3-.04(5)(c)6.(i). | X |  | X |  |
| 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 |  |  |
| Knowledge of medications, administration of medications and school healthcare protocols that have been determined educationallyrelevant. **290-3-3-.34 (2)(b)2.(iii)** |  | X |  |  |