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# SPRING 2021: RSED 5140/6140/6146 SEVERE DISABILITIES CURRICULUM

Auburn University Department of Special Education, Rehabilitation, & Counseling

# Course Number: RSED 5140/6140/6146

**Course Title: Severe Disabilities Curriculum**

# Meeting Time/Place: For RSED 5140 & 6140

**For students in RSED 5140 undergraduate level and RSED 6140 graduate level, the first two weeks of class will be conducted solely via ZOOM. We will not meet in person the first two weeks of class. For students in RSED 5140 undergraduate level and RSED 6140 graduate level, this course is being offered in a face to face flexible format. For the face to face flexible format this course is using the HyFlex modality. Beginning on January 28th, students can choose weekly whether to attend the course in person or via live ZOOM on Thursdays at 4:00 to 6:30pm.**

# Face to Face Flexible beginning January 28th Thurs 4:00-6:30 pm in HC 1212

**For RSED 6146**

# Asynchronous weekly material posted via CANVAS each Friday.

**Office hours:** Weekly ZOOM Office Hours Email for Appointment

**Credit:** 3 semester hours

**Instructor:** Dr. Suzanne Woods-Groves, Ph.D. **Instructor’s email:** [woodssu@auburn.edu](mailto:woodssu@auburn.edu) **Instructor’s phone:** 334-844-7621

**Office location:** Haley Center 1232C

1. **Date Syllabus Prepared:** January 3, 2021

# REQUIRED TEXTBOOKS:

**Obtain your textbooks before the first day of class.**

# ALL ACCESS TEXT:

Please review ALL ACCESS information attached to this syllabus and located in your CANVAS course home page.

*Instruction of Students with S*t*e*h*vere Disabilities,* Freeda Brown, John McDonnell, & Martha E Snell

Publisher: Pearson Edition: 9 Published: 2020

You can order the electronic version of the textbook listed below through the Auburn University Bookstore.

*Systematic Instruction for Students with Moderate and Severe Disabilities* Collins, Belva C., Published by Brookes Publishing, Publication Date: Jan. 1, 2012 ISBN *9781598571936*

# ADDITIONAL READINGS available via CANVAS

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# COURSE DESCRIPTION:

**For students in RSED 5140 undergraduate level and RSED 6140 graduate level, the first two weeks of class will be conducted solely via ZOOM. We will not meet in person the first two weeks of class. For students in RSED 5140 undergraduate level and RSED 6140 graduate level, this course is being offered in a face to face flexible format. For the face to face flexible format this course is using the HyFlex format. Beginning on January 28th, students can choose weekly whether to attend the course in person or via live ZOOM on Thursdays at 4:00 to 6:30pm.**

# For students in RSED 6146 graduate level your material will be posted each Friday via

**CANVAS.**

The course will include weekly assigned readings, assignments, lectures, activities, and quizzes. The course is not self-paced and you will need to ensure you keep up with the pace of the course and to complete weekly assignments. This course is organized by modules to help with the organization of the information and assignments as you move through the course. You will need to attend class each week either via ZOOM or in person.

This course provides an understanding of a functional/developmental approach to the selection, development, implementation, and evaluation of appropriate curriculum activities for students with disabilities. You will learn instructional methods for supporting students who have severe or profound disabilities, behavior disorders, learning disabilities, intellectual disabilities, and multiple disabilities (physical, sensory, communication, cognitive and behavioral) with concomitant disabilities. There is an emphasis on education grades Pre K-12 and postsecondary. Content includes extensive exploration of various curricular theories focusing on individual and group approaches.

# Student Learning Outcomes: After completing this course you will:

***COURSE OBJECTIVES*: This course is designed to teach university students to:**

* 1. Demonstrate knowledge of the characteristics and service needs of individuals of varying ages and a variety of types of severe/profound behavior disorders, learning disabilities, intellectual disabilities, and multiple disabilities.
  2. Demonstrate knowledge of administrative arrangements, service delivery systems, school- care giver relationships, and curricular content bases related to educational services for individuals’ birth through 21 years of age who have severe/profound behavior disorders, learning disabilities, intellectual disabilities, and multiple disabilities.
  3. Describe the impact of cognitive and affective manifestations on learning, curriculum and program development, and needed services and supports for students with Severe/profound behavior disorders, learning disabilities, intellectual disabilities, and multiple disabilities. *Rules 35(1)(a)1, 36(1)(a)1.*
  4. Identify the array of residential, vocational, and leisure services available for students with severe/profound behavior disorders, learning disabilities, intellectual disabilities, and multiple disabilities.

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* 1. Demonstrate knowledge of assessment and intervention procedures appropriate for evaluation and educational programming with infant, toddler, preschool children, school- aged children, and youth who have severe/profound behavior disorders, learning disabilities, intellectual disabilities, and multiple disabilities.
  2. Describe technological advances and their impact on individuals with severe/profound levels behavior disorders, learning disabilities, intellectual disabilities, and multiple disabilities. *Rule 34(1)(a)12.*
  3. Identify the mandates of PL 94-142 and other legislation and their impact on services provided to individuals with severe/profound behavior disorders, learning disabilities, intellectual disabilities, and multiple disabilities. *Rule 34(1)(a)1.*
  4. Describe various curricula, teaching techniques/methods, and materials of instruction for students with severe/profound behavior disorders, learning disabilities, intellectual disabilities, and multiple disabilities.
  5. Identify resource agencies that provide personnel and services for improving and strengthening educational programs for individuals with severe/profound behavior disorders, learning disabilities, intellectual disabilities, and multiple disabilities. *Rule 34(1)(a)8.*
  6. Develop and implement appropriate school healthcare plans and specialized instruction and therapeutic techniques including physical and behavior management. *Rules 35(1)(b)9, 36(1)(b)9.*
  7. Supply the most common definitions and characteristics of children with severe/profound affective/social/behavioral disorders as well as how those characteristics impact learning, curriculum development and needed services and supports. *Rule 35(1)(a)1, 36(1)(a)1.*
  8. Describe the most common theories and educational approaches used with children with severe/profound affective/social/behavioral disorders. *Rule 35(1)(a)1, 36(1)(a)1*
  9. Identify cultural and socioeconomic factors and their impact on eligibility and programming. *Rule (1)(a)9.*
  10. Identify resource agencies that provide personnel and services for improving and strengthening educational programs for individuals with severe/profound learning disabilities. *Rule 34(1)(a)8.*
  11. Observe, interact with, and respond to infants, toddlers, preschoolers, elementary-school, middle-school, or high-school individuals who have severe/multiple disabilities.

1. **COURSE CONTENT SCHEDULE This syllabus** is a tentative outline for the course and is **subject to change** with advance notice from the instructor.

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| **Dates** | **Topic** | **Assigned Readings** | **Assignments & Due Date Quizzes & Exams will close after due**  **date and will NOT REOPEN** |
| **01/14**  **Thursday Week 1**  **MODULE 1**  **ZOOM CLASS MEETING**  **Thursday 4:00 to 6:30pm** | **Module 1**  Course Introduction Legislation & FAPE  History of Early Childhood & Special Education  Transition, Families, & IDEA Supporting learners with ID and DD Supports Module | **Review** Syllabus  **Textbook:**  *Instruction of Students with Severe Disabilities* Chapters 1-2 | **DUE Wed. January 20th by 11:59pm Module 1**   * Quiz 1 First Day Class Introduction * Quiz 2 Early Childhood Special Ed. * Application Activity 1 Reflections on IEPs * Application Activity 2 ECSE Discussion Questions * **Participation Points**   Watch all MODULE 1 videos by January 20th Wed. by 11:59pm   * **Critical Thinking Activity DUE 01/14 RSED 5140 undergraduate** complete in ZOOM or in person class meeting **Graduate level RSED 6146** complete via CANVAS (Due January 20th) |

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| **Dates** | **Topic** | **Assigned Readings** | **Assignments & Due Date Quizzes & Exams will close after due**  **date and will NOT REOPEN** |
| **01/21**  **Thursday Week 2**  **MODULE 2**  **ZOOM CLASS MEETING**  **Thursday 4:00 to 6:30pm** | **Module 2:**  Summative & Formative Assessment Compare & contrast formal vs. informal assessments  Task analytic measurement Data-Driven decision making Social Validity  Graphing Data  Foundational Components of Instruction Task analytic measurement  **Field Hours Part 1 MAST –Task Analysis** | **Textbook:**  *Instruction of Students with Severe Disabilities*  Chapter 3-5 | **DUE Wed. January 27th by 11:59pm Module 2**   * Quiz 3 Instruction of Students with Severe Disabilities Chapters & Ch. 3-5 * Application Activity 3 Behavior * Field Hours Part 1 MAST-- Task Analysis * **Participation Points**   Watch all MODULE 2 videos by January 27yh Wed. by 11:59pm   * **Critical Thinking Activity DUE 01/21 RSED 5140 undergraduate** complete in ZOOM or in person class meeting   **Graduate level RSED 6146** complete via CANVAS (Due January 27th) |
| **01/28**  **Thursday Week 3**  **MODULE 3**  **Face to Face Flexible Thursday 4:00 to 6:30pm** | **Module 3:**  Theoretical basis for Video Modeling Components of Video Modeling Types of Video Models  Steps in creating video prompting models Create a task analysis  Systematic Instruction  **Instructional Project Part 1 Task Analysis** | **Readings located in MODULE 3**   * *Implementing Task Analyses Handou*t   **Textbook:**  *Systematic Instruction for Students with Moderate and Severe Disabilities* Chapters 1-3 | **DUE Wed. Feb. 03 by 11:59pm Module 3**   * Quiz 4 Evidence-Based Video Modeling & Implementing Task Analysis & Collins Chapters 1-3 * Instructional Project--Task Analysis for CASE STUDY   **Participation Points**  Watch all MODULE 3 videos by Feb. 03th Wed. by 11:59pm   * **Critical Thinking Activity DUE 01/28 RSED 5140 undergraduate** complete in ZOOM or in person class meeting **Graduate level RSED 6146** complete via CANVAS (Due Feb. 03) |

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| **Dates** | **Topic** | **Assigned Readings** | **Assignments & Due Date Quizzes & Exams will close after due**  **date and will NOT REOPEN** |
| **02/04**  **Thursday Week 4**  **MODULE 3 REVIEW**  **Face to Face Flexible Thursday 4:00 to 6:30pm** | **REVIEW Module 3:**  Theoretical basis for Video Modeling Components of Video Modeling Types of Video Models  Steps in creating video prompting models Create a task analysis  Systematic Instruction  **ADDRESS FEEDBACK ON**  **Instructional Project**  **Part 1 Task Analysis Revision**  **Video Prompting Model Draft** | **Readings located in MODULE 3**   * *Implementing Task Analyses Handou*t   **Textbook:**  *Systematic Instruction for Students with Moderate and Severe Disabilities* Chapters 1-3 | **DUE Wed. Feb. 10 by 11:59pm Review Module 3**   * Address Feedback on Instructional   Project--Task Analysis for CASE STUDY   * **Critical Thinking Activity DUE 02/04 RSED 5140 undergraduate** complete in ZOOM or in person class meeting **Graduate level RSED 6146** complete via CANVAS (Due Feb. 10) |
| **02/11**  **Thursday Week 5**  **MODULE 4 NO CLASS**  **Meeting EXAM 1**  **Via CANVAS** | **Module 4:**  **EXAM 1 OPENS Thursday, Feb. 11th** | **Exam 1 covers**  **Modules 1 through 3 and all material addressed** | **DUE Wed. Feb. 17th by 11:59pm Complete EXAM 1 via CANVAS**  **Exam 1 will close after due date and will NOT REOPEN.** |

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| **Dates** | **Topic** | **Assigned Readings** | **Assignments & Due Date Quizzes & Exams will close after due**  **date and will NOT REOPEN** |
| **02/18**  **Thursday Week 6**  **MODULE 5**  **Face to Face Flexible Thursday 4:00 to 6:30pm** | **Module 5: Instructional Project** Video Prompting Model  Teaching Video Prompting Model Systematic Instruction  Baseline Data  Writing IEP Goals & Objectives Progress Monitoring  Graphing & Interpreting Data  **Field Hours Part 2**  **MAST –Prompting Systems** | **Readings located in MODULE 5**  *Systematic Instruction for Students with Moderate and Severe Disabilities*  Chapters 1-3 | **DUE Wed. Feb. 24th by 11:59pm Module 5**   * Quiz 5 Video Prompting & Measuring progress * Instructional Project-- Video Prompting * Field Hours Part 2 MAST—Prompting Systems   **Participation Points**  Watch all MODULE 5 videos by Feb. 24th Wed. by 11:59pm   * **Critical Thinking Activity DUE 02/18 RSED 5140 undergraduate** complete in ZOOM or in person class meeting **Graduate level RSED 6146** complete via CANVAS (Due Feb. 24) |
| **02/25**  **Thursday Week 7**  **MODULE 5**  **Face to Face Flexible Thursday 4:00 to 6:30pm** | **REVIEW Module 5: Instructional Project** Video Prompting Model  Teaching Video Prompting Model | **Readings located in MODULE 5**  *Systematic Instruction for Students with Moderate and Severe Disabilities*  Chapters 1-3 | **DUE Wed. March 4th by 11:59pm Module 5**   * Instructional Project-- Video Prompting Model * Video Prompting Model DUE * **Critical Thinking Activity DUE 02/25 RSED 5140 undergraduate** complete in ZOOM or in person class meeting **Graduate level RSED 6146** complete via CANVAS (Due March 03) |

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| **Dates** | **Topic** | **Assigned Readings** | **Assignments & Due Date Quizzes & Exams will close after due**  **date and will NOT REOPEN** |
| **03/04**  **Thursday Week 8**  **MODULE 6**  **Face to Face Flexible Thursday 4:00 to 6:30pm** | **Module 6: Instructional Project**  Writing IEP Goals & Objectives Systematic Instructional Plan Data Interpretation and graphing Types of systematic instruction Instructional Design  Naturalistic Language Strategies | **Textbook: Review** *Systematic Instruction for Students with Moderate and Severe Disabilities* Chapters 4-6 | **DUE Wed. March 10th by 11:59pm Module 6**   * Quiz 6 Systematic Instruction & Graphing Data & IEP goal/obj writing * Instructional Project—IEP Goals & Objectives * **Participation Points**   Watch all Lectures by March 10th by 11:59pm   * **Critical Thinking Activity DUE 03/04 RSED 5140 undergraduate** complete in ZOOM or in person class meeting **Graduate level RSED 6146** complete via CANVAS (Due March 10) |
| **03/11**  **Thursday Week 9**  **MODULE 7**  **Face to Face Flexible Thursday 4:00 to 6:30pm** | Module 7   * List and describe two evidence-based practices to use when teaching reading skills. * Describe the components of the ACCESS model * Describe how to use the ACCESS model when teaching students writing skills * List and explain a method to adapt books.   Field Hours  MAST –Adapting Books | READINGS located in Module 7  ACCESS Article  Literacy Instruction Chapter | **DUE Wed March 17 by 11:59pm Module 8**   * Quiz ACCESS Article * Field Hours MAST—adapting books   **Participation Points**  Watch all Lectures by March 17 by 11:59pm   * **Critical Thinking Activity DUE 03/11 RSED 5140 undergraduate** complete in ZOOM or in person class meeting **Graduate level RSED 6146** complete via CANVAS (Due March 17) |

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| **Dates** | **Topic** | **Assigned Readings** | **Assignments & Due Date Quizzes & Exams will close after due**  **date and will NOT REOPEN** |
| **03/18**  **Thursday Week 10**  **MODULE 8 NO CLASS**  **Meeting**  **EXAM 2**  **Via CANVAS** | **Module 8**  **EXAM 2 OPENS March 18** | **Exam 2 covers**  **Modules 5 to 7 and all material addressed** | **DUE Wed. March 24th by 11:59pm Complete EXAM 2 via CANVAS**  **Exam 2 will close after due date and will NOT REOPEN.** |
| **03/25**  **Thursday Week 11**  **MODULE 9**  **Face to Face Flexible Thursday 4:00 to 6:30pm** | **Module 9**  **Exceptionality Project**  **Part 1 ASD Early Childhood Part 2 Visual Supports** | **Textbook:**  *Systematic Instruction for Students with Moderate and Severe Disabilities* Chapters 9-11 | **DUE Wed. March 31st by 11:59pm Module 9**  Quiz Collins Chapters 9-11 & Visual Supports  Quiz Prenatal Quiz   * **Exceptionality Project**   **Part 1 ASD Early Childhood Part 2 Visual Supports**  **Participation Points**  Watch all Lectures by March 31st by 11:59pm   * **Critical Thinking Activity DUE 03/25 RSED 5140 undergraduate** complete in ZOOM or in person class meeting **Graduate level RSED 6146** complete via CANVAS (Due March 31st) |

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| **Dates** | **Topic** | **Assigned Readings** | **Assignments & Due Date Quizzes & Exams will close after due**  **date and will NOT REOPEN** |
| **04/01**  **Thursday Week 12 NO CLASS** | **Wellness Day No Class** |  |  |
| **04/08**  **Thursday Week 13**  **MODULE 10**  **Face to Face Flexible Thursday 4:00 to 6:30pm** | **Module 10**  MAPS  Person Centered Planning Steps in MAPS planning Alternative Standards  AAA Guidance & Program Decision Making  **Field Hours**  **MAST –Adapting Mathematics** | **READINGS in MODULE:**   * *Steps in MAPS Planning* * *Webinar Handout University of Vermont MAPS* * *Alternative Standards* * *AAA Guidance & Program Decisions* | **DUE Wed. April by 14th 11:59pm Module 9**   * Quiz MAPS & AAA * Field Hours MAST—Adapting Mathematics * **Participation Points**   Watch all Lectures by April 14th by 11:59pm   * **Critical Thinking Activity DUE 04/08 RSED 5140 undergraduate** complete in ZOOM or in person class meeting **Graduate level RSED 6146** complete via CANVAS (Due April 14th) |

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| **Dates** | **Topic** | **Readings** | **Assignments & Due Date** |
| **04/15**  **Thursday Week 10**  **MODULE 11 EXAM**  **Review EXAM 3**  **Via CANVAS** | **Module 11**  **EXAM 3 OPENS April 15th DUE TUESDAY April 20th** | **Exam 3 covers**  **Modules 9 & 10 and all material addressed** | **DUE TUES 04/ 20 by 11:59pm**  **Complete EXAM 3 via CANVAS**  **Exam 3 will close after due date and will NOT REOPEN.** |

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# COURSE REQUIREMENTS/EVALUATION:

**Students are required to**

1. Successfully complete all required activities, quizzes, and projects and will submit their projects via CANVAS no later than the date designated for each project,
2. Take and pass all required exams,
3. Watch all class lectures,
4. Read assigned materials within the delineated time.
5. Attend weekly class ZOOM sessions or in person sessions and participate in class discussions and activities

# STRUCTURE/SCHEDULE OF CLASS SESSIONS:

**For students in RSED 5140 undergraduate level and RSED 6140 graduate level, the first two weeks of class will be conducted solely via ZOOM. We will not meet in person the first two weeks of class. For students in RSED 5140 undergraduate level and RSED 6140 graduate level, this course is being offered in a face to face flexible format. For the face to face flexible format this course is using the HyFlex format. Beginning on January 28th, students can choose weekly whether to attend the course in person or via live ZOOM on Thursdays at 4:00 to 6:30pm.**

# For students in RSED 6146 graduate level your material will be posted each Friday via CANVAS.

**This course is presented in a flipped classroom format. The majority of lectures are recorded and posted on CANVAS. Weekly course meetings will include critical thinking activities that RSED 5140 and 6140 students must complete during in person or via ZOOM class. RSED 6146 students will complete their critical thinking activities via CANVAS.** The course will include weekly assigned readings, assignments, lectures, activities, and quizzes. The course is not self-paced and you will need to ensure you keep up with the pace of the course and to complete weekly assignments. This course is organized by modules to help with the organization of the information and assignments as you move through the course.

Weekly ZOOM Office Hours are available by appointment. Email your instructor, to make an appointment. The instructor will send you a ZOOM link. You can attend via video or audio.

Students in **RSED 5140 undergraduate level and RSED 6140 graduate level,** are required to attend class weekly via live ZOOM meetings or in person. **RSED 5146/6140/6146 students** are required to visit the CANVAS course site regularly to access course material, lectures, activities, assignments, quizzes, and exams via CANVAS. All lectures will be recorded and available via CANVAS. Students will watch all lectures and will complete assigned readings, quizzes, activities, and coursework by the delineated DUE DATES in the syllabus and in CANVAS. You will be expected to log into the course weekly and on a regular basis and keep up with assignments as this course is not a self-paced course. **If you have any problems logging into the course, be sure to contact OIT and alert me by regular email or voicemail (text, etc. depending on your desires as an instructor).**

[IT Service Desk](http://www.auburn.edu/oit/)

# Exams (600 points)

Another requirement of this course is the completion of **three 50-minute online examinations**. All Exams will consist 25 items which will include a variety of item times such as multiple choice, true/false, applied activities, and matching questions. All students will access and complete their exams via CANVAS. These exams are timed and must be -completed during the allotted time period and due date. All exams must be completed individually and must represent your own work and responses.

# Check for Understanding Quizzes (100 points)

There will be 10 online quizzes each worth **10 points**. The quizzes will focus on the required readings, course materials, and class activities. These Check for Understanding Quizzes are designed for you to evaluate your understanding of course material and assignments. **You can take the Quiz up to 3 times to achieve the 100% score. Your highest grade will be recorded. You should complete these quizzes individually with your answers representing your own work.**

# Undergraduate Level Instructional Planning Project (300 points)

You will complete an instructional planning project. You will identify a skill to assess and teach. First, you will create an assessment instrument (i.e., task analysis, self- monitoring tool) to use to measure pre-requisite skills and to monitor performance for skill acquisition. Second, you will create a long-term measurable Goal with all SMART components. Third, you will create three objectives that include SMART components that use your assessment instrument as a baseline and progress-monitoring tool. Fourth, you will design a systematic instructional plan where you will use a systematic instructional method(s) to teach the target skill and video modeling. The systematic instructional plan will include the following components: AT supports, accommodation supports to develop independence and autonomy, evidence-based steps in systematic instruction including fading supports and promoting generalization of the skill. Fifth, you will graph and interpret data.

# Graduate Level Instructional Planning Project (300 points)

Graduate students will complete ALL COMPONENTS of Instructional Planning Project included in the undergraduate level description above. In addition, graduate students will read two published peer-reviewed articles. The articles will pertain to an experimental study conducted with individuals with severe disabilities that investigated the systematic instructional method that is used in their Instructional Planning Project. Graduate students will complete article discussion questions, synopsis of articles, and deliver a brief presentation of their findings.

# Participation Points Watch Module Lectures (300 points)

You are required to **WATCH ALL LECTURES IN THEIR ENTIRETLY** within each MODULE. There are 8 MODULES with lectures in each MODULE. Each MODULE is worth 37.5 points. Participation points are earned by watching 100% of each lecture and by watching all of the lectures in each MODULE. CANVAS.

# Panopto statistics record individual views and the viewing length times for each lecture. Lectures must be watched by the due date indicated in the syllabus.

1. **Exceptionality Project (200 points)**

You will complete two modules. Module 1 pertains to ASD and early intervention. Module 2 pertains to visual supports. You will need to complete all parts of each of the modules. This will include pre- and post-test assessments and discussion questions for each module.

# Field service 10-hour requirement (200 points)

For your field service 10- hour requirement, you will complete 3 application activities and 4 MAST MODULES. You will complete all parts of each activity and module.

This will include post assessments and discussion questions for respective modules and activities.

# Critical Thinking Activity (10 Critical Thinking Activities = 50 points each) Total Points = 500

You will complete each Critical Thinking Activity during the live weekly ZOOM class meetings and in-person meetings. These activities provide the student with hands-on learning experiences where they will apply concepts learned through lectures, readings, application activities, and other class materials. **Weekly course meetings will include critical thinking activities that RSED 5140 and 6140 students must complete during in person or via ZOOM class. RSED 6146 students will complete their critical thinking activities via CANVAS.**

1. **EVALUATION:** Final grades will be based on points assigned through completion and evaluation of course requirements and grades will be assigned on the basis of number of accumulated points, as follows:

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| **ASSIGNMENTS** | **Points per**  **activity** | **Total Points Possible** | **Approximate**  **% of grade** |
| **Check for Understanding Quizzes (10)** | 10 | 100 | 4.5% |
| **Critical Thinking Activities (10)** | 50 | 500 | 22.7% |
| **10 Hour Field Service Requirement** | See below | 200 | 9.1% |
| * **Application Activity 1 Reflections on IEP videos** | 30 |  |  |
| * **Application Activity 2 History of ECSE & SP ED** | 30 |  |  |
| * **Application Activity 3 Behavior** | 10 |  |  |
| * **MAST Module Part 1—Task Analysis** | 35 |  |  |
| * **MAST Module Part 2—Prompting Systems** | 35 |  |  |
| * **MAST Module Part 3—Math Instruction** | 30 |  |  |
| * **MAST Module Part 4 – Adapting Books** | 30 |  |  |
| **Participation Points Watch All Lectures (8 MODULES)** | 37.5 | 300 | 13.6% |
| **Instructional Planning Project Graduate/Undergraduate** | 300 | 300 | 13.6% |
| **Exceptionality Project Parts 1 & 2** | 200 | 200 | 9.1% |
| **Exams (3)** |  | 600 | 27.4% |
| * **Exam 1** | 200 |  |  |
| * **Exam 2** | 200 |  |  |
| * **Exam 3** | 200 |  |  |
| **Total Points** |  | **2,200** | **100%** |

# Final Course Grades will be Assigned for Undergraduate or Graduate as follows:

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| **Letter Grade** | **Percentage** | **Points** |
| **A** | **90 - 100** | **1,980 to 2,200** |
| **B** | **80- 89** | **1,760 to 1,979** |
| **C** | **70-79** | **1,540 to 1,759** |
| **D** | **65-69** | **1,430 to 1,539** |
| **F** | **64 and below** | **1,429 and below** |

1. **CLASS POLICY:**

# *Extra Credit:* No extra credit opportunities will be provided. Final grades will be comprised of points earned on the activities, tests, and projects described in the syllabus.

**COVID Related Policies**

Due to the Coronavirus pandemic, public health measures have been implemented across Auburn’s campus. Students should stay current with these practices and expectations through the campus reentry plan, [A Healthier U (Links to an external site.).](https://ahealthieru.auburn.edu/) The sections below provide expectations and conduct related to COVID-19 issues.

**Health and Participation in Class**

You are expected to complete your Healthcheck screener daily.

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 must follow the instructions on the Healthcheck app. 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.

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

* Notify me in advance of your absence, if possible
* Provide me with medical documentation, if possible
* Keep up with coursework as much as possible
* Participate in class activities and submit assignments remotely 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.

Students with questions about COVID-related illnesses should reach out to the COVID Resource Center at (334) 844-6000 or at [ahealthieru@auburn.edu.](mailto:ahealthieru@auburn.edu)

**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](http://wp.auburn.edu/scs/) [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/))

**A Healthier U Campus Community Expectations**

We are all responsible for protecting ourselves and our community. Please read about student expectations for fall semester, including completing the daily GuideSafe™ Healthcheck ([https://ahealthieru.auburn.edu/ (Links to an external site.)](https://ahealthieru.auburn.edu/)).

You are expected to (1) take your temperature daily and (2) complete your Healthcheck screener to receive your A Healthier U pass.

**Course Expectations Related to COVID-19**

* **Face Coverings**: As a member of the Auburn University academic community you are required to follow all university guidelines for personal safety with face coverings, physical distancing, and sanitation. **Face coverings are required in classes including our small in- person group class meetings and in all campus buildings**. Note that face coverings must meet safety specifications, be worn correctly, and be socially appropriate. You are required to wear your face coverings at all times. If you remove your face covering or are non-compliant with the university’s [policy on face coverings (Links to an external site.)](https://ocm.auburn.edu/news/coronavirus/updates/20200618-face-masks-required.php?ref=coronavirus), you will be instructed to leave the classroom and will be held to the protocols outlined in the [Auburn](https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassroomBehavior.pdf) [University Policy on Classroom Behavior (Links to an external site.).](https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassroomBehavior.pdf) Any student who willfully refuses to wear a face covering and does not have a noted accommodation may be subject to disciplinary action.
* **Physical Distancing**: **For the in-person class meetings use** classroom signage/avoid congregating around doorways before or after class for person group class meetings. If the instructional space has designated entrance and exit doors, you should 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.**
* **Course Attendance**: If you are quarantined or otherwise need to miss class because you have been advised that you may have been exposed to COVID-19, you will be expected to develop a plan to keep up with your coursework during any such absences.
* **Technology Requirements:** This course may require particular technologies to complete coursework. If you need access to additional technological support, please contact the AU Bookstore at [aubookstore@auburn.edu.](mailto:aubookstore@auburn.edu)

*Disruptive or concerning classroom behavior involving the failure to wear a face covering, as directed by Auburn University, represents a potential Code of Student Conduct violation and*

*may be reported as a non-academic violation. Please consult the* [*Classroom Behavior*](https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassroomBehavior.pdf)[*Policy* (Links to an external site.)](https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassroomBehavior.pdf)*.*

# Course Delivery Changes Related to COVID-19

Please be aware that the situation regarding COVID-19 is frequently changing, and the delivery mode of this course may adjust accordingly. In the event that the delivery method is altered, 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 Canvas as soon as possible. Please be prepared for this contingency by ensuring that you have access to a computer and reliable Internet.

# ACADEMIC INTEGRITY

Auburn University has adopted an Honor System proposed by its students and faculty to promote academic integrity and has enacted the following code:

*“We, the faculty, instructors, and students of the (University course here) pledge to fulfill our mutual responsibilities to each other and the academic community at large with honor and integrity in order to build and maintain a climate of respect and trust that will enhance our research, teaching, and learning. We will support the Honor System of the School, and will not tolerate activities that undermine academic integrity.”*

Academic dishonesty is an offense that will be reported to the Academic Honesty Committee.

Please refer to the following document for further information regarding academic honesty: [Auburn University Student Academic Honesty Code](https://sites.auburn.edu/admin/universitypolicies/policies/academichonestycode.pdf)

**Academic Honesty Policy**: All portions of the Auburn University student academic honesty code (Title XII) found in the Student Policy eHandbook 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.

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

**POLICY STATEMENTS**

**Excused Absences: Please also please read the Covid-19 policy information located within this syllabus.** 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 consult the *Student Policy* eHandbook 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 absence(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 circumstances, no make-up exams will be arranged during the last three days before the final exam period begins.

**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).

***Assignments:*** All written assignments are expected to use person-first language (i.e. “child with a disability” rather than “disabled child”). Written assignments are expected to be typewritten, grammatically accurate, and free of spelling and typographical errors. Assignments are to be of a quality that would be expected of a professional. **Please do not email me assignments, they will not be graded. All Assignments must be submitted via CANVAS and typed.**

All assignments must be turned in when due via CANVAS unless otherwise indicated. Assignments must be turned in by the student completing the assignment. **No late assignments** will be accepted unless the instructor has received **prior notice of absence** (via phone, email, etc…) that can be verified as a university approved excuse. When prior notice is provided and the student 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.

***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

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

***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 *Tiger Cub* for steps toward redress.