

DEPARTMENT OF

SPECIAL EDUCATION, REHABILITATION, AND COUNSELING

**Course Syllabus**

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

**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:** 3064 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:** Tuesday and Wednesday, 1:30 – 3:30 p.m. Other times by appointment

1. **Date Syllabus Prepared:** Updated December 2021

**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

Book Club book - Catapano, P. & Garland-Thomson R. (Eds) (2019). *About us: Essays from the disability series of the New York Times*. Liveright. ISBN: 978-1-631-49-858-9

*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/)*.*

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**All Access (for textbook)**

***Indicate you have read the information below and followed the directions by submitting a selfie screenshot of you with your e-textbook or if you choose to opt-out, a  selfie of you and the hard copy of the textbook. Please type, "I have my book" in the submission line.***

**What is All Access?**

All Access is Auburn’s program of delivering course materials to you digitally. Sometimes this will be a textbook, sometimes an access code. Your instructor has coordinated with the Bookstore to deliver this content for the course and help make sure you have what you need. All Access makes sure you are ready the first day of class, and the material is so much cheaper with this delivery that it’s the best way we can help you succeed in your courses at Auburn….financially and academically.

**What content am I getting?**

For this course, RSED 5000/6000/600, you’re getting access for the semester to **Vaughn, S., Bos, C., & Schumm, J. (2018). Teaching students who are exceptional, diverse, and at risk in the general education classroom, 7th edition.** You will also receive the **MyLab Education** materials for this course.

**How do I find it?**

First, you’ll retrieve your Pearson access code by using the RedShelf link on your Canvas course page.  Once you have that code, copy and paste it into the Pearson link on  Canvas, and you’re all set. See instructions on Canvas for more info. **Please use your @auburn.edu email to register for any All Access content.**

**What does it cost?**

For the first two weeks of class, everyone gets this content for free. All students in this course start as opted in to pay for the content for the course. **The discounted price you’ll be billed is $49. The print price used to be $159.95.**

If you want to opt out and not be charged, all you have to do is follow the instructions (see https://www.aubookstore.com/t-txt\_allaccessoptout1.aspx ). You’ll lose access at the end of the second week of class unless you’ve purchased it on your own.

If you want to opt-out and not be charged, all you have to do is follow the instructions (see [https://www.aubookstore.com/t-txt\_allaccessoptout1.aspx (Links to an external site.)](https://www.aubookstore.com/t-txt_allaccessoptout1.aspx) ). You’ll lose access at the end of the second week of class unless you’ve purchased it on your own.

**How do I pay?**

**If you opted in on February 2, then we’ll send the charge to your next ebill.**  This will be labeled as the course on your ebill so you’ll know. You’ll get an **email on February 1 to remind you** about the deadline.

**What if I’m on scholarship?**

The AU Bookstore can charge All Access content to any scholarship that we charge at the Bookstore.  Those will be done automatically when we bill.  If you are a scholarship student and would prefer print, please mail MNH0016@auburn.edu and we will order one for you.  These are done as requested and take three to five business days to arrive. We will ship these out to you, or you can pick them up in store.  Most scholarships will not pay for All Access and a print copy of the book.

**What is the refund policy?**

After the opt-out deadline, we can only offer refunds to students who have dropped the course or withdrawn from the university. That’s why the opt-out deadline will be crucial for you to decide if you want to be charged or not.

**An extra perk…you can get a print copy, too.**

If you remain opted into All Access, the publisher has made a low-cost print version available.  Request a copy by email to MNH0016@auburn.edu  with your course information included.  These are usually available for purchase during the second week of class.

**What if I need help?**

Pearson customer service for MyLab is always an option at [http://support.pearson.com (Links to an external site.)](http://support.pearson.com/)

RedShelf code support is available at [http://solve.redshelf.com (Links to an external site.)](http://solve.redshelf.com/)

 For most digital content in All Access, Google Chrome works best as a browser and you’ll want to make sure it’s up to date.

*We are always happy to help as well, especially if you have a question about All Access or something doesn’t look right.****Russell Weldon******books@auburn.edu******or 844-1352.***

*Also,*[*http://aub.ie/allaccess (Links to an external site.)*](http://aub.ie/allaccess)*has more info as well.*

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**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 12 | *What is the Foundation for the Education of Students with Disabilities?* | * Overview of the Course
* Introduction to Disabilities
 | People First Language<https://www.museumofdisability.org/docs/List_Acceptable_Terms.pdf> | **Student Information Form****Expectations Activity** **Textbook Confirmation****Book Club -** Selection (during class) |
| Week 2January 19 | * History and Foundations of Special Education
 | <https://www.museumofdisability.org/virtual-museum/index.html>Assigned Reading(s)Vaughn, Bos, & Schumm (2018*).* Chapter 1  | **Disability Today: Article Summary** – Dr. Rabren |
| Week 3January 26 | * Developing Success for All Learners
* Self-Determination
* Response to Intervention (RtI)
* The Special Education Process
 | Vaughn, Bos, & Schumm (2018*).* Chapters 2 and 3*;* Assigned Reading(s)  | **Book Club Discussion #1****Learning Activity** – Disability History**Disability Today: Article Summary** – Assigned Students- See Canvas |
| Week 4February 2 | * Service Delivery Models
* Collaboration/Family
* Culturally Responsive Teaching
 | Vaughn, Bos, & Schumm (2018*).* Chapters 1, 2, 3 *(continued)* and Chapter 4; Assigned Reading(s) | **Book Club Discussion #1 reply** **and** **Book Club Discussion #2****Disability Today: Article Summary** – Assigned Students- See Canvas**Learning Activity** – possible (check Canvas)**IRIS Module** 1 - *The Prereferral Process*  |
| Week 5February 9 | **Exam 1 DUE by 6:30 p.m.** |
| Week 6February 16 | *Who are Students with High Incidence Disabilities?* | * Specific Learning Disabilities (SLD)
* ADHD
 | Vaughn, Bos, & Schumm (2018*).* Chapter 6 Assigned Reading(s)  | **Book Club Discussion #2 reply****and****Book Club Discussion #3 post****Disability Today: Article Summary** – Assigned Students- See Canvas**IRIS Module 2 -** *Universal Design for Learning***Learning Activity** – possible (check Canvas) |
| Week 7February 23  | * Communication Disorders
* Intellectual Disabilities
* Developmental Disabilities
 | Vaughn, Bos, & Schumm (2018*).* Chapters Chapter 7 and 10; Assigned Reading(s)   | **Book Club Discussion #3 reply****and****Book Club Discussion#4 post****Disability Today: Article Summary** – Assigned Students- See Canvas**Learning Activity** – possible (check Canvas) |
| Week 8March 2 | * Emotional or Behavior Disorders
 | Vaughn, Bos, & Schumm (2018*).* Chapters Chapter 8, Assigned Reading(s) | **Book Club Discussion #4 reply****and****Book Club Discussion #5****Disability Today: Article Summary** – Assigned Students- See Canvas**Learning Activity** – Functional Behavior Assessment |
| March 7-11 | ***SPRING BREAK – No Class*** |
| Week 9March 16 | **Exam 2 DUE by 6:30 p.m.** |
| Week 10March 23 | *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
 | Vaughn, Bos, & Schumm (2018*).* Chapter 11; Assigned Reading(s) | **Book Club Discussion#5 reply****and****Book Club Discussion #6 post****Disability Today: Article Summary** – Assigned Students- See Canvas**Learning Activity** – possible (check Canvas) |
| Week 11March 30 | *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
 | Vaughn, Bos, & Schumm (2018*).* Chapters Chapter 5 and 9; Assigned Reading(s) | **Book Club Discussion #6 reply****and****Book Club Discussion #7 post****Disability Today: Article Summary** – Assigned Students- See Canvas**Learning Activity** – possible (check Canvas) |
| Week 12April 6 | Framework for Instruction: * Differentiating Instruction and Assessment
* Promoting Content Learning
 | Vaughn, Bos, & Schumm (2018*).* Chapters Chapter 12 and 13; Assigned Reading(s) | **Book Club Discussion #7 reply****and****Book Club Discussion #8 post****Disability Today: Article Summary** – Assigned Students- See Canvas**Learning Activity** – possible (check Canvas) |
| Week 13April 13 | *What are Instructional Considerations?* | Framework for Instruction *(continued):** Facilitating Reading and Writing
* Mathematics Instruction for Success
 | Vaughn, Bos, & Schumm (2018*).* Chapters 14, 15, and 16 | **Book Club - Summary & Reflection Paper****Disability Today: Article Summary** – Assigned Students- See Canvas**Learning Activity** – possible (check Canvas) |
| Week 14April 20 | * Life Span Issues
* Gifted, Creative, and Talented
 | Assigned Reading(s) | **Evidenced Based Practices Project** **General Strategies Project (Graduate Students Only)** |
| Week 15April 27 | **Exam 3 DUE by 6:30 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. **Learning Activities (TOTAL 50 points).** To enhance your learning experience, you need to become an active learner and engage in learning activities. Learning activities are designed to provide you an opportunity to immediately apply and enhance your learning experience. These activities will typically be introduced and completed during class, but you may need to begin and/or finish an activity after class hours. Some of these activities are listed in the syllabus, while others will be determined based on student need and interest. The number of points per activity will differ according to the complexity of the activity.

On-campus students must be present in class the day the learning activity is assigned. On-campus and online students must complete learning activities by assigned due date. (Note: If you have an excused absence the day a class activity is assigned and missed the assigned due date, please see the Make-Up Policy in the Class Policy section of this syllabus.)

1. **Book Club Assignment (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 a collection of writings by people with disabilities. 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 (see Canvas instructions and rubric.)
	* **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.
2. **Iris Modules:** The IRIS Center is supported by funds from the U.S. Department of Education to promote effective educational practices for all students, but especially for struggling students and those with disabilities. You will complete two IRIS modules/activities(**100 points total**; 50 points each).
3. **Disability Today:** You will submit a current issue **article summary/reflection.** 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. Your summary and reflection should be double-spaced and be about 1 ½ pages. The article summary should present the pertinent information from the article and your reflections should type the article content to class content.

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. If you are an on-line student, you will need to record your presentation and submit your recording and summary/reflection to Canvas. Your in-class reports should be about 3-5 minutes. This assignment is worth a maximum of **50 points**. Please see Canvas for individually assigned due dates.

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. **Each** exam is worth **100 points.**
2. **Evidence-Based Practices Paper/Poster**: You will develop a poster on an evidence-based practice (EBP) you are interested in (e.g., community-based instruction, promoting peer-assisted learning, system of least prompts). Refer to the [What Works Clearinghouse](https://ies.ed.gov/ncee/wwc/FWW/Results?filters=,Math), Children and Youth with Disabilities or another reputable national center to select your EBP. 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. This assignment is worth **100 points**.
3. **General Strategies Project (Graduate students only):** Graduate teaching certification students will develop a lesson plan following the guidelines discussed in class. Briefly, students will select a lesson plan that they have used in their content area (general education). You will adapt the lesson to include students with high incidence disabilities. 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, lesson plan using format provided, and supporting materials. This assignment is worth **100 points.**
4. **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  |
| Disability Today | 50 |  | Disability Today | 50 |
| Evidence-based Practices Project = | 100 |  | Evidence-based Practices Project = | 100 |
| Book Club Project = | 100  |  | Book Club Project = | 100  |
| 2 IRIS Modules @ 50 pts ea. = | 100  |  | 2 IRIS Modules @ 50 pts ea. = | 100  |
| Learning Activities =  | 50 |  | Learning Activities =  | 50 |
|  | **700** |  | *General Strategies (Graduate Project) =*  | 100 |
|  |  |  |  | **800** |

**Undergraduate Grade Scale: Graduate Grade Scale**

650 - 700 = A 750 - 800 = A

600 - 649 = B 700 - 749 = B

550 - 599 = C 650 - 699 = C

500- 549 = D 600 - 649 = D

Below 500 = F Below 600 = 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. Face Coverings. All students enrolled in this course are required to properly wear a face covering that covers the nose and mouth while inside the on-campus classroom, laboratory, studio, or office. Failure to comply with this requirement represents a potential Code of Student Conduct violation and may be reported as a non-academic violation. Please consult the [Classroom Behavior Policy](https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassroomBehavior.pdf) (Links to an external site.) for additional details.
2. Participation: Class attendance is a professional obligation. As such, you are expected to attend class and participate in class discussions and activities. You are responsible for any content covered in the event of an absence. Analytics of engaged time with Canvas is another measure that will be used to determined participation of all students (i.e., in-class and online).Participation also means that you should engage in class discussions (i.e., in-class discussion and Discussion Boards). Participation will also include your engagement with peers and contribution to group activities. You must satisfy all course objectives to pass the course.
3. Assignments: Assignments are to be of a quality that would be expected of a professional. All written assignments, unless otherwise noted, are expected to conform to the current style manual of the American Psychological Association (APA). All assignment should be grammatically accurate, and free of spelling and errors. Written assignments should be double-spaced (unless otherwise indicated) and are expected to be prepared with Microsoft Office (PPT or Word, as directions indicate).

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 the instructor prior to the submission due date.

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.

1. 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/>).
2. 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).*
3. Auburn University Policy on 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, telephony, and web activities associated with courses) may include, but are not limited to the following: arriving after a class has begun; eating or drinking; 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 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 Student Policy eHandbook).
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
	+ 1. **Justification for Graduate Credit**

This course requires extensive analysis of scholarly journal articles and other professional resources. This analysis requires students to use critical thinking skills to synthesize information from the class with the articles. These course requirements represent a rigorous standard of evaluation consistent with graduate credit.

**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 |  |  |