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| **RSED 5000/6000**  ***Advanced Survey of Exceptionality***  **Spring 2023**  **----------------------------------------------** |
| **Department of Special Education, Rehabilitation, and Counseling**  **College of Education**  INSTRUCTOR INFORMATION:  Alexcia Moore-Thompson, Ph.D.  [ajm0024@auburn.edu](mailto:ajm0024@auburn.edu)  Office Hours: By appointment  **----------------------------------------------** |

**Auburn University**

**Course Syllabus**

1. **Course Number:** RSED 5000/6000
2. **Course Title**: Advanced Survey of Exceptionality **Credit Hours**: 3 semester hours (Lecture 3) **Prerequisites:** None

**Corequisites:** None

1. **Term:** Spring 2023; Mondays 6:30pm-9:00pm via Zoom

**Instructor:** Alexcia Moore-Thompson, Ph.D.

**Contact Information:** [ajm0024@auburn.edu](mailto:ajm0024@auburn.edu)

**Office Hours: By appointment**

Updated January 2023. This syllabus is a tentative outline for the Spring 2023 semester and **is subject to change.**

1. **Text:** Vaughn, S., Bos, C., & Schumm, J. (2018*). Teaching students who are exceptional, diverse,55w and at risk in the general education classroom, 7th edition.* Upper Saddle River, NJ: Pearson. (**ALL MAJORS**) (Available through MyLab)

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

1. **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.

## Student Learning Outcomes:

*Upon completion of this course, students should be able to:*

* 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.
  6. Demonstrate knowledge of the general characteristics of disabilities and of their impact on cognitive development and learning. CACREP 2.F.3.e
  7. 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
  8. 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.
  9. 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,
  10. 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
  11. 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 .

# 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)**

* 1. 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*

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1. **Course Content Outline:**

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| **Date** | **Topic** | **Readings** | **Assignment Due** |
| **Jan. 16th**  **M**  **MLK Day** | *What is the Foundation for the Education of Students with Disabilities?*   * Overview of the Course * Introduction to Disabilities * Disability History * History of Special Education | **Vaughn et al. (2018), Chapter 1** | **No Class Meeting**  **Watch Chapter 1 Video**  **Complete Chapter 1 Checkpoint Quiz**  **(Bonus points for exam #1)** |
| **Jan 23rd** | *What is the Foundation for the Education of Students with Disabilities?*   * The Special Education Process * Self-Determination * Response to Intervention and Multitiered Systems of Support | **Vaughn et al. (2018), Chapter 2** | **Reflection Paper #1** |
| **Jan 30th** | *What is the Foundation for the Education of Students with Disabilities?*   * Service Delivery Models * Collaboration/Family * Culturally Responsive Teaching | **Vaughn et al. (2018), Chapter 3**  **Vaughn et al. (2018), Chapter 4** | **IRIS Module** **#1** The Pre-Referral Process |
| **Feb 6th** | *Who are Students with High*  *Incidence Disabilities?*   * Communication Disorders * Intellectual Disabilities * Developmental Disabilities * Exam 1 Test Review | **Vaughn et al. (2018), Chapter 7**  **Vaughn et al. (2018), Chapter 10** | **IRIS Module #2** Related Services  **Disability Today -** Presentation |
| **Feb 13th** | **NO CLASS MEETING**  **Exam 1 due @11:59pm on Canvas** | | |
| **Feb 20th** | *Who are Students with High*  *Incidence Disabilities?*   * Specific Learning Disabilities (SLD) * ADHD | **Vaughn et al. (2018), Chapter 6** | **Reflection Paper #2**  **Disability Today-** Presentation |
| **Feb. 27th** | *Who are Students with High*  *Incidence Disabilities?*   * Emotional or Behavior Disorders | **Vaughn et al. (2018), Chapter 8** | **IRIS Module #3-** Universal Design for Learning  **Disability Today-** Presentation |
| **Mar. 6th -10th** | **NO CLASS MEETING**  **Spring Break** | | |
| **March 13th** | *Who are Students with Low*  *Incidence Disabilities?*   * Autism * Sensory Impairments | **Vaughn et al. (2018), Chapter 9** | **Reflection Paper #3**  **Disability Today-** Presentation |
| **March 20th** | *Who are Students with Low*  *Incidence Disabilities?*   * Physical, Health Disorders and TBI * Severe Disabilities | **Vaughn et al. (2018), Chapter 11** | **Disability Today-** Presentation |
| **March 27th** | **NO CLASS MEETING**  **Exam 2 due @11:59pm on Canvas** | | |
| **April 3rd** | *Framework for Instruction*   * Teaching & Learning, Differentiated Instruction, and Assessment | **Vaughn et al. (2018), Chapter 12**  **Vaughn et al. (2018), Chapter13** | **IRIS Module #4-** Differentiated Instruction: Maximizing the Learning of All Students  **Disability Today-** Presentation |
| **April 10th** | *Framework for Instruction*   * Teaching Reading & Writing | **Vaughn et al. (2018), Chapter 14**  **Vaughn et al. (2018), Chapter 15** | **Article Share**  **Disability Today-** Presentation |
| **April 17th** | *Framework for Instruction*   * Teaching Mathematics | **Vaughn et al. (2018), Chapter 16** | **Disability Today-Article Summary**  **Disability Today-** Presentation  **Reflection Paper #4** |
| **April 24th** | Evidenced Based Practice or High Leverage Practices Presentations |  | **EBPs or HLP Presentation** |
| **May 1st** | **NO CLASS MEETING**  **Take Home Final Exam**  **Exam 3 due @11:59pm on Canvas** | | **General Strategies for Major** |

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

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

1. **Exams:** There will be three examinations during the term. Exams will be a combination of objective and short answer items.
2. **General Strategies for Major: *Graduate students only****:*

*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). They 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, lesson plan using format provided, and supporting materials.

1. **Evidence-Based Practice or High Level Practices (HLP) Presentation**: Students will develop a presentation or p oster (see examples on canvas)on an instructional, behavioral, or social issue they are interested in (e.g., motivating adolescent readers, promoting social skills, using hands-on learning). Included in this project will be a visual representation (i.e. PowerPoint, Jam board, etc) 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 50 words. Presentations will be the last day of class.
2. **Reflection Paper-** Students will write 4 reflection papers based on their 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.
3. **Iris Modules:** Students will complete 4 **IRIS modules/activities**. They must complete (1) *IRIS Module –Related Services and Common Support for Students with Disabilities* and (2) *Collaborating with Families,* (3) *The Pre-Referral Process: Procedures for supporting students with academic and behavioral concerns (4) Differentiated Instruction: Maximizing the learning of all students. (100 points total; 25 points each)*
4. **Disability Today Article Summary:** Students will submit an **Article Summary that relates to Disability Today.** Students will choose, summarize, and reflect on an article from the media (newspaper, newsmagazine, science magazines, journals, or internet) dealing with a topics/ideas covered in class. Article summaries should be about ¾-1 page and reflections tying article content to class ideas should be about ¼-1/2 page. In class, students 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 5 minutes.
5. **Article Share:** Students will read a minimum of two articles focusing on effective special education practices from list provided by teacher. They will be prepared to participate in article discussion activity.

## Rubric and Grading Scale:

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

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| --- | --- | --- |
| **Undergraduate Students** |  | **Graduate Students** |
| 3 Exams (100, 100, 100) = 300 pts  Evidence-Based Practices/HLP = 100pts 4 Reflection Papers @ 25 pts ea. = 100pts 4 IRIS Modules @ 25 pts ea. = 100 pts Article Summary = 75 pts  Article Share = 75 pts **Total = 750 pts** | | 3 Exams (100, 100, 100) = 300 pts  *Graduate Project Lesson Plan =*100pts Evidence-Based Practices/HLP = 100 pts 4 Reflection Papers @ 25 pts ea. = 100 pts  4 IRIS Modules @ 25 pts ea. = 100 pts Article Summary = 75 pts  Article Share = 75 pts **Total = 850 pts** |
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## Undergraduate Grade Scale: Graduate Grade Scale

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

## Class Policy Statements:

1. Participation: Students are expected to participate in all class discussions and participate in all exercises. 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. Students are responsible for initiating arrangements for missed work. Students must satisfy all course objectives to pass the course.
2. Excused Absences: Students are granted excused absences from class for the following reasons: Illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for University classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from 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/>).

1. 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).*

1. 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).
2. 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.
3. 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.
4. 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

***Note: All assignments must be submitted to Canvas in order to be scored. Additionally, only assignments submitted in the requested format 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 the instructor prior to the submission due date.***

Course Assessment Map

RSED 5000/6000/6006-Advanced Study of Exceptionality

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| --- | --- | --- | --- | --- |
| Course Objectives | Course Assessments | | | |
| Exam 1 | Exam 2 | Exam 3 | Presentation |
| 1. Demonstrate knowledge of the general characteristics of disabilities and of their impact on cognitive development and learning | X | X | X | X |
| 2. Demonstrate knowledge of the components and characteristics of collaboratively designed and implemented individual  behavioral support plans . |  | X | X |  |
| 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 . 290- 3-3-.03(4)(c)3.(i). | X | X | X |  |
| 4. Demonstrate knowledge of the indicators of the need for special education services. 290- 3-3-.03(4)(c)3.(ii). | X |  |  |  |
| 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. | X |  | X |  |
| 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. | X |  | X |  |

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| --- | --- | --- | --- | --- |
| 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)** |  | X |  |  |
| 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)** |  | X |  |  |