

Auburn University Course Syllabus
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Course Number: RSED 3000, Tuesdays/Thursdays Summer 2013
Course Title: Diversity and Exceptionality of Learners
Credit Hours: 3 semester hours
Prerequisites: none
Instructor: Kemeche Green
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Office Hour: By appointment

1. DATE SYLLABUS PREPARED: updated June 2008

2. TEXTBOOK:

Vaughn, S., Bos, C., & Schumm, J. (2011). *Teaching students who are exceptional, diverse, and at-risk in the general education classroom* (5th ed). New Jersey: Pearson Education.

ADDITIONAL READINGS AVAILABLE ON Canvas.

Wehmeyer, M.L. (2002). Self-determination and the education of students with disabilities.
Retrieved from <http://www.cec.sped.org/AM/Template.cfm?Section=Home&TEMPLATE=/CM/ContentDisplay.cfm&CONTENTID=2337> on August 2, 2006.

3. COURSE DESCRIPTION: Exploration of philosophical, social, cultural, and individual factors that have shaped the civil rights of and education for individuals with disability; examination of educational experiences of diverse learners and teachers' roles and responsibilities with respect to teaching all students in inclusive classrooms.

4. COURSE OBJECTIVES:

Course objectives include a subset of key indicators from the Alabama Quality Teaching Standards. Indicators assigned to this course for assessment are listed below and pertain to human development; organization and management; cultural, ethnic and social diversity; special needs diversity; collaboration; and local, state, and federal laws.

1. Discuss exceptionality as a type of diversity in the classroom. (290-3-3.04 (2)(c)1.(iii); (290-3-3.04 (4)(c)1.(i))
2. Discuss the educational rights for individuals with disabilities. (290-3-3.04 (5)(c) 6. (i); (290-3-3.04 (4)(c)3(ii);
3. Discuss self-determination and advocacy as they relate to the rights of persons with disability. (290-3-3.04 (5)(c) 6. (i)
4. Identify the interests and preferences of students with diverse needs including students with disabilities.(290-3-3.04 (4)(c)1.(i)
5. Identify and discuss the legal foundations for persons with disabilities. (290-3-3.04 (5)(c) 6. (i); (290-3-3. 04(4)(c)1.(i)
6. Identify various modes of service delivery in public schools for students with disabilities. (290-3-3.04 (5)(c) 6. (i)

7. Discuss collaboration strategies for professionals who serve students with disabilities. (290-3-3.04 (5)(c)1.(iii))
8. Identify and discuss general characteristics and impact of high and low incidence disabilities on learning and development. 290-3-3.04 (2)(c)1.(iii); (290-3-3.04 (4)(c)3.(i))
9. Identify and discuss disabilities served under Section 504 and others with special learning needs. (290-3-3.04 (5)(c) 6. (i))
10. Identify and discuss effective instructional strategies that are inclusive of all students. (290-3-3.04 (4)(c)1.(i))
11. Develop appropriate accommodations and/or modifications for students with disabilities. (290-3-3.04 (4)(c)1.(i))
12. Identify classroom management strategies. (290-3-3.04 (2)(c)2.(iii))
13. Recognize the steps in the special education process. (290-3-3.04 (5)(c) 6. (i); (290-3-3.04(5)(c)1.(ii))
14. Describe how to access school, community, state and other resources and referral services. (290-3-3.04 (5)(c)1.(ii))

5. COURSE CONTENT & SCHEDULE

WEEKS & THEMES for DISCUSSION	Tuesday/Thursday
	Readings/ Assignments Due
Thursday, May 16 Introduction to RSED 3000 The Individual in Public Education	Orientation to the Course Review syllabus and assignments Discussion Questions: <i>What are the differences between helping and empowering?</i> <i>What is self determination?</i> <i>What is self advocacy?</i> Readings: Wehmeyer, M.L. (2002). Self-determination and the education of students with disabilities.
Tuesday, May 21 Historical Forces Shaping Education and Teaching Democracy & Education: Teachers Roles & Responsibilities	Discussion Questions: <i>Describe the evolution of services for students with disabilities.</i> <i>Who serves students with disabilities?</i> <i>How are students with disabilities served in public schools?</i> <i>What are the important pieces of legislation that have impacted special education?</i> <i>What is the role of the Federal Government in education?</i> <i>What are the major differences between Section 504 and IDEA?</i> <i>What are the major characteristics of IDEA?</i> Readings: Vaughn, S., Bos, C., & Schumm, J. (2011), Chapter 1 Visit websites: http://www.weac.org/resource/june96/speced.htm http://www.uni.edu/coe/inclusion/ http://www.circleofinclusion.org http://www.ed.gov http://www.alsde.edu

<p>Thursday, May 23</p> <p>Response to Intervention (RTI)</p>	<p>Discussion Questions: <i>What important issues in special education are addressed by response to intervention?</i> <i>What is the role of the general education teacher in an RTI model? Special education teacher?</i></p> <p>Readings: Vaughn, S., Bos., C., & Schumm, J. (2011), Chapter 2</p>
<p>Tuesday, May 28 and Thursday, May 30</p>	<p>NO CLASS</p> <p>Activity 1 DUE – May 30</p>
<p>Tuesday, June 4 and Thursday, June 6</p> <p>Democracy & Education: Teachers Roles & Responsibilities</p>	<p>Discussion Questions: <i>What are my obligations to a student with a disability in my classroom?</i> <i>In what ways am I likely to work with other professionals to meet student needs?</i> <i>What are critical issues in collaboration?</i> <i>What are critical communication skills I will need to be successful in my collaborative relationships?</i></p> <p>Readings: Vaughn, S., Bos, C., & Schumm, J. (2011), Chapter 3</p> <p>Video: The Power of Two (60 min) Adapting Curriculum and Instruction in Inclusive Classrooms (45 min)</p>
<p>Tuesday, June 11</p>	<p>EXAM 1 (Chapters 1-3 and Self-Determination) <i>Course objectives 1-7, 9, 13-14</i></p>
<p>Thursday, June 13 and Tuesday, June 18</p> <p>Teachers Roles & Responsibilities</p>	<p>Activity 2 Due – June 18</p> <p>Discussion Questions: <i>What are the basic strategies for managing classroom behavior?</i> <i>How does a teacher develop a proactive plan?</i></p> <p>Readings: Vaughn, S., Bos, C., & Schumm, J. (2011), Chapter 5</p>
<p>Thursday, June 20</p>	<p>No Class Mini-mester 1 Reading Day</p>
<p>Tuesday, June 25 and Thursday, June 27</p> <p>Gender & Social Relations in the Classroom</p>	<p>Assignment 3 Due – June 25</p> <p>Discussion Questions: <i>What are learning disabilities and attention deficit/hyperactive disorders, and how do they affect learning?</i> <i>How does gender effect interactions between students and between students and teachers?</i></p> <p>Readings: Vaughn, S., Bos, C., & Schumm, J. (2011), Chapter 6</p> <p>Visit websites: www.ld.org</p>

	www.chadd.org www.ldonline.org
Tuesday, July 2 and Tuesday, July 9 Student Differences in the Classroom No Class – Thursday, July 4	Activity 4 Due – July 9 Discussion Questions: <i>What are communication disorders and how do they affect learning?</i> Readings: Vaughn, S., Bos, C., & Schumm, J. (2011), Chapter 7 Discussion Questions: <i>What are behavior disorders and how do they affect learning?</i> <i>What are effective ways to address challenging behavior?</i> Readings: Vaughn, S., Bos, C., & Schumm, J. (2011), Chapter 8
July 11	EXAM 2 (Chapters 5-8) <i>Course objectives 8-12</i>
July 16 and 18 Student Differences in the Classroom	Discussion Questions: <i>What are autism spectrum disorders and how do they affect learning?</i> <i>What are effective ways to address challenging behavior?</i> Readings: Vaughn, S., Bos, C., & Schumm, J. (2011), Chapter 9
July 23 and July 25 Student Differences in the Classroom	Activity 5 Due – July 23 BONUS Activity Due – July 25 Discussion Questions: <i>What are developmental disabilities and how do they affect learning?</i> <i>What are “low-incidence” disabilities and how do they affect learning?</i> Readings: Vaughn, S., Bos, C., & Schumm, J. (2011), Chapter 10 Vaughn, S., Bos, C., & Schumm, J. (2011), Chapter 11
Final Exam Period: July 29-31 Check Final Exam Schedule on www.auburn.edu	FINAL EXAM (Chapters 1-3, 5-11) <i>Course objectives 1-14</i> AU eValue Summer Semester evaluation dates: http://www.auburn.edu/academic/provost/undergrad_studies/evaluate.html

6. COURSE REQUIREMENTS:

A. Learning Activities: Throughout the semester there will be learning activities. These activities may include small group and independent assignments (e.g., group projects, pop quizzes, reflections, and summary papers) and *may or may not be announced ahead of time*. The learning activities may begin in class and have follow-up assignments to be completed outside of class time. In case of an absence, a University approved excuse must be presented

to make up any learning activities. You must be present in order to complete AND turn in learning activities. (see **Attendance Policy and Tiger Cub**) (**TOTAL 15 points**)

- B. Examinations:** There will be two exams during the semester and one final examination during final exam period. The first exam will cover material from the beginning of the semester through the first exam. The second exam will cover material presented after the first exam through the last class period before the second exam is scheduled. The final exam is comprehensive of material presented throughout the entire course (**TOTAL 85 points - 2 @ 25 points each and 1 @ 35 points**).

7. GRADING AND EVALUATION:

Requirements:

15 points	Learning Activities
25 points	Exam 1
25 points	Exam 2
35 points	Final Examination
100 points	TOTAL

90-100	A
89-80	B
79-70	C
69-60	D
Below 59	F

Alabama Quality Teaching Standards and Candidate Proficiencies

The Alabama State Board of Education requires all students completing teacher certification programs to be assessed using the Alabama Quality Teaching Standards. These standards have been aligned with the 15 candidate proficiencies in the College's conceptual framework. Students will be informally assessed on a course-appropriate subset of these proficiencies throughout the semester. The candidate proficiencies assessed in this course are highlighted on Attachment B.

The primary purpose of this assessment is to provide students with feedback regarding relevant candidate proficiencies. Ratings do not positively or negatively affect the course grade. If the instructor determines that a student is not demonstrating competence in any of the proficiencies, the instructor notifies the student's department head and the student's program coordinator to alert them to specific concerns that may require attention. The e-mail is copied to the student.

8. CLASS POLICY:

Attendance: Although attendance is not required, students are expected to attend class and participate in class discussions and activities and will be held responsible for any content covered in the event of an absence.

Excused absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student's immediate family, the death of a member of the student's immediate family, trips for student organizations

sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the Student Policy eHandbook (www.auburn.edu/studentpolicies) for more information on excused absences.

Make-Up Policy: Arrangement to make up a missed major examination (e.g., hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absences(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstance, no make-up exams will be arranged during the last three days before the final exam period begins.

Assignments: Written assignments are expected to be grammatically accurate and free of spelling and typographical errors. Assignments are to be of a quality that would be expected of a professional.

All assignments must be turned in the day each are due and during the regularly scheduled class time. Assignments must be turned in by the student completing the assignment.

No late assignments will be accepted unless accompanied by a university approved excuse. If a student misses turning in an assignment and has a university approved excuse, he or she will have **one week** from the time he or she returns to class to turn in the assignment.

NOTE: Any assignments completed and/or submitted that do not comply with the above requirements will be returned and will not be accepted for credit.

Disability Accommodations: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the Student Policy eHandbook (www.auburn.edu/studentpolicies) will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

Course Contingency : If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be

modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials.

Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College's conceptual framework. These professional commitments or dispositions are listed below:

- Engage in responsible and ethical professional practices
- Contribute to collaborative learning communities
- Demonstrate a commitment to diversity
- Model and nurture intellectual vitality

Attachment A - RSED 3000
Indicators from the Alabama Quality Teaching Standards

Conceptual Framework Reference	Alabama Standard/Rule 290-3-3-.04	Alabama Quality Teaching Standards	When/Where to be Assessed
	(2)(c)1.	Human Development	
CP4	(2)(c)1.(iii)	Knowledge of the general characteristics of disabilities and of their impact on cognitive development and learning.	RSED 3000
	(2)(c)2.	Organization and Management	
CP13	(2)(c)2.(iii)	Knowledge of the components and characteristics of collaboratively designed and implemented individual behavior support plans.	RSED 3000
	(4)(c)1.	Cultural, Ethnic and Social Diversity	
CP3	(4)(c)1.(i)	Knowledge of the ways in which student learning is influenced by individual experiences and out-of- school learning, including language and family/community values and conditions.	RSED 3000
	(4)(c)3.	Special Needs Diversity	
CP3	(4)(c)3.(i)	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.	RSED 3000
CP3	(4)(c)3.(ii)	Knowledge of the indicators of the need for special education services.	RSED 3000
	(5)(c)1.	Collaboration	
CP12	(5)(c)1.(ii)	Knowledge of the roles and responsibilities of members of different types of teams including, but not limited to, Building Based Student Support Teams.	RSED 3000
CP12	(5)(c)1.(iii)	Knowledge of the roles and responsibilities of para-educators and other paraprofessionals.	RSED 3000
	(5)(c)6.	Local, State, and Federal Laws and Policies	
CP3	(5)(c)6.(i)	Knowledge of laws related to students' and teacher' 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.	RSED 3000

Attachment B - RSED 3000 Candidate Proficiencies

Proficiencies assessed in RSED 3000 are highlighted. Specific indicators from the Alabama Quality Teaching Standards are delineated on Attachment A.

Competent professionals . . .

1. understand the central concepts, tools of inquiry, and structures of the content they teach or practice.
2. create learning experiences that make the content they teach or practice meaningful for individuals.
3. understand how individuals differ in their approaches to learning and create instruction or implement other professional practices adapted to this diversity.
4. use knowledge of how individuals learn and develop to provide educational opportunities that support intellectual, social, and personal development.
5. understand and use a variety of evidence-based professional practices in reasoned and flexible ways to encourage individual development of critical thinking, problem solving, and performance skills.
6. use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
7. use knowledge of effective verbal and non-verbal communication to foster active inquiry, collaboration, and supportive interaction in learning environments.
8. plan professional practices based upon knowledge of subject matter, individuals, the community, and identified goals.
9. understand and use formal and informal assessment strategies to evaluate and ensure continuous progress toward identified goals.
10. use technology in appropriate ways.

Committed professionals . . .

11. engage in responsible and ethical professional practices.
12. contribute to collaborative learning communities.
13. demonstrate a commitment to diversity.
14. model and nurture intellectual vitality.

Reflective professionals . . .

15. analyze past practices to stimulate ongoing improvement of future practices.