|  |  |
| --- | --- |
| RSED 3000**Diversity and Exceptionality of Learners** ***Summer 2015*****- - - - - - - - - -****Department of Special Education Rehabilitation Counseling/School Psychology****College of Education**Instructor Information:**Dr. Peggy Shippen****shippme@Auburn.edu****GRADUATE ASSISTANTS****Tyler Booker**atb0023@auburn.edu**Cindy Massey**cgc0013@auburn.edu**- - - - - - - - - -**Office Hours:**By appointment** |  |

**AUBURN UNIVERSITY**

**SYLLABUS**

**Special Education, Rehabilitation, & Counseling/School Psychology**

1. **Course Number: RSED 3000**

**Course Title: Diversity and Exceptionality of Learners**

**Credit Hours: 3 semester hours**

**Prerequisites: none**

**Co-requisites: none**

**Time: Tuesdays/Thursdays 3-4:55**

 **Instructors: Dr. Peggy Shippen/Tyler Booker/Cindy Massey**

 **Location: Haley 1212**

1. **Date Syllabus Modified: May 2015**

**3. TEXTBOOK:**

Heward, W.L. (2013). *Exceptional children: An introduction to special education* (10th ed). New Jersey: Pearson Education.

**4. 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.

**5. 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)

1. Discuss collaboration strategies for professionals who serve students with disabilities. (290-3-3. 04 (5)(c)1.(iii)
2. 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)
3. Identify and discuss disabilities served under Section 504 and others with special learning needs. (290-3-3.04 (5)(c) 6. (i)
4. Identify and discuss effective instructional strategies that are inclusive of all students. (290-3-3.04 (4)(c)1.(i)
5. Develop appropriate accommodations and/or modifications for students with disabilities. (290-3-3.04 (4)(c)1.(i)
6. Identify classroom management strategies. (290-3-3.04 (2)(c)2.(iii)
7. Recognize the steps in the special education process. (290-3-3.04 (5)(c) 6. (i); (290-3-3.04(5)(c)1.(ii)
8. Describe how to access school, community, state and other resources and referral services. (290-3-3.04 (5)(c)1.(ii)

**6. COURSE CONTENT & TENTATIVE SCHEDULE**

* *Every effort will be made to adhere to the schedule listed below; however, situations could cause deviation from the outline.*

|  |  |  |
| --- | --- | --- |
| **Dates** | **Content** | **Assignments** |
| **May 19** | **Introduction to RSED 3000**Review Syllabus**Discussion:**1. *What do you know about Special Education?*
2. *What do you know about disabilities?*
3. *Who do you know that has a disability?*
 |  |
| **May 21** | **The Purpose and Promise of Special Education**1. *Who Are Exceptional Children?*
2. *How Many Exceptional Children are there?*
3. *Why Are Laws Governing the Education of Exceptional Children Necessary?*
4. *The Individuals with Disabilities Education Act*
5. *What Is Special Education?*

**Readings**:Heward, W.L. (2013), Chapter 1 | **Begin ABC’s of Special Education Form** |
| **May 26** | **Planning and Providing Special Education Services**1. *The Process of Special Education*
2. *Collaboration and Teaming*
3. *Individualized Education Program*
4. *Least Restrictive Environment*
5. *Inclusive Education*

**Readings**:Heward, W.L. (2013), Chapter 2 |  |
| **May 28** | **Collaborating with Parents and Families in a Culturally and Linguistically Diverse Society**1. *Support for Family Involvement*
2. *Understanding Families of Children with Disabilities*
3. *Developing and Maintaining Family-Professional Partnerships*
4. *Working with Culturally and Linguistically Diverse Families*
5. *Home-School Communication Models*
6. *Other Forms of Parent Involvement*

**Readings**:Heward, W.L. (2013), Chapter 3 |  |
| **June 2** | **Intellectual Disabilities** 1. *Definitions and Classification Systems*
2. *Identification and Assessment*
3. *Characteristics*
4. *Prevalence*
5. *Causes and Prevention*
6. *Educational Approaches*
7. *Educational Placement Alternatives*

**Readings**:Heward, W.L. (2013), Chapter 4 |  |
| **June 4** | **Learning Disabilities**1. *Definitions and Classification Systems*
2. *Identification and Assessment*
3. *Characteristics*
4. *Prevalence*
5. *Causes and Prevention*
6. *Educational Approaches*
7. *Educational Placement Alternatives*

**Readings**:Heward, W.L. (2013), Chapter 5 |  |
| **June 9** | **EXAM 1 (Chapters 1-5)** |  |
| **June 11** | **Emotional or Behavioral Disorders and** 1. *Definitions*
2. *Characteristics*
3. *Prevalence*
4. *Causes*
5. *Identification and Assessment*
6. *Educational Approaches*
7. *Educational Placement Alternatives*
8. *Challenges, Achievements, and Advocacy*

**Readings**:Heward, W.L. (2013), Chapter 6  |  |
| **June 16** | **Autism Spectrum Disorders**1. *Definitions*
2. *Characteristics*
3. *Prevalence*
4. *Causes*
5. *Identification and Assessment*
6. *Educational Approaches*
7. *Educational Placement Alternatives*
8. *Challenges, Achievements, and Advocacy*

**Readings**:Heward, W.L. (2013), Chapter 7 |  |
| **June 18 \*** | **Communication Disorders** 1. *Definitions*
2. *Characteristics*
3. *Prevalence*
4. *Causes*
5. *Identification and Assessment*
6. *Educational Approaches*
7. *Educational Placement Alternatives*

**Readings**:Heward, W.L. (2013), Chapter 8 | **Group Presentation** * Divide into groups
* Choose Disability Category
 |
| **June 23** | **Deafness and Hard of Hearing** and **Blindness and Low Vision**1. *Definitions*
2. *Characteristics*
3. *Prevalence*
4. *Causes*
5. *Identification and Assessment*
6. *Educational Approaches*
7. *Educational Placement Alternatives*

**Readings**:Heward, W.L. (2013), Chapter 9 Heward, W.L. (2013), Chapter 10 |  |
| **June 25** | **Exam 2 (Chapters 5-10)** |  |
| **June 30** | **Physical Disabilities, Health Impairments, and ADHD**1. *Definitions of Physical Disabilities and Health Impairments*
2. *Prevalence*
3. *Types and Causes*
4. *Attention Deficit/Hyperactivity Disorder*
5. *Characteristics*
6. *Educational Approaches*
7. *Educational Placement Alternatives*

**Readings:**Heward, W.L. (2013), Chapter 11 |  |
| **July 2** | **NO CLASS – Work on group presentations** |  |
| **July 9** | **Low-Incidence Disabilities: Severe/Multiple Disabilities, Deaf-Blindness, and Traumatic Brain Injury**1. *Defining Severe, Profound, and Multiple Disabilities*
2. *Characteristics of Students with Severe and Multiple Disabilities*
3. *Prevalence of Severe and Multiple Disabilities*
4. *Causes of Severe and Multiple Disabilities*
5. *Traumatic Brain Injury*
6. *Educational Approaches*

**Readings**:Heward, W.L. (2013), Chapter 12 |  |
| **July 11** | **Early Childhood Special Education** 1. *The Importance of Early Intervention*
2. *IDEA and Early Intervention /Early Childhood Special Education*
3. *Screening, Identification, and Assessment*
4. *Curriculum and Instruction in Early Childhood Special Education*
5. *Service-Delivery Alternatives for Early Intervention*

**Readings**:Heward, W.L. (2013), Chapter 14 |  |
| **July 16** | **Transitioning to Adulthood**1. *How Do Former Special Education Students Fare as Adults?*
2. *Transition Services and Models*
3. *Employment*
4. *Postsecondary Education*
5. *Residential Alternatives*
6. *Recreation and Leisure*
7. *The Ultimate Transition Goal: A Better Life*

**Readings**:Heward, W.L. (2013), Chapter 15 |  |
| **July 18** | **Group Presentations** |  |
| **July 23** | **Group Presentations****Final Exam Review** | **Writing Assignment Due-****What have I learned about Special Education** |
|  **July 25** | **Final Exam (material covered from June 30th)** |  |

**7. COURSE REQUIREMENTS:**

1. **Course Activities**:
	* There will be a total of three learning activities that each student will be required to submit. Each activity will be relevant to the material covered up until the due date. (ABC’s of Special Education, pop quiz 1, pop quiz 2)
2. **In Class Essay:**
	* Each student will be required to compose an essay in class describing what they have learned about special education and individuals with disabilities during the semester.
3. **Group Presentations:**
	* Students will be divided into groups by the instructor and randomly assigned a specific disability category. Each group will research and prepare a presentation on the disability category they are assigned.
4. **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 not completely comprehensive of material presented throughout the entire course, but will cover “big ideas” as discussed in class.

**8. GRADING AND EVALUATION**:

**Requirements:**

 6 points Learning Activities (ABC’s and pop quizzes)

 2 points Writing Assignment (What I’ve Learned)

 7 points Group Presentation (Disability Area)

 25 points Exam 1

 25 points Exam 2

 35 points Final Exam

 100 points Total

90-100 = A

80-89 = B

70-79 = C

60-69 = D

59-Below = 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.*

**9. 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.

**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:** All written assignments are expected to conform to the current style manual of the American Psychological Association (APA). This includes the use of 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.

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.**

**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; 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 Auburn University Policy Site <https://sites.auburn.edu/admin/universitypolicies/default.aspx>).

**Honesty Code:** The University Academic Honesty Code and the University Policy Site Regulations pertaining to Cheating will apply to this class (<https://sites.auburn.edu/admin/universitypolicies/default.aspx>). The Auburn Academic Honesty Code is found in both the University Policy Site 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.

**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 office hours, an alternate time can be arranged. To set up this meeting, please contact your supervisor 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).

**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 University Policy Site for steps toward redress <https://sites.auburn.edu/admin/universitypolicies/default.aspx>.

**Confidentiality:** Respect family rights to privacy, the identity of children and families will be confidential.

**Contingency Plan:** In the unlikely event that either instructor(s) or students are unable to attend class due to serious infectious illness (documentation required), assignments and will be made available on Canvas for completion or submission.

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 statues 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 . .*** *.*

1. engage in responsible and ethical professional practices.
2. contribute to collaborative learning communities.
3. demonstrate a commitment to diversity.
4. model and nurture intellectual vitality.

***Reflective professionals . .*** *.*

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