**Auburn University**

**Course Syllabus**

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| **1. COURSE NUMBER:** RSED 5000/6000/6006  **Course Title**:  **Advanced Survey of Exceptionality**  **Credit Hours**:3 semester hours (Lecture 3)  **Prerequisites:** None  **Corequisites:** None  **Instructor:**  Michele Martin HC 1232B. Office Hrs by appt.  **Class Sessions: Mondays 5pm to 8:45 pm in HC 2406** |

**2**. **DATE SYLLABUS PREPARED:** May 2016. This syllabus is a tentative outline for the Summer 2016 semester and **is subject to change**

**3. TEXT:** **Turnbull, A., Turnbull, R., Wehmeyer, M., & Shogren, K. *Exceptional Lives Special Education in Today’s Schools (8th Ed.).*  Boston: Pearson.**

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

**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. COURSE OBJECTIVES:**

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.
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 [Alabama Dept. of Education Rules 35 (1) (a) 1 and 36 (1) (a) 1].
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. 290-3-3-.03(2)(c)1.(iii).
7. Demonstrate knowledge of the components and characteristics of collaboratively designed and implemented individual behavioral support plans. 290-3-3-.03(2)(c)2.(iii).
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. 290-3-3-.03(4)(c)3.(i).
9. Demonstrate knowledge of the indicators of the need for special education services. 290-3-3-.03(4)(c)3.(ii).
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. 290-3-3-.03(5)(c)1.(ii).
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 . 290-3-3-.03(5)(c)6.(i).

**6. COURSE CONTENT**

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| **DATE** | **TOPICS** | **ASSIGNMENTS DUE** |
| Week 1  Monday May 23 | -Overview of the Course   * Assignments * Exams * Discussion Boards * IRIS Modules   -Introduction to Disabilities-People First Language  -Overview of Special Education  -Universal Design for Learning & Inclusion | Looked over syllabus  Have read Chapter 1 & 2 |
| Week 2  Monday May 30 | **Memorial Day-Holiday** |  |
| Week 3  Monday June 6 | -Articles  -Today’s Multicultural, Bilingual, Diverse Schools  -Today’s Families and Their Partnerships w Professionals  \*Guest Speaker\*  **Post Exam 1 (Chapters 1-4)** | Have read Chapters 3 & 4  Articles Due  IRIS Module Due-Universal Design  \*Distance ed article write-ups due Sunday 6/12 5:00pm\* |
| Week 3  Monday June 13 | -Articles  -Understanding Students with Learning Disabilities (SLD)  -Understanding Students with Communication Disorders (SLI)  \*in-class activity\* | Have read Chapter 5 & 6  **Exam 1 due by 5:00pm!**  Articles Due  IRIS Module Due-What Do You See?  \*Distance ed article write-ups due Sunday 6/19 5:00pm\* |
| Week 4  Monday June 20 | -Articles  -Understanding Students with Emotional or Behavioral Disorders (EBD or ED)  -Understanding Students with Autism (AUT)  \*in-class activity\* | Have read Chapter 7 & 10  Articles Due  IRIS Module Due-Autism Spectrum Disorder  \*Distance ed article write-ups due Sunday 6/26 5:00pm\* |
| Week 5  Monday June 27 | -Articles  -Understanding Students with ADD/ADHD  -Understanding Students with Physical Disabilities and Other Health Impairments (OHI)  **Post Exam 2 (Chapters 5, 6, 7, 8, 10, & 12)** | Have read Chapter 8 & 12  Articles Due  IRIS Module Due- SOS: Helping Students Become Independent Learners  \*Distance ed article write-ups due Sunday 7/3 5:00pm\* |
| Week 6  Monday July 4th | **Independence Day-Holiday** |  |
| Week 7  Monday July 11 | -Articles  -Understanding Students with Traumatic Brain Injury (TBI)  -Understanding Students who are Gifted and Talented | Have read Chapter 13 & 16  Articles Due  \*Distance ed article write-ups due Sunday 7/10 5:00pm\*  **Exam 2 Due by 5:00pm!** |
| Week 7  Monday July 18 | -Articles  -Understanding Students with Hearing Loss  -Understanding Students with Visual Impairments  \*in-class activity\* | Have read Chapter 14 & 15  Articles Due  IRIS Module Due-Accommodations to the Physical Environment  \*Distance ed article write-ups due Sunday 7/17 5:00pm\* |
| Week 8  Monday July 25 | -Articles  -Understanding Students with Intellectual Disabilities (ID)  -Understanding Students with Multiple Disabilities (MD)  \*in-class activity\*  **Post Exam 3 (Chapters 9, 11, 13, 14, 15, & 16)** | Have read Chapter 9 & 11  Articles Due  IRIS Module Due-Providing Instructional Supports  Graduate Paper & PPT Due  Simulations paper Due  \*Distance ed article write-ups due Sunday 7/24 5:00pm\* |
| Week 9  Monday August 1 |  | **Exam 3 Due by 5:00pm**  \*Distance ed article write-ups due Sunday 7/31 5:00pm\* |

**7. COURSE REQUIREMENTS:** 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 multiple choice, essay, and short answer items. These exams will be a take-home test. They will be posted **ONE WEEK** prior to the due date and need to be completed by 5:00pm of the due date! Exams will cover the chapters assigned and additional readings during that timeframe. Exam 1 is worth 10 points. Exam 2 is worth 15 points. Exam 3 is worth 15 points.

* **Exam 1 = Cover Chapters 1-4 *as well as additional readings assigned during that timeframe*;**
* **Exam 2 = Cover Chapters 5, 6, 7, 8, 10, & 12 *as well as additional readings assigned during that timeframe*;**
* **Exam 3 = Cover Chapters 9, 11, 13, 14, 15, & 16 *as well as additional readings assigned during that timeframe;***

1. **Articles:**

Throughout the semester students will find, read, critique, and present 3 articles to the class about people/students with disabilities. Areas include: *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.* These DO NOT have to be research-based articles. They can be articles from magazines, blogs, webpages, journals, newspapers, and etcetera. The instructor will assign students which week they will present. Each article summary and write-up is worth 4 points each for a total of 12 points.

*Students on campus:*

Students on campus will present their articles in class by telling their peers about their article and the class having a brief informal discussion. Students in class are expected to respond, give their opinions, and discuss the articles. Students presenting will write a one page double spaced summary to turn in about each article addressing these items: *Content? Did you learn anything? Was this article interesting? How can you use this in your future as an educator in the classroom? Would you recommend this article for other future educators?* You must print off and attach the article with your one page summary.

*Students distance education:*

Students online will be assigned discussion groups by the instructor and will discuss their article to their online discussion group peers. Students online will briefly tell their peers about their article and their discussion group peers are expected to respond, give their opinions, and discuss the articles in a minimum of 3 sentences to each article that is presented. Students “presenting” will write a one page double spaced summary to turn into the instructor about the article (along with http address or attach the article with your summary) addressing these items: *Content? Did you learn anything? Was this article interesting? How can you use this in your future as an educator in the classroom? Would you recommend this article for other future educators?* Students must have their article “presented” online to their peers by their assigned Monday article due date by 5:00pm. All discussion group peers must respond to the articles being presented by the following Sunday (six days after that student posted) by 5:00pm.

\*\***All students are expected to fully participate in their small groups’ discussion every week.\*\***

*[Note: Canvas allows instructors to review each student’s level of participation such as the number of hours to access Canvas and the number of postings in discussion. The instructor will refer to these data when evaluating participation].*

1. **There are several “in-class” activities. Students will participate in various group activities and simulations.**

Undergraduates: These activities are worth 3 points each for a total of 21 points.

Graduates: These activities are worth 2 points each for a total of 14 points.

*Students on campus:*

Students on campus will participate during class time on various activities given by the instructor.

*Students distance education*

Students distance education will participate in group activities with your online discussion groups and perform simulations (either online or with a friend/family member) as directed by the instructor. You will follow directions given on Canvas for each “in-class” activity. Group discussions are to be completed by the Sunday following class (6 days after our Monday class). Group discussions should be thought provoking and should consist of a “conversation” among members. Simulations will be due to the instructor Sunday following class (6 days after our Monday class).

1. **IRIS Modules**:

All students will complete six IRIS Modules online. Students will click on the link given on Canvas, go through the five areas (Challenge, Initial Thoughts, Perspectives & Resources, Wrap Up, & Assessment) on the IRIS Module page. Students will copy and paste the questions on the “Assessment” on a blank Word document and answer. These should be thought provoking thorough answers. Students will turn these in on Canvas by 5:00pm by the due date.

Undergraduates: Each module is worth 3 points each for a total of 18 points.

Graduates: Each module is worth 2 points for a total of 12 points.

1. **Simulations:**

The instructor will provide you with a link on Canvas for you to visit and complete four simulations depicting certain disabilities. I want you to spend some time on each and try to complete the tasks that are given. I then want you to write me a reaction paper that is two full written pages that explains how you felt, what challenges you faced, and how this will help you view & work with students with those types of disabilities in your classroom.

Undergraduates: This assignment is worth 5 points.

Graduates: This assignment is worth 3 points.

1. **Participation:**

Participation for both on campus and distance education students is expected. Students can earn up to 4 points for participation in class.

*Students on campus:*

Students should be responding to peers articles, participating in class discussions, answering questions, etcetera.

*Students distance education:*

Students should be responding to their peer articles in their discussion groups, participating with group members in their “in-class” activities, participating in simulations, etcetera.

1. **Graduate Project:**

It’s important for students with disabilities to have a role model who may have the same or similar type of disability they do. Often, students with disabilities do not “see” or have a role model that emulates who they are, what they look like, or what struggles they may have. Knowing someone famous with a disability has achieved their goals and was successful in their life, is powerful for a student with a disability. It not only allows them to have a role model that everyone knows (just like their peers), but it also shows them that it’s OK to have a disability-their disability doesn’t define who they are, it’s just a part of them.

ALL Graduate students will do a PPT presentation along with a 3-5 page paper on someone well known or famous who has/had a disability (living or deceased). You will need to get teacher approval before you start your project. You need to present background information about the person, their childhood, what time period they lived, how and when they were diagnosed with a disability, how did this affect their life growing up, how did this affect them as an adult, what contributions have they made to our society, how their disability affected their contributions, how they are/did make a difference to society, etcetera. This is a biographical paper so you need to present the time period they grew up, any important people who were influential in their lives, and how their disability played a role in who they are/became in life. Your paper will be in APA style and include a title page and reference page (along with 3-5 pages of written work). It will be in Times New Roman 12 inch font on white paper. It does not have to have an abstract page. You will need a minimum of 6 references. These can include online sources, texts, articles, or books. For your PowerPoint, you can be as creative as you would like. It needs to have a minimum of 10 slides (which includes in your title and reference slide). You can have pictures, video, quotes, etcetera. The graduate project is worth a total of 15 points.

1. **Extra Credit:**

The instructor will provide extra credit opportunities towards the end of the semester for all students.

**8. GRADING AND EVALUATION:**

**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 (10, 15, 15) = 40 pts  3 Article Activities @ 4 pts ea = 12 pts  7 “In-class act.” @ 3 pts ea = 21 pts  6 IRIS Modules @ 3 pts ea = 18 pts  Simulations/paper = 5 pts  Participation = 4 pts  **Total 100 pts** | 3 Exams (10, 15, 15) = 40 pts  3 Article Activities @ 4 pts ea = 12 pts  7 “In-class act.” @ 2 pts ea = 14 pts  6 IRIS Modules @ 2 pts ea = 12 pts  Simulations/paper = 3 pts  Participation = 4 pts  Graduate Project = 15 pts  **Total 100 pts** |

**Grade Scale:**

90-100 = A

80-89 = B

70-79 = C

60-69 = D

Below 60 = F

**9. CLASS POLICY:**

**Attendance:** Students are expected to attend class and participate in class discussions and activities. According to the Auburn University Bulletin: “Specific policies regarding class attendance are the prerogative of individual faculty members. Faculty shall inform each class in writing at the beginning of the course regarding the effect of absences on the determination of grades.”

**The Department of Rehabilitation and Special Education attendance policy is that (a) only one (1) absence is permitted for a semester course that meets once a week, and (b) only two (2) absences are permitted for a semester course that meets two or more times a week. Failure to meet this standard will result in a grade of “FA” (failure for excessive absences) unless the student withdraws from the class prior to the withdrawal date (see university semester calendar). At the discretion of individual instructors, verified absences may be excused under unusual circumstances (see Tiger Cub). In order for the absence to be considered excusable, however, the instructor must be in receipt of the documentation within seven days from the class in which the absence occurred.**

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

**Exams:** Arrangements to make up missed major examinations (e.g. hour exams, mid-term exams) due to properly authorized excused absences shall be initiated by the student within one week from the end of the period of the excused absence. Normally, a make up exam shall occur within two weeks from the time the student initiates arrangements for it.

**Accommodations for Students with Disabilities:** Students who need accommodations are asked 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 (dunnca1@auburn.edu). Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need accommodations, make an appointment with The Program for Students with Disabilities, 1244 Haley Center at 844-2096.

**Classroom Behavior and Honesty:** Students are expected to read and adhere to all classroom polices in the Auburn University’s Tiger Cub regarding classroom behavior and honesty.

AQTS Course Assessment Map

RSED 6000-Advanced Study of Exceptionality

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| Course Objectives | Course Assessments | | | |
| Exam 1 | Exam 2 | Exam 3 | Paper/PPT |
| 1. Demonstrate knowledge of the general characteristics of disabilities and of their impact on cognitive development and learning . 290-3-3-.03(2)(c)1.(iii). | X | X | X | X |
| 1. Demonstrate knowledge of the components and characteristics of collaboratively designed and implemented individual behavioral support plans . 290-3-3-.03(2)(c)2.(iii). |  | X | X |  |
| 1. 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 |  |
| 1. Demonstrate knowledge of the indicators of the need for special education services. 290-3-3-.03(4)(c)3.(ii). | X |  |  |  |
| 1. 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-.03(5)(c)1.(ii). | X |  | X |  |
| 1. 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-.03(5)(c)6.(i). | X |  | X |  |