**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 |

**2**. **Term:** Summer 2017

**Day/Time:** M/W 5:00 p.m.-8:45 p.m.

**Instructor:** Regina E. Kearley

**Office Address:** 2084 Haley Center

**Contact Information:** ref0004@auburn.edu

**Office Hours:** By Appt.

Updated June 2017. This syllabus is a tentative outline for the Summer 2017 mini-semester and **is subject to change.**

**3. Text:** Vaughn, S., Bos, C., & Schumm, J. (2016*). Teaching students who are exceptional, diverse, and at risk in the general education classroom, 6th edition.* Upper Saddle River, NJ: Pearson. (Education majors)

Baditoi, B., & Brott, P. (2014). *What school counselors need to know about special education and students with disabilities (revised edition).* Arlington, VA: Council for Exceptional Children. (Counseling majors) (Available at http://cec.directfrompublisher.com/catalog/book/what-school-counselors-need-know)

*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)

**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 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.

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:**

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| Dates: | Question/ Theme | Topic | Readings, Assignments, and Activities |
| **Week 1:**  Monday, June 26th and Wednesday, June 28th | What is the Foundation for the Education of Students with Disabilities? | Overview of the Course  Introduction to Disabilities  Disability History  History of Special Education  Self-Determination  Response to Intervention  The Special Education Process  *Resources:*  Jillian Story  Unforgotten: Twenty-Five Years After Willowbrook <https://www.youtube.com/watch?v=FcjRIZFQcUY>  Purgatory: An Historical Analysis of the Belchertown State Schools <https://www.youtube.com/watch?v=ZS-kA_4CzNY>  Willowbrook: The Last Great Disgrace <https://www.youtube.com/watch?v=QL4FIC7Cozo> | Readings: Chapter 1 (pg. 3-34) (Education Majors)  Chapter 2 (Education Majors)    Readings: Chapter 1, 7, 8 (Counseling Majors)  Chapters 2-3 <http://schoolcounselor.org/asca/media/asca/PositionStatements/PS_Disabilities.pdf>  The School Counselor and Equity for All (<https://www.schoolcounselor.org/asca/media/asca/PositionStatements/PS_Equity.pdf>  **In-Class Activities:**  *KWL Chart*;  *People First Language-Quiz*  *3-2-1 Exit Ticket-3 Things Learned, 2 Ideas Related to Your Area, and 1 Thing Still Confusing*  *Minute Paper:* Self-Determination, Enviable Life and Your Role  **DUE Wednesday:**  Discussion-Unforgotten: Twenty-Five Years After Willowbrook  Disability Today (Last Names A-C) |
| **Week 2:**  Monday, July 3rd and Wednesday, July 5th | Who are Students with High Incidence Disabilities? | Service Delivery Models  High Incidence Disabilities:  Intellectual Disabilities (Mental  Retardation)  Developmental Disabilities | Readings: Chapter 3 (pg. 73- 86) (Education Majors)  Chapter 10 (Education Majors)  Reading: Diagnosis of Intellectual Disability  http://www.thearc.org/learn-about/intellectual-disability/diagnosis  Intellectual Disability <http://www.thearc.org/learn-about/intellectual-disability> (Counseling Majors)  **In-Class Activities:**  *Co-Teaching Models*  *ID Characteristics Chart (Use information from your book, The Gillian Movie, and the Resource Page for ID Characteristics and Outcomes)*  **DUE Monday:**  Disability Today (Last Names D-F)  **DUE Wednesday:**  Disability Today (Last Names G-J)  IRIS Module-Related Services **OR** Guiding the School Counselor: Overview of Roles and Responsibilities  **EXAM 1 (opens Wednesday at 7:00 p.m. closes Friday the 7th at Midnight)** |
| **Week 3:**  Monday, July 10th and  Wednesday, July 12th | Who are Students with High Incidence Disabilities?  (cont.)  Who are Students with Low Incidence Disabilities? | High Incidence Disabilities cont:  Learning Disabilities  *Characteristics and Strategies*-(FAT  City Video)  ADHD <http://www.fuse.tv/2016/03/panic-at->  the-disco-brendon-urie-childhood-adhd  Emotional or Behavior Disorders  Communication Disorders  Low Incidence Disabilities:  Sensory Impairments; Physical,  Health Disorders and TBI; Autism;  Severe Disabilities  Medical and Healthcare Issues and  Management | Readings: Chapter 6 (Education Majors)  Chapters 7-8 (Education Majors)  Chapters 9, 11 (Education Majors)  Reading: Types of Learning Disabilities <https://ldaamerica.org/types-of-learning-disabilities/> (Counseling Majors)  School Counselors Serving Students with Disruptive Behavior Disorders https://eric.ed.gov/?id=EJ1034659 (Counseling Majors)  Supporting Friendships for Students with Low-Incidence Disabilities https://ici.umn.edu/products/impact/241/8.html (School Counselors)  **In-Class Activities:**  *LD Characteristics and Strategies*  *Common Sense Inventory (5 statements reflecting key ideas in class so far. Write as T or F statement)*  **DUE Monday:**  Disability Today (Last Names K-M)  **DUE Wednesday:**  Disability Today (Last Names N-Q)  IRIS Module*-*Universal Design for Learning |
| **Week 4:**  Monday, July 17th and Wednesday, July 19th | Who are Students with Low Incidence Disabilities? (cont.)  What are Instructional Considerations? | Low Incidence Disabilities cont.  Strategies for Working with Students with Autism  Framework for Instruction:  Teaching and Assessment  Behavior Strategies  Personal Perspectives | Readings: Chapter 12 (pg. 325-331) Assessment/Differentiated Instruction, 13, 14 (pg. 366-376), 15 (pg. 407- 417), 16 (pg. 443- 460) (Education Majors)  Chapter 4  Collaboration Between Professional School Counselors and Special Education Teachers https://www.counseling.org/docs/default-source/vistas/article\_427cfd25f16116603abcacff0000bee5e7.pdf?sfvrsn=4 (Counseling Majors)  **In-Class Activities:**  *Activity-Article Share*  *Classroom Expectations and Reinforcers*  *Case Study*  **DUE Monday:**  Article Share  Autism Internet Module  **DUE Wednesday:**  IRIS Module*-*Universal Design for Learning  **EXAM 2 (opens Wednesday at 7:00 p.m. closes Friday the 7th at Midnight)** |
| **Week 5:**  Monday, July 24th and Wednesday, July 26th | What are Instructional Considerations?  (cont.) | Life Span Issues  Gifted, Creative, and Talented  Informal Presentation of Evidence-Based Practice  Catch up (if needed) | Readings: Chapter 12 (pg. 305-321) (Education Majors)  Chapter 4 (Education Majors)  Readings: Chapter 6  The School Counselor and Gifted and Talented Student Programs <https://www.schoolcounselor.org/asca/media/asca/PositionStatements/PS_Gifted.pdf> (Counseling Majors)  **In-Class Activity:**  *Mock IEP*  *Common Sense Inventory (5 statements reflecting key ideas from this semester. Write as T or F statement)*  **DUE Monday:**  Lesson Plan/General Strategies  Disability Today (Last Names R-T)  Personal Perspective or Toolkit  **DUE Wednesday:**  Disability Today (U-Z, make ups)  Evidence Based Practice Presentations |
| **Final Exam:** August 3rd |  |  | **TAKE HOME FINAL DUE AUGUST 3RD BY MIDNIGHT**  **Final window will open August 2nd at 8:00 a.m.** |

**Distance learning course:** Canvas will be used for distance learning delivery. Students taking this course via distance education are expected to follow the course schedule, 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.

1. **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 1 and 2 will be a combination of objective and short answer items. Exam 3 will be a take-home final.
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. *Counselor education students* will research the **roles and responsibilities** they will have working with students with disabilities. They will identify common learning and behavioral strategies of the students with disabilities they will likely work with and develop a list of **strategies for** working with students in the context of their roles and responsibilities. An alternate assignment is developing a group lesson on a topic that would be appropriate using universal design for learning principles. This assignment is worth 10 points.
3. **Evidence-Based Practice Poster and Presentation**: Students will develop a poster 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 poster that summarized 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. Posters will be presented the last day of class. A template for completing the assignments will be provided. This assignment is worth 10 points.
4. **Personal Perspective or Tool Kit**: Students will **Interview** a parent or other family member of a person with a disability or read a book about an individual with a disability. They will submit **a two-page typed** summary and reflection paper. **OR** Students will compile a **Toolkit** for disabilities. The toolkit must include a minimum of 15 resources (e.g, websites, fact sheets, brochures, books, videos, journal/magazines) that would assist the student in his or her projected future role in working with students who are diverse. This assignment is worth 3 points.
5. **Iris Modules:** Students will complete 2 **IRIS modules/activities**. They must complete (1) *IRIS Module –Related Services* **or** *Guiding the School Counselor: Roles and Responsibilities* and(2) *Universal Design for Learning*. (4 points total)
6. **Disability Today:** Students will submit an **Article Summary.** 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. The article summary is worth a maximum of 1 point.
7. **Pre- and In-Class Activities:** Students will complete **Pre-/In-class Activities**. These activities will be worth 1-2 points each for a possible total of 17 points. Some of these are listed in the syllabus, while others will be determined based on student need and interests. Students must be in attendance on the day the activity is completed in class. Make-up assignments will be allowed only for university excused absences.
8. **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. This assignment is worth 2 points.
9. **Autism Module**: Students will complete 1 Autism Internet Module (<http://www.autisminternetmodules.org/> ) of their choice. (3 points)
10. **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 (20, 20, 10) = 50 pts  Evidence-Based Practices = 20 pts  Personal Perspec/Toolkit = 3 pts  2 IRIS Modules @ 2 pts ea. = 4 pts  Article Review = 1 pt  Pre-/In-class @ 1-2 ea. = 17 pts  Autism Internet Module = 3 pts  Article Share = 2 pts  **Total = 100 pts** | 3 Exams (20, 20, 10) = 50 pts  *Graduate Project Lesson Plan =* 10pts  Evidence-Based Practices = 10 pts  Personal Persp/Toolkit = 3 pts  2 IRIS Modules @ 2 pts ea. = 4 pts Article Review (Dis Today) = 1 pt  Pre-/In-class @ 1-2 ea. = 17 pts  Autism Internet Module = 3 pts  Article Share = 2 pts  **Total = 100 pts** |

**Grade Scale:**

90-100 = A

80-89 = B

70-79 = C

60-69 = D

Below 60 = 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. 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/>).
3. **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).
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, 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

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 |
| 1. Demonstrate knowledge of the components and characteristics of collaboratively designed and implemented individual behavioral support plans . |  | 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. | 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. | X |  | X |  |
| 1. 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 |  |  |
| 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)** |  | X |  |  |