**Auburn University**

**Syllabus**

REHABILITATION & SPECIAL EDUCATION

**1.** **COURSE NUMBER:** RSED 5000/6000/6006

Course Title: Advanced Survey of Exceptionality

Credit Hours: 3 semester hours

Prerequisites: None

Time: Monday & Wednesday 5:00-8:30 pm

Instructor: Craig Darch, Ph.D.

 Haley Center 3064

 darchcb@auburn.edu

 office hours: by appointment

2. **DATE SYLLABUS PREPARED**: Summer, 2019

**3. TEXT:** Vaughn, Bos, & Schumm. (7th Edition). *Teaching Students Who Are Exceptional, Diverse, and At Risk in the General Education Classroom*. Pearson Publishing Co.

**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 & 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.

(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.

(7) Demonstrate knowledge of the components and characteristics of collaboratively designed and implemented individual behavioral support plans.

(8) Demonstrate knowledge of the major areas of exceptionality in learning, including the range of physical and mental disabilities, social & emotional disorders, giftedness, dyslexia, and attention deficit disorder.

(9) Demonstrate knowledge of the indicators of the need for special education services.

(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.

(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 statues on child abuse and neglect, and the importance of complying with those laws.

**GRADING:**

 Midterm Exam (100 pts)

 Exam 2 (100 pts)

 Personal Statement (10 pts)

 Three quizzes (10 pts each) (30 pts total)

 Grading Scale: 90-100% A

 80=89% B

 70-79% C

 60-69 D

 Below 60 F

**COURSE CONTENT:**

**Week 1**

June 24 (Monday)

Read chapters 1 & 2 in your text

Topics: Overview of today’s special education

 Ensuring progress in general education

 Universal design for learning & inclusion

June 26 (Wednesday)

Read chapters 3 & 4 in your text

Topics: Communicating & Collaborating

 Teaching Culturally & Linguistically Diverse Students

**Week 2**

July 1 (Monday)

Read chapters 5 & 6

Topics: Promoting Social Acceptance & Managing Student Behavior

 Teaching Students with LD & ADHD

July 3 (Wednesday)

Read chapters 7 & 8

Topics: Teaching Students with Communication Disorders

 Teaching Students with Emotional & Behavioral disorders

**Exam 1 (Chapters 1-7)**

**Week 3**

July 8 (Monday)

Read Chapters 9 &10

Topics: Teaching Students with ASD & PDD

 Teaching Students with Intellectual & Developmental Disabilities

July 10 (Wednesday)

Read Chapters 11 & 12

Topics: Teaching Students with Low-Incidence Disabilities

 Differentiating Instruction & and Assessment

**Week 4**

July 15 (Monday)

Read Chapters 13 & 14

Topics: Promoting Content Learning (making connections)

 Facilitating Reading

July 17 (Wednesday)

Read Chapter15

Topic: Facilitating Writing

**Week 5**

July 22 (Monday)

Read Chapter 16 Helping All Students Succeed in Mathematics

 Review for Exam 2

July 24 (Wednesday)

**Exam 2 (Chapters 8-16)**