**AUBURN UNIVERSITY**

**DEPARTMENT OF SPECIAL EDUCATION, REHABILITATION, AND COUNSELING**

**Course Syllabus**

1. **Course Number:** RSED 8030

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| **Course Title:** | Disabilities and Professional Issues |
| **Credit Hours:** | 3 Semester Hours |
| **Class Meeting Date/Time** | Wed. & Fri. 12:00 to 3:15pm |
| **Class Location** | Haley 1218 |
| **Prerequisites:** | Departmental approval |
| **Corequisites:** | None |
| **Instructors:** | Suzanne Woods-Groves Ph.D. |
| **Office Location:** | 1232C Haley Center |
| **Phone/E-mail:** | (334) 844- 7621  [woodssu@auburn.edu](mailto:woodssu@auburn.edu) |
| **Office Hours:** | ZOOM and in person by appointment other office hours TBA |

1. **Date Syllabus Prepared:** May 2019

# Texts or Major Resources: REQUIRED TEXT

McLeskey, J., Maheady, L., Billingsley, B., Brownell, M. T., & Lewis, T. J. (2019). *High leverage practices for inclusive classroom.* Routledge. ISBN 978-1-138-03918-6.

# RECOMMENDED TEXT

Publication Manual of the American Psychological Association, 6th Edition 6th Edition

# Required Readings: Additional Readings will be Announced & Available via CANVAS

<http://aaidd.org/news-policy/policy/position-statements#.WPEAPGe1tQ5> Policy Statement

Council for Children with Behavioral Disorders. (October, 2000). Draft Position Paper on Terminology and Definition of Emotional or Behavioral Disorders. Reston, VA: Author, A Division of the Council for Exceptional Children, 1920 Association Drive, Reston, VA. Available at: [https://higherlogicdownload.s3.amazonaws.com/SPED/bc40048c-cf24-4380-](https://higherlogicdownload.s3.amazonaws.com/SPED/bc40048c-cf24-4380-a493-273ff305ca3c/UploadedImages/CCBD%20Position%20Terminology%20and%20Definition.pdf) [a493-](https://higherlogicdownload.s3.amazonaws.com/SPED/bc40048c-cf24-4380-a493-273ff305ca3c/UploadedImages/CCBD%20Position%20Terminology%20and%20Definition.pdf)

[273ff305ca3c/UploadedImages/CCBD%20Position%20Terminology%20and%20](https://higherlogicdownload.s3.amazonaws.com/SPED/bc40048c-cf24-4380-a493-273ff305ca3c/UploadedImages/CCBD%20Position%20Terminology%20and%20Definition.pdf) [Definition.pdf](https://higherlogicdownload.s3.amazonaws.com/SPED/bc40048c-cf24-4380-a493-273ff305ca3c/UploadedImages/CCBD%20Position%20Terminology%20and%20Definition.pdf)Policy Statement

deBettencourt, L., Hoover, J.J., Rude, H.A., & Taylor, S.S. (2016). Preparing special education higher education faculty: The influences of contemporary education issues and policy recommendations. *Teacher Education and Special Education, 39*(2), 98-120.

Harbour CK, & Maulik PK. 2010. History of Intellectual Disability. In: JH Stone, M Blouin, editors. International Encyclopedia of Rehabilitation. Available online: <http://cirrie.buffalo.edu/encyclopedia/en/article/143/History> of Disability

Hallahan, D., & Mercer, C. (2001). Learning disabilities: Historical Perspectives. Paper presented at the American Institutes of Research Learning Disability Summit in Washington DC. Available at: <http://ldsummit.air.org/download>(short version) or <http://www.ldaofky.org/LD/LD%20Historical%20Perspectives.pdf> Learning Disabilities (long version)

McLaughlin, V.L., West, J.E., & Anderson, J.A. (2016). Engaging effectively in the policy-making process. *Teacher Education and Special Education, 39*(2), 134- 149.

Rock, M.L., Spooner, F., Nagro, S., Vasquez, E., Dunn, C., Leko, M. et al. (2016). 21st century drivers: Considerations for constructing transformative models of special education teacher development. *Teacher Education and Special Education, 39*(2), 98-[120. http://journals.sagepub.com/doi/suppl/10.1177/0888406416638515](http://journals.sagepub.com/doi/suppl/10.1177/0888406416638515)

Shepherd, K., Fowler, S., McCormick, J., Wilson, C., & Morgan, D. (2016). The search for role clarity: Challenges and implications for special education teacher preparation. *Teacher Education and Special Education, 39*(2), 83-97.

Shepherd, K., & West, J. (2016). Introduction to the special issue. *Teacher Education and Special Education, 39*(2), 81-82.

# Web Sites:

* + American Association of Colleges for Teacher Educa[tion http://aacte.org/](http://aacte.org/)
  + CEEDAR Center <http://ceedar.education.ufl.edu/CEEDAR>
  + Consortium for Citizens with Disabilities <http://c-c-d.org/Consortium> Citizens with Disabilities
  + Coalition for Teaching Quality <http://coalitionforteachingquality.org/main/index.cfm?ID=2Teaching> Quality
  + National Association of State Directors of Special Education <http://www.nasdse.org/Home/tabid/36/Default.aspx>
  + National Council on Teacher Quality <http://www.nctq.org/siteHome.doNational> Council Teacher Qulaity

# Course Description:

Critical and contemporary issues regarding disability and its relationship to the leadership roles of professionals in special education and rehabilitation.

# Student Learning Outcomes:

Students will:

1. Discuss the role of disability in society.
2. Explain the development of disability civil rights.
3. Examine the development of prominent legislation governing disability rights.
4. Evaluate the impact of other marginalizing conditions on disability (e.g., race, gender, and socioeconomic status).
5. Discuss and debate contemporary disability issues regarding education, related services, and adult services.
6. Articulate the issues related to the lifespan of disabilities.
7. Explore issues related to the preparation and retention of service providers for persons with disabilities.
8. Identify emerging and possible future issues in their related fields.
9. Develop an advocacy project

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| **Course Content Outline:** *This schedule is a guide and may be adjusted at the discretion of the instructor).* **Class Meeting Dates** | **Topic** | **Readings** | **Assignments & Due Dates** |
| **05/17**  **Friday Week 1**  **NO CLASS MEETING** | * Effective Collaboration with Stakeholders & School Personnel * Writing Basics * Plagiarism | WATCH Video in CANVAS APA Format  Read Plagiarism website tutorial  **Read Textbook** High Leverage Practices Chapters 1, 2,3 **for**  **5.22.19** | * Complete APA Plagiarism 2 quizzes and test   **DUE 5. 21.19, Tues.** |
| **05/22**  **Wednesday Week 2** | * Discussion of High Leverage Practice & Stakeholder Collaboration * APA / Plagiarism review * Issues in Special Education | **Read Textbook** High Leverage Practices Chapters 4 to 10  **for 5.24.19** | **Quiz 1**- Chapters 1-3 High Leverage Practices  **Due 5.28.19**  **Quiz 2-** Plagiarism & APA  **Due 5.28.19** |
| **05/24**  **Friday Week 2** | * Assessment best practices in collaborating with school stakeholders & informing student outcomes * Supporting students with disabilities in learning environments | **Read Textbook** High Leverage Practices Chapters 11 to 16 **for**  **5.29.19** | **Quiz 3**- Chapters 4, 5, 6 High Leverage  Practices **Due 5.28.19**  **Quiz 4**- Chapters 7, 8, 9, 10 High Leverage  Practices **Due 5.28.19**  **Assignment of High Leverage Practices Topic for Paper** |

*This schedule is a guide and may be adjusted at the discretion of the instructor (s).*

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| **Class Meeting Dates** | **Topic** | **Readings** | **Assignments & Due Dates** |
| **05/29**  **Wednesday Week 3** | * Evidence-based supports (High Leverage Inclusive Practices) to support learners with disabilities | **Read Textbook** High Leverage Practices Chapters 17 to 23 **for**  **05.31.19** | **Quiz 5**- Chapters 11, 12, 13 High Leverage  Practices **Due 06.04.19**  **Quiz 6**- Chapters 14, 15, 16 High Leverage  Practices **Due 06.04.19** |
| **05/31**  **Friday Week 3**  **NO CLASS MEETING** | * Project Work | **Read PDF** High Leverage Practices Special Education **for 06.05. 19** | **Quiz 7**- Chapters 17, 18, 19, High Leverage  Practices **Due 06.04.19**  **Quiz 8**- Chapters 20, 21, 22, 23 High Leverage  Practices **Due 06.04.19** |
| **06/05**  **Wednesday Week 4** | * Evidence-based supports (High Leverage Inclusive Practices) to support learners with disabilities * Special Education High Leverage Practices | **Read the following for 06.07.19**  AIDD Policy & Position Statement  Council for Children with BD (2000) Draft Position Paper  Harbour et al. (2010). History of Intellectual Disability  Hallahan, et al. (2001) Learning disabilities | **Quiz 9**- Special Education High Leverage Practices Part 1  Practices **Due 06.11.19**  **Quiz 10**- Special Education High Leverage Practices Part 2  Practices **Due 06.11.19** |

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| **Class Meeting Dates** | **Topic** | **Readings** | **Assignments & Due Dates** |
| **06/07**  **Friday Week 4** | * Training higher education faculty * Issues in higher education preparation in special education | **Read the following for 06.12.19**  deBettencourt, et al. (2016) Preparing special education higher education faculty  McLaughlin, et al. (2016) Engaging effectively policy-making process  Rock, et al. (2016) 21st century drivers  Shepherd, et al. (2016).The search for role clarity  Shepherd, et al. (2016).  Introduction to the special issue | **Quiz 11**- Historical & Current Definitions of Disabilities **Due 06.11.19** |

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| **Class Meeting Dates** | **Topic** | **Readings** | **Assignments & Due Dates** |
| **06/12**  **Wednesday Week 5** | * Student Presentations |  | **Student Presentation/ Advocacy Project Due 06.1*2*.19**  **Quiz 12**- Teacher Preparation Roles & Issues  **Due 06.17.19** |
| **06/14**  **Friday Week 5** | * Student Presentations |  | * **Final Paper Due 06.18.19 Tuesday submitted via CANVAS** |
| **06/19**  **Wednesday Week 6 No Class Meeting**  **Exam** | **EXAM 1 Complete Online via CANVAS**  **NO CLASS MEETING** |  | **EXAM DUE June 21st Friday by 11:59pm via CANVAS** |

# Assignments/Projects:

1. **Quizzes: (12)**

Based on the readings indicated on the syllabus, students will complete 10 Quizzes throughout this course. The quizzes will be allow students to demonstrate their knowledge of key components and concepts presented in assigned readings and course material. Each quiz is worth **10 points**.

1. **Paper, Presentation, and Discussion:** Students will each complete a comprehensive review of a pertinent high leverage practics relevant to educational stakeholders. The high leverage practices will reflect essential practices for supporting stakeholders, educators, and individuals with disabilities . This assignment is worth **200 points** (Paper=150 points; Presentation and Discussion=50 points).
2. **Disability Services Presentation:** Students will identify and research the services provided by an agency that serves persons with disabilities. A review of the services provided by the agency selected will be presented in a video slide show presentation. This presentation should include the following:
   * Administrative structure of the agency (e.g., federal, state, local)
   * Services provided
   * Description of consumers to be served
   * Eligibility requirements
   * Identification of service provider roles and responsibilities in that agency
   * Training requirements for positions within the agency
3. **Advocacy Project and Presentation** -Students will identify and develop an advocacy project. While the project might not actually be implemented, a toolkit for implementing the project will be developed. (50 points)
4. **Congressional Delegation**- (5 points) Students will research their congressional delegation. (Every member of Congress has a website.) You will have two Senators from your state and a Representative. (Feel free to include more than one representative as you may have one representative for the district your university is in and another one for your home address.) Create a chart or some other visual that summarizes the following information:
5. What are the names of your Senators and Representatives and the locations of their offices in Washington and near you?
6. What congressional district does your representatives represent (this will be a number, like the 6th Congressional district of South Carolina)?
7. What is the party affiliation of each member of your delegation?
8. How long has each member of the delegation been in office?
9. What committees do your Representatives serve on that might be relevant to education or disability?
10. Might you have any potential personal connections with members of your delegation (e.g. went to the same high school, neighbor of your parents)?
11. Is there anything else you learned that might assist you in being an effective advocate?

# Resources Summary

1. **Exam:** Students will take an exam that will include a variety of types of questions- - multiple choice, short answer, fill-in- the-blank, and essay. The exam may include material from class lectures, readings, and the activities that will occur during the course. The exam will be available on Canvas. You will have one attempt to take the exam and there is a time limit (120 minutes).
2. Support Module for High Leverage Practices will be developed - 100 points

# Rubric and Grading Scale:

Requirements

5 points Congressional Delegation

5 points Resources Summary (to support Disability Services Presentation)

100 points Online Support MODULE High Leverage Practices

20 points Advocacy project

200 points Position Paper and Presentation and Discussion

50 points Disability Services Presentation

100 points Examination

120 points Quizzes

# 600 points Total

**540-600 points A**

**480-539 points B**

**421-479 points C**

**360-420 points D 359 and below points F**

1. **Class Policy Statements:**
   1. Attendance/Participation: Attendance is required, students are expected to attend all classes and will be held responsible for any content covered. Participation points are awarded for completion of in-class activities. On-campus students must submit assignment on the day the activity is scheduled and completed, unless they have an excused absence. Students are expected to participate in all class discussions/ discussion boards and participate in all exercises.
   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/>).

* 1. Make-Up Policy: Arrangement to make up the major examination 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.
  2. Written Assignments are expected to be prepared using word processing software, 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 submitted to Canvas no later than the day the assignment is due. 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.

**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.

* 1. Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the *Tiger Cub* 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.
  2. Disability Accommodations: Students who need special accommodations in class, as provided by the Americans with Disabilities Act, should arrange for a confidential meeting with the instructor during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). The student must bring a copy of their Accommodations Letter

and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Program for Students with Disabilities, 1288 Haley Center, 844-2096 (V/TT).

* 1. 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.
  2. 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

# 10. Justification for Graduate Credit

This course requires extensive analysis of scholarly journal articles in order to complete the position paper. This analysis requires students to use critical thinking skills to synthesize information from the class with the articles. The presentation requires extensive analysis of an existing agency in the field. This presentation requires students to analyze and apply all of the information presented in the course. This course also includes formative and summative examinations. These course requirements represent a rigorous standard of evaluation consistent with graduate credit.