**Auburn University Department of Rehabilitation and Special Education**

RSED 5160/6160/6166 Framework for Collaboration and Service Delivery in Schools

1. **Course Number**: RSED  5160/6160/6166               **Credit**: 3 Semester hours

**Course Title:**    Framework for Collaboration and Service Delivery in Schools

**Pre-requisite/co-requisite**: none

**Term:**Summer 2020

 **Mode of Deliver:** Online **Office hours:** By appointment via Zoom

**Instructor:** Dr. Stephanie Marshall

  **Instructor’s email:** **slt0001@auburn.edu** Phone: 334-233-5578

1. **Date Syllabus Prepared:** updated May 2020

1. **TEXTS:** Custom Text: RSED 5160/6160/6166 Collaboration in Special Education, Auburn University, available at Auburn University Bookstore (ISBN: 10: 1-269-82243-8, ISBN 13: 978-1-269-82243-5)
* Alabama College and Career Ready Standards (ACCRS) – available on Canvas

1. **COURSE DESCRIPTION:** This course prepares pre-service special educators to work within various environments for service delivery: general education, supporting interventions, delivering interventions, co-teaching, and teaching in settings separate from general education. Preparation will include needs of diverse learners, curriculum, and its design.

Course requirements:

Students are required to: a) successfully complete all required projects and give them to the instructor **no later than the date designated for each project**, b) take and pass all required exams, c) attend class and participate in class discussions and activities, and d) read assigned materials prior to attending and/or participating in classes.

Each course week will begin Tuesday and end Monday of each week. All weekly assignments must be completed and submitted by established due date, by 11:59 pm. No late assignments or quizzes will be accepted unless the instructor can verify a university approved excuse. When the university approved notice is verified, the student will have one week from the time he or she returns to class to turn in the assignment.

**Discussion Questions/Peer Responses (100 points)**

Participating in classroom discussion is paramount to this course learning experiences. Participating in the weekly discussions allows students and instructors to share experiences, examine difficult subject matter, share, and explore the content from new perspectives. Each week you will answer two discussion questions. Additionally, students are required to respond to at least 2 different peers per week. Peer responses are due Monday by 11:59 pm. Please see rubric to view requirements for answering discussion questions and responding to peers.

* **Weekly discussion posts should include the following:**
* Each part of the question addressed *(2.0 points)*
* At least 5 sentences *(2.0 points)*
* Free of spelling and grammatical errors *(1.0 point)*
* **Peer responses should include the following:**
* Acknowledge peer by name and what the peer said by either supporting or providing alternative view *(1.0 point)*
* At least 5 sentences per response that are free of spelling and grammatical errors (*2.0 points)*
* Build on the response by integrating current events, personal experiences, or information presented in the course to support the original idea *(2.0 points).*

***Attendance*** will be taken based on completing weekly discussion questions, participating in Zoom class meetings and/or group meetings.

**Weekly Quizzes (20 points)**

Students will demonstrate competency from covering course materials, class activities, and information from the required texts. Quizzes will be completed using Canvas online. Each quiz will be available from 8:00 am Tuesday until Monday 11:59 pm. The schedule for quizzes is based on central standard time; if distance education students live in another time zone, they are expected to adjust their schedule (e.g. due date 9/3/2015 of 11:59pm CST = 9/3/2015 of 10:59pm MST = 9/3/2015 of 9:59pm PST).

**Responsive Instruction (50 points)**

Each student will be assigned a geographic area within 50 miles of Auburn University. Students can visit and/or conduct an electronic search about the area and report on resources and community infrastructure available to residents in the area. Students will write a reflection that includes a description of the area, ease of access to various resources and community infrastructure, and three ways in which their instruction will be designed to be responsive to students from the areas’ experiences. Create a 250-500-word digital brochure that could be given to residents or families that supports the information in your reflection paper. This brochure will serve as visual for your paper

***Graduate Responsive Instruction Project******(50 points each)***

***Outcomes and assignments in italics are for graduate students receiving credit for 6160***

Each student will be assigned a geographic area within 50 miles of Auburn University. The instructor will work with distance education students individually to assign region appropriate for the project. Students will visit the area and report on resources and community infrastructure available to residents in the area. Students will write a three-page paper that includes a reflection and a two-page summary of interventions, collaborative strategies, and instructional methods found within the research literature. The reflection will include a description of the area, ease of access to various resources and community infrastructure. The research summary will provide at least three collaborative strategies or instructional approaches that would be appropriate based on the needs and resources within the community. Create a 250-500-word digital brochure that discusses one of the collaborative strategies or instructional approaches from your paper. This brochure will serve as visual for your paper. The research summary and brochure will include at least 3 citations from scholarly journals.

**Content Standard Analysis (30 points)**

Students will be assigned groups of content standards across subject areas. Students will define each portion of each standard and identify the product that would be produced if a child mastered the standard.

1. **STUDENT LEARNING OUTCOMES:** After appropriate learning activities, the student will demonstrate knowledge of:
* Collaboration with stakeholders to facilitate student learning and well- being
* Learning experiences that engage all learning styles and multiple intelligences.
* Inclusive learning environments that support and address the needs of learners
* Differentiation between learner difficulties related to cognitive or skill development and those that relate to language learning
* Understanding of how personal and cultural biases can affect teaching and learning
* Communication strategies that demonstrate sensitivity to diversity
* Subject-matter content and ability to organize related facts, concepts, and skills
* Diverse cultures, including cultural and socioeconomic factors and their impact on eligibility, programming, instruction, interventions, and implementation of services.
* How to design and implement programs that reflect knowledge, awareness, and responsiveness to diverse cultures, including cultural and socioeconomic factors.2(a)3(i)
* Student learning styles / Characteristics and instructional strategies, including collaborative, co-teaching, and direct instruction.2(c)2
* Roles of professionals, students, and families as members of a collaborative team. 2(j)2(i)
* Strategies for promoting coordination and collaboration between special education services and general education. 2(j)2(ii)
* Approaches for communicating with families. 1(d)1
* Content for Grades K-6/6-12 in the Alabama Courses of Study for English language arts, mathematics, science, and social studies.1(e)1(iii)
* Knowledge of collaborative skills, procedures, and techniques designed to facilitate coordination of instruction and service delivery (i.e., families, general education, school-to-work programs, related service providers, and agencies). 1(g)1.
* Knowledge of content for Grades K-6 in the *Alabama Courses of Study* for English language arts, mathematics, science, and social studies. **290-3-3-.35(1)(e)1.(iii) (K-6)**
* Knowledge of content for Grades 6-12 in the*Alabama Courses of Study* for English language arts, mathematics, science, social studies, and career and technical education. **290-3-3-.36(1)(c)1.(iii) (6-12)**

**Tentative Course Calendar**

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| **Date** | **Chapter and Topics** | **Assignments & Due Dates** |
| ***Week 1*** 6/30 | * Introduction
* Students with Disabilities who are CLD
* Instructional Methods
* Responsive Instruction Project
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| --- | --- |
| DQ 1.1 | 6/30 |
| DQ 1.2 | 7/2 |
| 2 Peer Responses | 7/6 |

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| ***Week 2***7/7 | * Second Language Learners
* Assessment and Students from CLD Backgrounds
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| DQ 2.1 | 7/7 |
| DQ 2.2 | 7/9 |
| 2 Peer Responses | 7/13 |
| Weekly Quiz | 7/13 |

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| ***Week 3***7/14 | * Foundations for Collaboration
* Examining Curriculum standards
* Content Analysis Project Instructions
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| DQ 3.1 | 7/14 |
| DQ 3.2 | 7/16 |
| 2 Peer Responses | 7/20 |
| Weekly Quiz | 7/20 |

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| ***Week 4***7/21 | * Interpersonal Communication
* Listening and Responding to Feedback
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| --- | --- |
| DQ 4.1 | 7/21 |
| DQ 4.2 | 7/23 |
| 2 Peer Responses | 7/27 |
| Weekly Quiz | 7/27 |

***Responsive Instruction Project Due: 7/27*** |
| ***Week 5***7/28 | * Problem Solving in Difficult Situations
* Teams and Co-teaching
* Content Analysis Project Group Meetings with Instructor
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| --- | --- |
| DQ 5.1 | 7/28 |
| DQ 5.2 | 7/30 |
| 2 Peer Responses | 8/3 |
| Weekly Quiz | 8/3 |

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| ***Week 6***8/4Finals Week  | * Content Analysis
* Collaborative Reflections
 | ***Content Analysis Collaborative Project*** ***Due:* 8/4** |

1. **EVALUATION:**Final grades will be based on points assigned through completion and evaluation of course requirements and grades will be assigned based on number of accumulated points, as follows:

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| --- | --- |
| **Assignment**  | **Points**  |
| Weekly Discussion Questions/Peer Responses | 100 |
| Weekly Quizzes | 20 |
| Responsive Instruction  | 50 |
| Content Standard Analysis | 30 |
|  | Total Points=200 |

**180-200 points = A, 160-179 points = B, 140-159 points = C, 120-139 points= D, 119 and below= F**

* Final grades will be determined by the scale above. There will be no rounding of final grades (i.e. 179.8 points is a grade of B). Final grades will be comprised of points earned on the activities described in the syllabus. ***No extra credit opportunities will be provided.***
1. **CLASS POLICIES**

***Extra Credit:* There is an RSED 5160/6160/6166 policy that no extra credit** opportunities will be provided. Final grades will be comprised of points earned on the activities described in the syllabus.

***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.”

* ***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 that is the result of university approved absences. Students must satisfy all course objectives to pass the course.
* ***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 by the established due dates in syllabus and in Canvas. Assignments must be turned in by the student completing the assignment. ***No late assignments or tests will be accepted unless the instructor has received prior notice of absence (via phone, email, etc…) that can be verified as a university approved excuse.*** When prior notice is provided and the student 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.

***Accommodations****:* Students who need special accommodations in class, as provided for by the American Disabilities Act, should arrange a confidential meeting with the instructor during office hours the first week of classes - or as soon as possible if accommodations are needed immediately. Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have these forms but need accommodations, make an appointment with the Program for Students with Disabilities, 1244 Haley Center, 844-2096 (V/TT).

***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 as follows: (a) engage in responsible and ethical professional practices, (b) contribute to collaborative learning communities, (c) demonstrate a commitment to diversity, and (d) model and nurture intellectual vitality.

* ***Classroom Behavior and Honesty****:* Students are expected to read and adhere to all classroom polices in the Auburn University Policy Site <https://sites.auburn.edu/admin/universitypolicies/default.aspx> regarding classroom behavior and honesty.
* **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**: Rules and Regulations pertaining to Cheating will apply to this class. The Auburn Academic Honesty Code is found in the Auburn University Policy Site (<https://sites.auburn.edu/admin/universitypolicies/default.aspx>).
* 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.
* ***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 Auburn University Policy Site (<https://sites.auburn.edu/admin/universitypolicies/default.aspx>) for steps toward redress.
* *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.