**Auburn University**

**RSED 3000 Course Syllabus**

**Department of Special Education, Rehabilitation, and Counseling**

# **Basic Course Info**

**1. Course Number:** RSED 3000, Summer 2022

**Course Title**: Diversity and Exceptionality of Learners

**Credit Hours**: 3 semester hours

**Prerequisites:** majoring in education, 2.0 GPA

**Co-requisites:**  none

**Instructor:** Dr. Suzanne Woods-Groves

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**Phone Number:** 334-844-7621

**Office Hours:** ZOOM Office Hours TBA and email to schedule ZOOM appt.

**2. Term:** Summer 2022

**Day/Time:** Distance asynchronous , 1st mini-semester

**Date Syllabus Prepared**: Updated May 2022

**3. TEXTBOOK:**

Required: MyLab Education with Pearson eText -- Access Card -- for Including Students with Special Needs: A Practical Guide for Classroom Teachers, 8th Edition

ISBN: 9780134800400

Hard copy also available to purchase **with** eText if desired for $20. Option to buy is in mylab feature on Canvas.

Friend, M. & Bursuck, W. (2019). *Including students with special needs: A practical guide for classroom teachers.* (8th ed.). Upper Saddle River, NJ: Pearson Education.

**REQUIRED TECHNOLOGY:**

All students in this course are expected to have all the equipment and software needed to be successful in the course. You will need to virtually access weekly recorded lectures, assignments, quizzes, and materials posted via CANVAS and PANOPTO. You will complete and submit your exams and assignments via CANVAS. Ensure you have a working computer and reliable internet connection. Be sure you have a working printer. Be sure you have installed and have access to all of the software required to participate in the course and complete your assignments (Canvas, PDF reader, Panopto).

**4. COURSE DESCRIPTION:** Exploration of philosophical, social, cultural, and individual factors that have shaped the civil rights of and education for individuals with disability; examination of educational experiences of diverse learners and teachers’ roles and responsibilities with respect to teaching all students in inclusive classrooms.

The course will include weekly assigned readings, assignments, lectures, activities, and quizzes. T**he course is not self-paced and you will need to ensure you keep up with the pace of the course and to complete weekly assignments**. **This course is organized by modules to help with the organization of the information and assignments as you move through the course.**

**5. STUDENT LEARNING OUTCOMES:**

*Course objectives include a subset of key indicators from the Alabama Quality Teaching Standards. Indicators assigned to this course for assessment are listed below and pertain to human development; organization and management; cultural, ethnic and social diversity; special needs diversity; collaboration; and local, state, and federal laws.*

1. Discuss exceptionality as a type of diversity in the classroom. *(290-3-3-.03 4.7)*
2. Discuss the educational rights for individuals with disabilities. *(290-3-3-.34 (2)(a)2.(i))*
3. Discuss self-determination and advocacy as they relate to the rights of persons with disability.
4. Identify and discuss the legal foundations for persons with disabilities*.( 290-3-3-.34 (2)(a)2.(i)) (290-3-3-.03 5.5)*
5. Identify various modes of service delivery in public schools for students with disabilities. *(290-3-3-.03 4.8)*
6. Discuss collaboration strategies for professionals who serve students with disabilities. *(290-3-3-.34 (2)(j)2.(i))*
7. Identify and discuss general characteristics and impact of high and low incidence disabilities on learning and development. *(290-3-3-.03 4.7) (290-3-3-.34 (2)(b)2.(i))*
8. Identify stages of speech and language development, characteristics of communication skills, and the impact of communication on all learning *(290-3-3-.34-(2)(b)2.(i)*
9. Identify and discuss disabilities served under Section 504 and others with special learning needs. *(290-3-3-.34 (2)(a)2.(i)) (290-3-3-.03 5.5)*
10. Identify and discuss effective instructional strategies that are inclusive of all students. *(290-3-3-.03 4.8)*
11. Develop appropriate accommodations and/or modifications for students with disabilities. *(290-3-3-.03 4.8)* *(290-3-3-.36 (1)(c)1.(ii))*
12. Identify classroom management strategies. *(290-3-3-.03 4.8)*
13. Recognize the steps in the special education process. *(290-3-3-.34 (2)(a)2.(i)) (290-3-3-.03 5.5)*
14. Describe how to access school, community, state and other resources and referral services. *(290-3-3-.34 (2)(j)2.(i))*

# **6. TENTATIVE COURSE CONTENT & SCHEDULE**

Note: Learning outcomes compiled from: Friend, M. & Bursuck, W. (2019). *Including students with special needs: A practical guide for classroom teachers.* (8th ed). Upper Saddle River, NJ: Pearson Education.

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Lecture** | **Assigned Readings**  **(to be completed prior to class)** | **Learning Activities**  **& DUE DATE** |
| **Week 1**  **Wed.**  **5/18-5/20**  **MODULE 1** | **Welcome/Overview, Syllabus** | **Syllabus** | **DUE Tues. May 24th by 11:00pm**  **Critical Thinking Activities**  **Participation Points**  Watch all Lectures by Tues May 24th by 11:00pm |
| **Week 2**  **Monday**  **5/23-5/27**  **MODULE**  **2** | **Chapter 1 (All Sections)** - The Foundation for Educating Students with Special Needs  *Learning Outcomes:*   * *Explain fundamental terms and concepts that describe special education, including those in federal law* * *Explore significant factors that have shaped contemporary special education services* * *Analyze key themes that characterize today’s educational priorities for students with disabilities, including prevention, high expectations and accountability, evidence-based practices, and inclusiveness* * *Describe categories of disabilities addressed in federal law and note other special needs students may have*   **Chapter 2 (All sections)** – Special Education Procedures and Services  *Learning Outcomes:*   * *Analyze the roles and responsibilities of the individuals who may participate in educating students with disabilities.* * *Identify the steps teachers should take in deciding whether an identified student need might indicate the presence of a disability* * *Describe the process through which a student may become eligible to receive special education services, including the role that parents play throughout that process* * *Name the components of individualized education programs (IEPs) and provide examples of them* * *Outline the types of services that students with disabilities may receive and the settings in which they may receive them*   **Chapter 3 (All sections)** – Building Partnerships Through Collaboration  *Learning Outcomes:*   * *Explain the technical meaning of the term* collaboration*, analyze the role of collaboration in providing services to students with disabilities, and clarify how it is influencing the roles and responsibilities that you have as a general education teacher* * *Describe common collaboration-based applications for students with disabilities and other special needs, including shared problem solving, co-teaching, teaming, and consulting, and consider your role in each of them* * *Identify ways you can work effectively with parents to successfully educate students with special needs, even if their views about their child differ from yours* * *Explain your responsibilities when working with paraprofessionals, and explore ways you can enhance collaboration with them* | **\*Self-checks recommended**  **Textbook Chapters to Read**  **Chapter 1**  **Chapter 2**  **Chapter 3** | **DUE Tues. May 31st by 11:00 pm.**   * **Chapter 1 Quiz** * **Chapter 2 Quiz** * **Chapter 3 Quiz**   **Critical Thinking Activities**  **Participation Points**  Watch all Lectures by Tues, May 31st by 11:00pm |
| **5/30** | **Holiday (no class)** |  |  |
| **Week 3**  **5/31-6/3**  **MODULE**  **3** | **Chapter 4 (All sections)** – Assessing Student Needs  *Learning Outcomes:*   * *Explain how general education teachers can contribute significantly to the assessment process* * *Describe the use of high stakes, standardized achievement, psychological tests, and alternate assessment in making education decisions for students with special needs* * *Provide accommodations and modifications for students with disabilities on standardized tests* * *Define curriculum-based assessment; explain its benefits; construct types in basic academic skills, content-area knowledge and independent learning skills; and use to make decisions involving special education*   **Chapter 5 (All sections)–** Planning Instruction by Analyzing Classroom and Student Needs  *Learning Outcomes:*   * *Describe how to apply the steps of the INCLUDE decision-making process to adjust instruction for students with disabilities and other special needs in your classroom* * *Analyze the major components of classroom organization with respect to how they can have an impact on students with disabilities* * *Describe the various ways students can be grouped for instruction in an inclusive classroom and analyze the impact they may have on students with special needs* * *Analyze classroom materials and instructional methods with respect to their potential impact on students with disabilities*   **Chapter 6 (All sections)** – Students with Low Incidence Disabilities  *Learning Outcomes:*   * *Describe what it means to say that a student has a low-incidence disability and apply the INCLUDE strategy to effectively instruct these students in your classroom* * *Outline the characteristics of students with autism spectrum disorder (ASD) and the supports they need* * *Describe the characteristics of students with moderate, severe, and multiple disabilities, including intellectual disabilities and deaf-blindness, and the supports general educators can provide for them* * *Explain the characteristics of students with sensory impairments (vision or hearing loss) and the supports general educators can provide for them* * *Explain the characteristics of students with physical, medical, and health impairments and the supports general educators can provide for them* | **Textbook Chapters to Read**  **Chapter 4**  **Chapter 5 Chapter 6** | **DUE Tues. May 31st by 11:00 pm Chapters 1,2,3 Quizzes**  **DUE Monday June 6th , by 11:00 pm.**   * **Chapter 4 Quiz** * **Chapter 5 Quiz** * **Chapter 6 Quiz**   **Critical Thinking Activities**  **Participation Points**  Watch all Lectures by Monday, June 6th by 11:00pm |
| **Week 4**  **6/6-6/10**  **MODULE**  **4** | **Exam 1 (Chapters 1-6)**  **EXAM 1 OPENS on Tuesday June 7th at 8:00am**  **EXAM 1 is completed via CANVAS**  **Exam 1 is DUE June 13th by 11:00pm** |  | **Chapter 4-6 Quizzes Due**  **DUE Monday June 6th , by 11:00 pm.**   * **Chapters 4, 5, 6, Quizzes DUE**   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Exam 1 opens Tuesday June 7th at 8:00am.**  **Exam 1 is DUE Monday June 13th by 11:00pm** |
| **Week 5**  **6/13-6/17**  **MODULE**  **5** | **Chapter 7 (All sections)–** Students with High Incidence Disabilities  *Learning Outcomes:*   * *Explain what is meant by high-incidence disabilities and describe their prevalence and the key elements of the federal definitions for each of the high-incidence categories* * *Apply the INCLUDE strategy to adjust your classroom instruction to meet the needs of students with communication disorders* * *Analyze classroom demands and the academic characteristics and needs of students with learning, behavioral, and mild intellectual disabilities and explain how you can adjust your instruction to meet their needs using the INCLUDE strategy*   *Analyze the social and emotional characteristics and needs of students with learning and behavioral disabilities, including how you can meet these needs in the classroom*  **Chapter 8 (All sections)–** Students with Special Needs Other Than Disabilities  *Learning Outcomes:*   * *Describe student protected under Section 504 and general educators’ responsibilities for effectively teaching them* * *Explain accommodations and other instructional adjustments general education teachers can make to address the special needs of students with attention deficit-hyperactivity disorder (ADHD)* * *Outline how general educators provide appropriate instruction for students who are gifted and talented* * *Discuss how cultural diversity influences education, critically analyzing your own response to students from cultures other than your own and your skills for addressing their needs, including those who also have disabilities* * *Discuss how general educators can effectively teach students at risk for school failure, including students affected by poverty, abuse or neglect, substance abuse, and other factors, including those who have been identified as having disabilities*   **Chapter 9 (All sections)–** Adjusting Instruction  *Learning Outcomes:*   * *Discuss how you can analyze your basic skills instruction and describe how you can adjust it for students with disabilities and other special needs* * *Discuss how you can analyze your content-area lessons and explain how you can make them more accessible* * *Discuss how you can analyze and adjust independent practice activities for students* * *Describe strategies for involving parents in teaching their children* * *Discuss how you can analyze classroom materials and activities and modify them for students with moderate to severe intellectual disabilities* | **Textbook Chapters to Read**  **Chapter 7**  **Chapter 8 Chapter 9** | **DUE Tuesday, June 21st by 11:00 pm.**   * **Chapter 7 Quiz** * **Chapter 8 Quiz** * **Chapter 9 Quiz**   **Critical Thinking Activities**  **Participation Points**  Watch all Lectures by Tuesday June 21st by 11:00pm |
| **6/20** | **Holiday No Class** |  |  |
| **Week 6**  **6/21-6/22**  **MODULE**  **6** | **Chapter 10 (All sections)–** Strategies for Independent Learning  *Learning Outcomes:*   * *State ways that teachers can encourage student self-awareness, self-advocacy, and self-determination* * *Explain how teachers can create their own learning strategies* * *Describe the steps involved in teaching learning strategies, analyzing each step and discussing why it is important for building independent strategy usage* * *List, describe, and justify the teaching of research-based learning strategies in the areas of reading and reading comprehension; listening and note taking; written expression; math problem solving; and time and resource management, and explain how they can be applied to the students you will be teaching* * *Explain how methods of teaching learning strategies can be applied to helping students perform strategies independently*   **Chapter 11(All sections)** – Evaluating Student Learning  *Learning Outcomes:*   * *Analyze demands that occur before, during, and after classroom testing and describe adjustments that can be made for students with special needs* * *Describe and provide a rationale for grading practices that can benefit all of your students* * *Explain when and how report card grades can be individualized for students with special needs* * *Explain the potential benefits of using performance-based and portfolio assessments with students with disabilities. Identify features of each that may cause problems for students with disabilities, and describe adjustments that could be made to ameliorate these difficulties*   **Chapter 12 (All sections)–** Responding to Student Behavior  *Learning Outcomes:*   * *Outline classroom strategies that promote students’ positive behavior and prevent misbehavior* * *Explain simple techniques for responding to individual student misbehavior* * *Describe the purpose of a functional behavior assessment (FBA) and steps for deciding how to respond to chronic, inappropriate individual student behavior* * *Outline systematic approaches for increasing positive behaviors and decreasing negative behaviors* * *Identify how to help students manage their own behavior* | **Textbook Chapters to Read**  **Chapter 10**  **Chapter 11 Chapter 12** | **Chapter 7-9 Quizzes Due**  **DUE Tuesday, June 21st, by 11:00 pm Chapters 7,8,9, Quizzes DUE**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **DUE Friday June 24th by 11:00 pm.**   * **Chapter 10 Quiz** * **Chapter 11 Quiz** * **Chapter 12 Quiz**   **Critical Thinking Activities**  **Participation Points**  Watch all Lectures by Friday June 24th by 11:00pm |
| **Finals Period**  **6/24-6/27**  **MODULE**  **7** | Exam 2  (Chapters 7-12)  **Exam 2 (Chapters 7 to 12)**  **EXAM 2 OPENS on Friday June 24th at 8:00am**  **EXAM 2 is completed via CANVAS**  **Exam 2 is DUE June 27th by 11:00pm** |  | **Chapter 10, 11, 12 Quizzes due by Friday 6/24 by 11:00pm**  **Final Exam 2 is DUE June 27th by 11:00pm** |

**Distance Education Participation:**

1. The course will have recordings of class lectures available on Canvas through Panopto that can be viewed by distance learning students. The class will be recorded weekly. The video will be archived for viewing on Canvas immediately after that. Archiving could take up to an hour. Students should use Safari as their web browser when accessing Panopto and be sure their computers meet the requirements necessary to do so.
2. The course provides for timely and appropriate interactions between instructor and students via Tigermail email, discussion boards, and Canvas messaging. The instructor will respond to Tigermail emails or Canvas messages within 24 hours of receipt (note: this may vary for emails sent on Saturday or Sunday) and will occur during work hours.

**STRUCTURE/SCHEDULE OF CLASS SESSIONS:**

**This is a compressed mini-semester course. You will cover the same amount of material you would cover in a traditional semester course. Weekly Remote Recorded Material, Activities, etc. will be available in Asynchronous Sessions via Panopto/CANVAS.**

Weekly ZOOM Office Hours are available by appointment. Email your instructor, to make an appointment. The instructor will send you a ZOOM link. You can attend via video or audio.

**Students are required to visit the CANVAS course site regularly to access course material, lectures, activities, assignments, quizzes, and exams via CANVAS. All lectures will be recorded and available via CANVAS. Students will watch all lectures and will complete assigned readings, quizzes, activities, and coursework in a timely manner and by due dates.**

# **7. COURSE REQUIREMENTS:**

**Students are required to**

a) Successfully complete all required activities, quizzes, participation points, and will submit their work via CANVAS no later than the date designated for each project, WEEKLY

DUE DATES

b) Take and pass all required quizzes and exams,

c) Watch all class lectures each week by due date

d) Read assigned materials within the delineated time.

**General Course Requirements (See percentage point values in table below)**

**A. Learning Activities**:  **(TOTAL 30% of final grade)** Throughout the semester there will be learning activities that will include Quizzes, Participation Points, and Critical Thinking Activities. Youmust complete quizzes, participation points, and critical thinking activities by the due dates listed in this syllabus and on Canvas.  **(see Attendance Policy and** [**Student Policy eHandbook**](https://cas.auburn.edu/owa/redir.aspx?C=6030eed59dec435abc9061fa4edc1426&URL=http%3a%2f%2fwww.auburn.edu%2fstudent_info%2fstudent_policies%2f)**)**

* **Quizzes (12 quizzes each worth 10 points)**

Quizzes are due weekly and by the designated due date for that week (see course content & schedule section in this syllabus) that cover your reading for that class period. Quizzes are multiple-choice. Quizzes are not timed. Quizzes can only be completed once. **Quizzes are completed via CANVAS. Total points available 120.**

* **Participation Points (5 MODULES each MODULE worth 12 points)**

There are five MODULES with multiple video lectures in each MODULEin CANVAS. Participation points are earned by watching 100% of each lecture and by watching all of the lectures in each MODULE. You are required to **WATCH 100% of ALL LECTURES** within each MODULE. Panopto statistics record individual views and the viewing length times for each lecture. ALL Lectures must be watched to 100% by the due date indicated in the syllabus in order to earn your participation points. **Total points available 60 points.**

* **Critical Thinking Activities (5 Critical Thinking Activities each worth 12 points)**

Each Critical Thinking Activity is designed to offer you a chance to demonstrate critical thinking and explore concepts and skills introduced within this course. **The Critical Thinking Activities can only be COMPLETED ONCE and ARE NOT TIMED**. **Total Points available 60 points.**

**B. Examinations**: **(70% of final Grade)**

There will be two exams during the semester. The first exam will cover material from the beginning of the semester through the first exam. The second exam will cover material presented after the first exam through the last class period before the second exam is scheduled. Each exam is 35% of your grade.

**8. GRADING AND EVALUATION:**

**Requirements:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Assignment** | **Points Per Activity** | **Total Points Possible** | **Percent of Grade** |
| **Learning Activities** |  | **240** | **30%** |
| Chapter Quizzes (12) | **10** | **120** | **15%** |
| Participation Points (5 Modules)  *Earn by watching 100% of each video in MODULE* | **12** | **60** | **7.5%** |
| Critical Thinking Activities (5) | **12** | **60** | **7.5%** |
| **Exams** |  | **560** | **70%** |
| **Exam 1** |  | **280** | **35%** |
| **Exam 2** |  | **280** | **35%** |
| **Total Points** |  | **800** | **100%** |

**Grading Scale:**

720-800 A

640-719 B

560-639 C

480-559 D

479 and Below F

***Alabama Quality Teaching Standards and Candidate Proficiencies***

*The Alabama State Board of Education requires all students completing teacher certification programs to be assessed using the Alabama Quality Teaching Standards. These standards have been aligned with the 15 candidate proficiencies in the College’s conceptual framework. Students will be informally assessed on a course-appropriate subset of these proficiencies throughout the semester. The candidate proficiencies assessed in this course are highlighted on Attachment A.*

*The primary purpose of this assessment is to provide students with feedback regarding relevant candidate proficiencies. Ratings do not positively or negatively affect the course grade. If the instructor determines that a student is not demonstrating competence in any of the proficiencies, the instructor notifies the student’s department head and the student’s program coordinator to alert them to specific concerns that may require attention. The e-mail is copied to the student.*

# **9. CLASS POLICIES:**

**Attendance:** **Distance learning students** should complete quizzes, critical thinking activities, and earn participation points by viewing all videos to 100% during the time they are available to verify attendance/lecture viewing.

**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, military orders, and religious holidays. Students who wish to have an excused absence from 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](https://cas.auburn.edu/owa/redir.aspx?C=6030eed59dec435abc9061fa4edc1426&URL=http%3a%2f%2fwww.auburn.edu%2fstudent_info%2fstudent_policies%2f) ([www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies)) for more information on excused absences. **Distance learning students** should complete quizzes during the time they are available to verify attendance/lecture viewing and watch videos in each MODULE.

**Make-Up Policy:** Arrangement to make up a missed major examination (e.g., hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student as soon as possible but no later than 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 one week 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. The format of the make up exams will be similar in design to the scheduled exams and be completed via CANVAS.

**Assignments:** Written assignments are expected to be 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 they 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, they will have **one week** from the time they return 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.**

**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. 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. 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).

**Honesty Code:** All portions of the Auburn University student academic honesty code (Title XII) found in the [Student Policy eHandbook](https://cas.auburn.edu/owa/redir.aspx?C=6030eed59dec435abc9061fa4edc1426&URL=http%3a%2f%2fwww.auburn.edu%2fstudent_info%2fstudent_policies%2f) ([www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies)) 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.

**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, an addendum to your syllabus and/or course assignments will replace the original materials.

**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

**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 University Policy Site for steps toward redress <https://sites.auburn.edu/admin/universitypolicies/default.aspx>.

**Attachment A - RSED 3000**

**Indicators from the Alabama Quality Teaching Standards**

This standard is taught and assessed in this class.

|  |  |  |
| --- | --- | --- |
| Alabama Standard/Rule | Alabama Quality Teaching Standards |  |
|  | **Program Specific** | **Course Assessment** |
| 290-3-3-.34  (2)(b)2.(i) | Stages of speech and language development, characteristics of communication skills, and the impact of communication on all learning. | Exam 2 |

|  |  |
| --- | --- |
| Alabama Standard/Rule | Alabama Quality Teaching Standards |
| **Standard 4** | **Diversity** (Special Needs) |
| 290-3-3-.03 4.7 | Understands and recognizes the characteristics of exceptionality in learning, including the range of physical and mental disabilities, social and emotional disorders, giftedness, dyslexia, and attention deficit disorder, in order to assist in appropriate identification and intervention |
| 290-3-3-.03 4.8 | Facilitates inclusive learning environments that support and address the needs of learners with learning differences and disabilities |
| **Standard 5** | **Professionalism** |
| 290-3-3-.03 5.5 | Complies with local, state, and federal regulations and policies |
|  | **Program Specific** |
| 290-3-3-.34 (2)(a)2.(i) | Current federal and state laws and regulations governing and/or impacting on programs for students with exceptionalities. |
| 290-3-3-.34 (2)(a)2.(iii) | Diverse cultures, including cultural and socioeconomic factors and their impact on eligibility, programming, instruction, interventions, and implementation of services. |
| 290-3-3-.34 (2)(e) 2 | Knowledge of research-based discipline interventions, which include school-wide, classroom, and individual proactive positive behavior supports. |
| 290-3-3-.34 (2)(j)2.(i) | Roles of professionals, students and families as members of a collaborative team. |
| 290-3-3-.34 (2)(j)2.(i) | Strategies for promoting coordination and collaboration between special education services and general education. |