**Auburn University Course Syllabus**

Department of Special Education, Rehabilitation, and Counseling

1. **Course Number:** RSED 5000/6000
2. **Course Title**: Advanced Survey of Exceptionality

**Credit Hours**: 3 semester hours (Lecture 3)

**Prerequisites:** None

**Corequisites:** None

1. **Instructor:** Kelly Brumbeloe Schweck, Ph.D

**Office Address:** 1230 Haley Center

**Contact Information:** [brumbka@auburn.edu](mailto:brumbka@auburn.edu). I will make every effort to respond to your email in a timely manner. I cannot guarantee a quick response to emails sent after 5:00 p.m.. It is your responsibility to be proactive with any questions you might have and allow a reasonable amount of time (24-48 hours) for a response.

**Office Hours:** In person on Wednesdays by appointment or via Zoom on other days by appointment

1. **Term:** Summer 2023

**Meeting days/times:** Mondays and Wednesdays 5:00 p.m.-8:45 p.m., HC 1212

Syllabus updated April 2023. This syllabus is a tentative outline for the Summer 2023 Term II semester and **is subject to change.**

1. **Text:** Vaughn, S., Bos, C., & Schumm, J. (2018*). Teaching students who are exceptional, diverse,55w and at risk in the general education classroom, 7th edition.* Upper Saddle River, NJ: Pearson. (**ALL MAJORS**) (Available through MyLab)

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 ONLY)** (Available in the bookstore or 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)

1. **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.

## 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.
  6. Demonstrate knowledge of the general characteristics of disabilities and of their impact on cognitive development and learning. CACREP 2.F.3.e
  7. 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
  8. 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.
  9. 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,
  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. CACREP 5.G.2.b
  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 statutes on child abuse and neglect, and the importance of complying with those laws.

# Demonstrate 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)**

* 1. Demonstrate 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: (see following pages in table format)**

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| --- | --- | --- | --- |
| **Date** | **Topic** | **Readings** | **Assignment(s) Due** |
| **June 28th**  **W** | *What is the Foundation for the Education of Students with Disabilities?*   * Overview of the Course * Disability Legislation and History * Foundations of Special Education * IEP |  |  |
| **July 3rd**  **M** | *What is the Foundation for the Education of Students with Disabilities?*   * Responsibilities of Classroom Teachers and School Counselors * The Special Education Process * Self-Determination * Response to Intervention   **Discuss Graduate Project Directions** | **ALL Majors**: Vaughn et al. (2018), Chapters 1 and 2  **Counseling Majors** Chapters 1, 7  Students with Disabilities  <https://www.schoolcounselor.org/Standards-Positions/Position-Statements/ASCA-Position-Statements/The-School-Counselor-and-Students-with-Disabilitie> |  |
| **July 5th**  **W** | *What is the Foundation for the Education of Students with Disabilities?*   * Collaboration/Family/Professionals * Culturally Responsive Teaching * Confidentiality   Exam 1 Test Review | **ALL**: Vaughn et al. (2018), Chapters 3 and 4  **Counseling Majors** Chapters 2-3,8  American School Counselor Association (ASCA) Position  The School Counselor and Equity for All <https://www.schoolcounselor.org/Standards-Positions/Position-Statements/ASCA-Position-Statements/The-School-Counselor-and-Equity-for-All-Students> | **IRIS Module** **#1** [The Pre-Referral Process: Procedures for Supporting Students with Academic and Behavioral Concerns](https://iris.peabody.vanderbilt.edu/?p=12859)  **Reflection Paper #1: RTI** |
| **July 10th**  **M** | **NO CLASS MEETING**  **Exam 1 due @11:59pm on Canvas**  VBS: Chapters 1-4 (all students)  Counseling book: Chapters 1-3, 7,8 | | |
| **July 12th**  **W** | *Who are Students with High*  *Incidence Disabilities?*   * Intellectual Disabilities * Developmental Disabilities | **ALL Majors**: Vaughn et al. (2018), Chapter 10  **Counseling Majors:**  Intellectual Disability <http://www.thearc.org/wp-content/uploads/forchapters/Introduction%20to%20ID.pdf> | **IRIS Module #2** [Family Engagement: Collaborating with Families of Students with Disabilities](https://iris.peabody.vanderbilt.edu/?p=904439)  **Reflection Paper #2: ADHD/Medication** |
| **July 17th**  **M** | *Who are Students with High*  *Incidence Disabilities?*   * Specific Learning Disabilities (SLD) * ADHD * Communication Disorders * Emotional or Behavior Disorders | **ALL Majors**: Vaughn et al. (2018), Chapters 6, Chapter 7, Chapter 8  **Counseling Majors:** Chapter 5  School Counselors Serving Students with Disruptive Behavior Disorders <https://eric.ed.gov/?id=EJ1034659> |  |
| **July 19th**  **W** | *Who are Students with Low*  *Incidence Disabilities?*   * Autism * Sensory Impairments * Physical, Health Disorders and TBI; * Severe Disabilities   Behavior Strategies  Exam 2 Test Review | **ALL Majors**: Vaughn et al. (2017), Chapter 5, Chapter 9, Chapter 11 | **IRIS Module #3-** [Universal Design for Learning: Creating a Learning Environment that Challenges and Engages All Students](https://iris.peabody.vanderbilt.edu/module/udl/)  OR for counseling majors [Guiding the School Counselor: An Overview of Roles and Responsibilities](https://iris.peabody.vanderbilt.edu/module/cou/)  **Article Summary**  **Reflection Paper #3: EBD** |
| **July 24th**  **M** | **NO CLASS MEETING**  **Exam 2 due @11:59pm on Canvas**  VBS Chapters 5-11 (all students)  Counseling book: Chapters 6-8 | | |
| **July 26th**  **W** | Lifespan Issues  Gifted, Creative, and Talented  Framework for Instruction:  Teaching and Assessment  **Article Share** | **ALL Majors**: Vaughn et al. (2018), Chapters 12 and 13  **Counseling Majors:** Chapter 6  The School Counselor and Gifted and Talented Student Programs <https://www.schoolcounselor.org/Standards-Positions/Position-Statements/ASCA-Position-Statements/The-School-Counselor-and-Gifted-and-Talented-Stude> | **Reflection Paper #4: Special Education**  **IRIS Module #4-** [Differentiated Instruction: Maximizing the Learning of All Students](https://iris.peabody.vanderbilt.edu/module/di/)  OR for counseling majors [School Counselors: Facilitating Transitions for Students with Disabilities from High School to Post-School Settings](https://iris.peabody.vanderbilt.edu/module/cou2/)  **Article Share** |
| **July 31st**  **M** | Evidenced Based Practice or High Leverage Practices Presentations  Wrap Up |  | **Quiz: Chapters 12 and 13 (VBS), Chapter 6 (Counseling)**  **EBPs or HLP Poster or Presentation**  **General Strategies for Major (Graduate Students Only)** |

## 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 two examinations during the term. Exams will be a combination of objective and short answer items.
2. **Evidence-Based Practice or High Level Practices (HLP) Presentation**: Students will develop a PowerPoint or 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 PowerPoint or poster that summarizes key information.  A minimum of 7 resources should be used. Presentations will be the last day of class.
3. **Reflection Paper-** Students will write 4 reflection papers based on their thoughts, feelings, emotions and personal or professional principles. The reflection paper should be a minimum of 300 to 500 words. The questions that have been listed in the Canvas assignment link should be answered in the response.
4. **Iris Modules:** Students will complete 4 **IRIS modules/activities**. The assigned IRIS module will be listed in the Canvas assignment link along with directions.
5. **Article Summary:** Students will submit an Article Summary **that relates to Disability Today.** Students will choose, summarize, and reflect on an article from a peer-reviewed journal dealing with 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. This is the article you will use for the Article Share assignment. The article must be uploaded with your assignment (not a link to the article).
6. **Article Share:** Students will present the article they summarized for the article summary. Students will report on the article by providing a brief summary and connect to class content by identifying a minimum of 2 key concepts. Reports should be about 5 minutes. On-campus students will share in class on the date listed in the syllabus. Students enrolled in a distance section will record their summaries in GoReact AND provide at least two time-stamped comments on submissions from at least 5 of their peers.
7. **Class Activities and Participation:** Each class period a task will be assigned. On-campus students must be present in class in order to earn points for the assignment(s) and must submit by the due date. Students enrolled in the distance section must review the recording on Canvas within a week and submit by the due date.
8. **Graduate Project:**

*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.

## Grading and Evaluation Procedures:

Student performance in the class will be determined according to the following point assignment and scales**.**

|  |  |
| --- | --- |
| **Undergraduate Students** | |
| 2 Exams (100 pts each) | 200 pts |
| Evidence-Based or High Leverage Practice Presentation | 100 pts |
| 4 Reflection Papers @ 25 pts each | 100 pts |
| 4 IRIS Modules @ 25 pts each | 100 pts |
| Article Summary | 75 pts |
| Article Share | 75 pts |
| Class Activities and Participation (5 pts per class) | 40 pts |
| **Total** | **690 pts** |

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| --- | --- |
| Undergraduate Student Grading Scale: | |
| 618- 690 points | **A** |
| 549- 617 points | **B** |
| 480- 548 points | **C** |
| 411- 479 points | **D** |
| Below 411 points | **F** |

|  |  |
| --- | --- |
| **Graduate Students** | |
| 2 Exams (100 pts each) | 200 pts |
| Evidence-Based or High Leverage Practice Presentation | 100 pts |
| 4 Reflection Papers @ 25 pts each | 100 pts |
| 4 IRIS Modules @ 25 pts each | 100 pts |
| Article Summary | 75 pts |
| Article Share | 75 pts |
| Class Activities and Participation (5 pts per class) | 40 |
| Graduate Project | 100 pts |
| **Total** | **790 pts** |

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| --- | --- |
| Graduate Student Grading Scale: | |
| 708- 790 points | **A** |
| 629- 707 points | **B** |
| 550- 628 points | **C** |
| 471- 549 points | **D** |
| Below 471 points | **F** |

***Note: All assignments must be submitted to Canvas in order to be scored. It is the responsibility of the student to ensure that your assignments meet the requirements of this course. If you experience any difficulties with Canvas, you must notify the instructor prior to the submission due date.***

***Students who wish to withdraw should consult the Auburn University Academic Calendar to learn about deadlines, fees, and grade penalties.*** [***https://auburn.edu/about/academic-calendar/***](https://auburn.edu/about/academic-calendar/)

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.

## 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 will receive a 10% deduction per day late. 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. Additionally, students are responsible for checking emails and Canvas regularly. You can set up your notifications in Canvas to alert you when announcements are posted, grades are released, assignmetns are due, etc. [Link to Video on Getting Started with Canvas](https://vimeo.com/74677642).
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 the same as the original*.*
4. Distance learning courses**:** 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.
5. 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).
6. Academic Honesty: 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.
7. Classroom Behavior: The Auburn University Classroom Behavior Policy is strictly followed in the course; please refer to the [Student Policy eHandbook](http://www.auburn.edu/student_info/student_policies/) for details of this policy.
8. 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.
9. Mental Health: If you are experiencing stress that feels unmanageable (personal or academic) during the semester, Auburn University’s Student Counseling & Psychological Services (SCPS) offers a variety of services to support you. The mission of SCPS is to provide comprehensive preventative and clinical mental health services to enhance the psychological well-being of individual students, as well as the broader campus culture. As an instructor, I am available to speak with you regarding stresses related to your work in this course, and I can assist in connecting you with the SCPS network of care. You can schedule an appointment yourself with the SCPS by calling [(334)844-5123](tel:+13348445123) or by stopping by their offices on the bottom floor of Haley Center or the second floor of the [Auburn University Medical Clinic](http://auburn.edu/map/?id=150)

If you or someone you know needs to speak with a professional counselor immediately, the SCPS offers counseling during both summer term as well as the traditional academic year. Students may come directly to the SCPS and be seen by the counselor on call, or you may call [334.844.5123](tel:+13348445123) to speak with someone. Additional information can be found at [http://wp.auburn.edu/scs](http://wp.auburn.edu/scs/).

1. Basic Needs: Any student who faces challenges securing their food or housing and believes this may affect their performance in the course or others is urged to contact Auburn’s Basic Needs Center for support at <https://aub.ie/basicneeds>. Furthermore, please notify the professor if you are comfortable in doing so as this will allow the faculty member to connect you with any other known resources.
2. Justification for Graduate Credit: In addition to the undergraduate course requirements, graduate students will complete an additional project determined by their major.
3. 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