**Auburn University**

**Course Syllabus**

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

# **Basic Course Info**

**1 Course Number:** RSED 3000, Summer 2024

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

 **Credit Hours**: 3 semester hours

 **Prerequisites:** majoring in education

 **Co-requisites:**  none

 **Instructor:** Dr. Victoria Sanchez

 **Office Address:** Haley Center 1234C

 **Email Address:** vms0025@auburn.edu

 **Phone Number: (**334) 844-7675

 **Office Hours:** By appointment

**2. Term:** Summer 2024

**Day/Time:** online, synchronous: Tuesdays and Thursdays 9:00–10:53 a.m., full summer term

**Date Syllabus Prepared**: Updated March 2024

**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 a low price. 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.

**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.

**5. STUDENT LEARNING OUTCOMES:**

1.1.1 Understand how language, culture, and family background influence the learning of individuals with exceptionalities.

1.1.2 Use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.

6.1.1 Use Professional Ethical Principles and Professional Practice Standards to guide their practice.

6.1.2 Understand how foundational knowledge and current issues influence professional practice.

6.1.5 Advance the profession by engaging in activities such as advocacy and mentoring.

6.1.6 Provide guidance and direction to paraeducators, tutors, and volunteers.

# **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.

* Students may withdraw without grade penalty until the 15th class day, and until mid-semester (although a W will appear on the student’s transcript if the student withdraws between the 16th and 36th class day).
* Students who withdraw from the course between the 6th class day and the 15th class day will pay a course drop fee of $100.

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Lecture** | **Assigned Readings** **(to be completed prior to class)** | **Learning Activities (due prior to class)** |
| Class 15/16 | **Welcome/Overview, Syllabus****Chapter 1** – 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*
 | Syllabus |  |
| Class 25/21 | **Chapter 1** – The Foundation for Educating Students with Special Needs, continued | Chapter 1  |  |
| Class 35/23 | **Chapter 2** – 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 2 | Chapter 1 Quiz due by class start time |
| Class 45/28 | **Chapter 2** – Special Education Procedures and Services, continued |  |  |
| Class 55/30 | **Chapter 3** – 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*
 | Chapter 3 | Chapter 2 Quiz due by class start time |
| Class 66/4 | **Chapter 4** – 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 4 | Chapter 3 Quiz due by class start time |
| Class 76/6 | **Exam 1** (Chapters 1–4) |  | Chapter 4 Quiz due by class start time |
| Class 86/11 | **Chapter 5** – 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 5 |  |
| Class 96/13 | **Chapter 5** – Planning Instruction by Analyzing Classroom and Student Needs, continued |  |  |
| Class 106/18 | **Chapter 6** – 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*
 | Chapter 6 | Chapter 5 Quiz due by class start time |
| Class 116/20 | **Chapter 7** – 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 7 | Chapter 6 Quiz due by class start time |
| Class 126/25 | **Chapter 7** – Students with High Incidence Disabilities, continued |  |  |
| Class 136/27 | **Chapter 8** – 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 8  | Chapter 7 Quiz due by class start time |
| Class 147/2 | **Exam 2**(Chapters 5–8) |  | Chapter 8 Quiz due by class start time |
| No Class7/4 | **No Class, AU Holiday** | **No Class, AU Holiday** | **No Class, AU Holiday** |
| Class 157/9 | **Chapter 12** – 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*
 | Chapter 12 |  |
| Class 167/11 | **Chapter 12** –Responding to Student Behavior, continued |  |  |
| Class 177/16 | **Chapter 9 –** 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*
 | Chapter 9 | Chapter 12 Quiz due by class start time |
| Class 187/18 | **Chapter 10 –** 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 10 | Chapter 9 Quiz due by class start time |
| Class 197/23 | **Chapter 11** – 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 11 | Chapter 10 Quiz due by class start time |
| Class 207/25 | **Exam 3**(Chapters 9–12) |  | Chapter 11 Quiz due by class start time |
| Finals Period7/31-8/2 |  |  |  |

# **7. COURSE REQUIREMENTS:**

 General Course Requirements (See point values in tables below.)

Students are required to: a) successfully complete all learning activities and submit to the instructor **no later than the date designated for each project**, b) take and pass all required tests, c) attend class and participate in class discussions and activities/quizzes, and d) read assigned materials prior to class sessions.

**A. Learning Activities**: Throughout the semester there will be learning activities. These activities may include small group and independent assignments (e.g., group projects, quizzes, reflections, and summary papers) and *may or may not be announced ahead of time*. The learning activities may begin in class and have follow-up assignments to be completed outside of class time. “In-class” assignments and activities must be completed during the limited times they are available on Canvas. In case of an absence, a University-approved excuse must be presented to make up any learning activities. **(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)**) (TOTAL 25% of final grade)**

**B. Examinations**: There will be three 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. The third exam will cover material presented after the second exam through the last class period before the third exam is scheduled and could contain material from early examination periods **(TOTAL 75% of final grade – each exam is worth 25% of your final grade)**

# **8. GRADING AND EVALUATION:**

|  |  |
| --- | --- |
| **Requirements:**Learning Activities 25% Exam 1 25% Exam 2 25% Exam 3 25% TOTAL 100 %  | **Grading Scale:**90-100 A89-80 B79-70 C69-60 DBelow 59 F |

# **9. CLASS POLICIES:**

* **Attendance:** Students are expected to attend class and participate in class discussions and activities and will be held responsible for any content covered in the event of an absence.
* **Communication**: Students are responsible for checking tigermail and Canvas at least once every 24 hours. Be sure to set your Canvas notifications so that you receive alerts when announcements are posted, assignments are due, a grade is released, messages are received, comments are made on assignments, etc. For help, use this resource: [“Getting Started with Canvas” video (and transcript)](https://vimeo.com/74677642).
* **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.
* **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 exam will be electronic.
* **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 and time they are due. 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, 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.**
* **Disability Accommodations:** Students who need accommodations should submit their approved accommodations through the AIM Student Portal on AU Access and follow-up with the instructor about an appointment. It is important for the student to complete these steps as soon as possible; accommodations are not retroactive. Students who have not established accommodations through the Office of Accessibility, but need accommodations, should contact the Office of Accessibility at:ACCESSIBILITY@auburn.edu or (334) 844-2096 (V/TT). The Office of Accessibility is located in Haley Center 1228.
* **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
* **Classroom Behavior:** The Auburn University Classroom Behavior Policy is strictly followed in the course; please refer to the [Student Policy eHandbookLinks to an external site.](https://auburnpub.cfmnetwork.com/B.aspx?BookId=12839) for details of this policy.
* **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>.