# Fall 2025 RSED 6000/6000DAdvanced Survey of Exceptionality

# Auburn University Department of Rehabilitation, Special Education, and Counseling

1. **Course Number: RSED 6000/6000D**

#  Course Title: Advanced Survey of Exceptionality

#  Meeting Time/Place: On Campus Students in RSED 6000 will meet

#  Weekly on Mondays in COE Building Room 1103

#  from 5:00 to 7:30pm

#

#  Distance Students in RSED 6000D will complete the course asynchronously. There will be weekly assignments, videos,

#  & readings with weekly DUE Dates.

#

**Office hours: Weekly ZOOM Office Hours on Tuesdays 3:00 to 5:00pm by appointment (email for appointment & if you need to schedule a**

 **a meeting for another time). See Office Hours Zoom Link in**

 **Canvas Home Page**

**Credit:** 3 semester hours

**Instructor:** **Dr. Suzanne Woods-Groves, Ph.D.**

**Instructor’s email:** woodssu@auburn.edu

**Instructor’s phone:** 334-844-7621

**Office location:** 3140 College of Education Building

1. **Date Syllabus Prepared:** August 2025

# REQUIRED TEXTBOOK AVAILABLE VIA ALL ACCESS VitalSource electronically:

# Or order hard copies from another vendor

# See the CANVAS HOME PAGE and the last pages of this syllabus for All Access information concerning costs and also how to OPT OUT if you are not interested in the All Access option.

**Text:** Vaughn, S., Bos, C., & Schumm, J. (2023*). Teaching students who are exceptional, diverse, and at risk in the general education classroom, 8th edition.* Upper Saddle River, NJ: Pearson

**OTHER ASSIGNED READINGS**

Additional readings will be announced and will be accessed via CANVAS

# COURSE DESCRIPTION & Student Learning Outcomes:

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; 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)**
1. **COURSE CONTENT SCHEDULE This syllabus** is a tentative outline for the course and is **subject to change** with advance notice from the instructor.

|  |  |  |  |
| --- | --- | --- | --- |
| **Dates** | **Topic** | **Readings** | **Assignments & Due Dates** |
| **08/18****Monday** **Week 1****MODULE 1** | **Module 1: Laws, IEP, Special Ed*** Overview of the Course
* Disability Legislation and History
* Foundations of Special Education
* IEP
* Responsibilities of Classroom Teachers and School Counselors
 | Vaughen et al. (2023) Textbook Chapter 1**IRIS Module** **#1** The Pre-Referral Process: Procedures for Supporting Students with Academic and Behavioral Concerns | **DUE Sunday 08/24 by 11:59pm via CANVAS*** Quiz 1
* IRIS Module #1 Application Activity
* **Participation Points** Watch 100% of **all Lecture videos in MODULE**
 |
| **08/25****Monday****Week 2****MODULE 2** | **Module 2: MTSS/RTI & Collaboration*** MTSS/RTI
* Collaboration with families
* Collaboration with professionals
* Recommended Practices
* Gifted & Talented
 | Vaughen et al. (2023) Textbook Chapter 2 & 3**IRIS Module #2** Family Engagement: Collaborating with Families of Students with Disabilities | **DUE Sunday 09/07 by 11:59pm via CANVAS*** Quiz 2
* IRIS Module #2 Application Activity
* **Participation Points** Watch 100% of **all Lecture videos in MODULE**
 |
| **09/01****Monday****Week 3** | **Labor Day****Holiday** **No Class Meeting** |  |  |
| **09/08****Monday****Week 4** **MODULE 3** | **Module 3: Social Skills/Behavior*** Fostering social skills & positive behaviors
* Students with Emotional & Behavioral Disorders

  | Vaughen et al. (2023) Textbook Chapters 5 & 8 | **DUE Sunday 09/14 by 11:59pm via CANVAS*** Quiz 3
* Application Activity 3
* **Participation Points** Watch 100% of **all Lecture videos in MODULE**
 |

|  |  |  |  |
| --- | --- | --- | --- |
| **Dates** | **Topic** | **Readings** | **Assignments & Due Dates** |
| **09/15****Monday****Week 5****EXAM 1****MODULE 4** | **Module 4: EXAM 1****EXAM 1****Complete Via CANVAS****OPENS Monday Sept 15, 2025****CLOSES & is DUE** **Sunday Sept 21, 2025** |  | **OPENS Monday Sept 15, 2025****DUE Sunday Sept 21, 2025** |
| **09/22****Monday****Week 6****MODULE 5** | **Module 5:** * Students with Learning Disabilities
* Students with ADHD
* Students with Communication Disorders
 | Vaughen et al. (2023) Textbook Chapter 6 & 7 | **DUE Sunday 09/28 by 11:59pm via CANVAS*** Quiz 4
* Application Activity 4

**Participation Points** Watch 100% of **all Lecture videos in MODULE** |
| **09/29****Monday****Week 7****MODULE 6** | **Module 6:** * Students with ASD
 | Vaughen et al. (2023) Textbook Chapter 9  | **DUE Sunday 10/05 by 11:59pm via CANVAS*** Quiz 5
* Application Activity 5

**Participation Points** Watch 100% of **all Lecture videos in MODULE** |
| **10/06****Monday****Week 8****MODULE 7** | **Module 7: continued*** Students with Intellectual & Developmental Disabilities
 | Vaughen et al. (2023) Textbook Chapter 10  | **DUE Sunday 10/12 by 11:59pm via CANVAS*** Quiz 6
* Application Activity 6

**Participation Points** Watch 100% of **all Lecture videos in MODULE** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Dates** | **Topic** | **Readings** | **Assignments & Due Dates** |
| **10/13****Monday****Week 9****EXAM 2****MODULE 8** | **Module 8: EXAM 2****EXAM 2****Complete Via CANVAS****OPENS Monday Oct. 13, 2025****CLOSES & is DUE** **Sunday Oct. 19, 2025 by 11:59pm** |  | **OPENS Monday Oct. 13, 2025****DUE Sunday Oct. 19, 2025** |
| **10/20****Monday****Week 10****MODULE 9** | **Module 9*** Students with low-incidence disabilities
* Universal Design for Learning
 | Vaughen et al. (2023) Textbook Chapter 11 **IRIS Module # 7**Universal Design for Learning: Creating a Learning Environment that Challenges and Engages All Students | **DUE Sunday 10/26 by 11:59pm via CANVAS*** Quiz 7
* IRIS Module #7 Application Activity
* **Participation Points** Watch 100% of **all Lecture videos in MODULE**
 |
| **10/27****Monday****Week 11****MODULE 10** | **Module 10*** Differentiating Instruction
* Support Content Learning
 | Vaughen et al. (2023) Textbook Chapter 12 & 13**IRIS Module #8**Differentiated Instruction: Maximizing the Learning of All Students | **DUE Sunday 11/02 by 11:59pm via CANVAS*** Quiz 8
* IRIS Module #8 Application Activity
* **Participation Points** Watch 100% of **all Lecture videos in MODULE**
 |
| **11/03****Monday****Week 12****MODULE 11** | **Module 11*** Supporting Students in Reading & Writing
 | Vaughen et al. (2023) Textbook Chapter 14 & 15 | **DUE Sunday 11/09 by 11:59pm via CANVAS*** Quiz 9
* Application Activity 9
* **Participation Points** Watch 100% of **all Lecture videos in MODULE**
 |

|  |  |  |  |
| --- | --- | --- | --- |
| **Dates** | **Topic** | **Readings** | **Assignments & Due Dates** |
| **11/10****Monday****Week 13****MODULE 12** | **Module 12*** Supporting Students in Mathematics
 | Vaughen et al. (2023) Textbook Chapter 16 | **DUE Saturday 11/15.by 11:59pm via CANVAS*** Quiz 10
* **Participation Points** Watch 100% of **all Lecture videos in MODULE**
 |
| **11/17****Monday****Week 14****MODULE 13** | **Module 13: EXAM 3****EXAM 3****Complete Via CANVAS****OPENS Sunday 11/16****CLOSES & is DUE Saturday 11/22 by 11:59pm** |  | **OPENS Sunday, Nov. 16th** **DUE Saturday Nov. 22nd by 11:59pm** |
| **11/24****Monday****Week 15** | **University Holiday No Class Meeting** **Thanksgiving Break**  |  |  |
| **12/01****Monday****Week 16** |  **Projects Due via CANVAS****Article Review & Presentations** |  | **Due Dec 1, 2025 by 11:59pm** **Article Review & Presentations** |

# COURSE REQUIREMENTS:

* 1. **Exams (600 points)**

Another requirement of this course is the completion of three **approximately 50-minute online examinations** (CANVAS) each worth **200 points.** All Exams will consist 25 items which will include a variety of item times such as short answer, multiple choice, true/false, application activities, and matching questions. All students will access and complete their exams via CANVAS. These exams are timed and must be completed during the allotted time period and due date. All exams must be completed individually and must represent your own work and responses. You can use your materials from our canvas course and your textbook when you complete the exams. No AI should be used and you should complete the exam individually.

* + - **Exam 1** will cover all information in Modules 1-3
		- **Exam 2** will cover all information in Modules 5-7
		- **Exam 3** will cover all information in Modules 9-12

# Application Activities (total of 450 points)

There will be 9 Application Activities each worth 50 points. The Application Activities are designed for students to apply skills taught within the course. **The Application Activities can only be completed once. Once you begin an activity you will need to complete the activity. Your work will not be saved unless you submit the entire completed activity. These activities are not timed.**

# Check for Understanding (CFU) Quizzes (total of 100 points)

There will be 10 CFU quizzes each worth 10 points. The quizzes will focus on the required readings and scoring procedures. These CFU Quizzes are designed for you to evaluate your understanding of course material and assignments. You can take the Quiz up to two times to achieve the 100% score. **Your highest grade will be recorded. The quizzes are timed.**

# Participation Points Watch Module Lectures (40 points) (total of 400 points) You are required to WATCH ALL LECTURES IN THEIR ENTIRETLY within each MODULE. There are 10 MODULES with lectures in each MODULE. Each MODULE is worth 40 points. Participation points are earned by watching 100% of each lecture and by watching all of the lectures in each MODULE. CANVAS. Panopto statistics record individual views and the viewing length times for each lecture. Lectures must be watched by the due date indicated in the syllabus.

* 1. **Graduate Project:**

**Article Summary:** Students will submit an Article Summary **that relates to students with disabilities in the schools today.** Students will choose, summarize, and reflect on an article from a peer-reviewed journal dealing with topics/ideas covered in class recording & activities. 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).

**Article Share:** Students will present the article by submitting a video recording of their article share presentation. Students will report on the article they provided in the article summary portion of this assignment by providing a brief summary and connect to class content by identifying a minimum of 2 key concepts. Reports should be about 5 minutes.

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

|  |  |  |
| --- | --- | --- |
| **ASSIGNMENTS** | **Points per activity** | **Total Points Possible**  |
| **Article Summary** | 75 | 75 |
| **Article Presentation** | 75 | 75 |
| **Application Activity Assignments (9)** | 50 | 450 |
| **Check for Understanding Quizzes (10)** | 10 | 100 |
| **Weekly MODULE Participation Points (10)** | 40 | 400 |
| **Exams (3) 200 points each** | 200 | 600 |
| **Total Points** |  | **1700** |

# GRADING AND EVALUATION:

**Student Evaluation**: Student performance in the class will be determined according to the following scale**.**

|  |  |
| --- | --- |
| **Letter Grade** | **Percentage** |
| **A** | **90-100** |
| **B** | **80-89** |
| **C** | **70-79** |
| **D** | **65-69** |
| **F** | **64 AND BELOW** |

# COURSE REQUIREMENTS:

**Students are required to**

1. Successfully complete all required activities, quizzes, and projects and will submit their projects via CANVAS by the due date
2. Take and pass all required exams,
3. Watch or attend all class lectures,
4. Read assigned materials within the delineated time.

# STUDENT EXECTATIONS

You will be expected to log into the course weekly and on a regular basis and keep up with assignments as this course is not a self-paced course. **If you have any problems logging into the course, be sure to contact OIT and alert me by regular email or voicemail (text, etc. depending on your desires as an instructor).**

[IT Service Desk](http://www.auburn.edu/oit/) links to IT Service Desk

1. **CLASS POLICY STATEMENTS**
* **Make-Up Policy: Arrangements** to make up missed major examination (e.g. hour exams, mid-term exams) due to properly authorized excused absences. Except in unusual circumstances, such as the advent of University holidays, a make-up exam will take place within two weeks from the time 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 (as specific by the instructor).
* **Students are responsible for checking class emails and Canvas:**

Students have control of the notification settings in their Canvas accounts. You should set up your notifications to alert you when an Announcement is posted, an Assignment is due, a grade is released, etc. If you are new to Canvas, please see this link to a 7 minute [“Getting Started with Canvas” video (and transcript) (Links to an external site.)](https://vimeo.com/74677642) created by Canvas LMS.[Links to an external site.](https://vimeo.com/74677642) created by Canvas LMS.

* 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.
* [All portions of the Auburn University Student Academic Honesty code (Title XII) found in the [Student Policy eHandbook](https://auburnpub.cfmnetwork.com/B.aspx?BookId=12839)](https://auburnpub.cfmnetwork.com/B.aspx?BookId=12839) 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.

 The Auburn University Classroom Behavior Policy is strictly followed in the course; please refer

to the [Student Policy eHandbook](https://auburnpub.cfmnetwork.com/B.aspx?BookId=12839)

* 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.

**AI Policy: Not Permitted in this Course**

In this course, it is expected that all submitted work is produced by the students themselves, whether individually or collaboratively. Students must not seek the assistance of Generative AI Tools like ChatGPT or Copilot. Use of a Generative AI Tool to complete an assignment constitutes academic dishonesty

**Mental Health**

If you or someone you know needs support, you are encouraged to contact Auburn Cares at 334-844-1305 or auburn.edu/auburncares. Auburn Cares will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services.

Student Counseling & Psychological Services provides confidential, no-cost mental health counseling and psychiatric services to Auburn Students. You can speak with a counselor 24/7/365 by calling 334-844-5123.  Learn more about mental health information on campus at auburn.edu/scps.

**Basic Needs**

Any student experiencing food insecurity or an unexpected financial crisis is encouraged to contact Auburn Cares at 334-844-1305 or [auburn.edu/auburncares](https://auburn.edu/auburncares)

**Sexual Misconduct Resources Statement**

Auburn University faculty are committed to supporting our students and upholding gender equity laws as outlined by Title IX. Please be aware that if you choose to confide in a faculty member regarding an issue of sexual misconduct, dating violence, or stalking, we are obligated to inform the Title IX Office, who can assist you with filing a formal complaint, No-Contact Directives, and obtaining supportive measures. Find more information at auburn.edu/titleix.

If you would like to speak with someone confidentially, Safe Harbor (334-844-7233) and Student Counseling & Psychological Services (334-844-5123) are both confidential resources. Safe Harbor provides support to students who have experienced sexual or relationship violence by connecting them with academic, medical, mental health, and safety resources. For additional information, visit auburn.edu/safeharbor.