Proposal Form For Addition And Revision Of Courses

1. Proposing College / School: College of Education
   Department: Special Education, Rehabilitation, Counseling/School Psychology

2. Course Prefix and Number: RSED 5140/6140

3. Effective Term: Fall 2010

4. Course Title: Curriculum in Severe Disabilities
   Abbreviated Title (30 characters or less): Curriculum Severe Disabilities

5. Requested Action:
   - Renumber a Course
   - Add a Course
   - Revise a Course

6. Course Credit:
   Contact/Group Hours	Scheduled Type	Weekly or Per Term?	Credit Hours	Anticipated Enrollment
   Maximum Hours (Repeatability): 3
   3	LEC	Weekly	3	25
   Total Credit Hours: 3

7. Grading Type:
   - Regular (ABCDF)
   - Satisfactory/Unsatisfactory (S/U)
   - Audit

8. Prerequisites, Co-Requisites:
   (Indicate with * if item is recommended but not required; indicate minimum grade, if applicable.)
   Prerequisite(s): No change
   Co-Requisite(s): None
   Pre/Co-Requisite(s): None

9. Restrictions:
   - College
   - Major
   - Standing
   - Degree

10. Course Description:
   (20 Words or Less; exactly as it should appear in the Bulletin)
   Understanding a functional/developmental approach to selecting, developing, implementing, and evaluating appropriate curriculum activities for instructing students with severe disabilities.

11. May Count Either
   5140 or 6140 or 6146
   (Indicate if this particular course cannot be counted for credit in addition to another)

12. Affected Program(s):
   (Respond "N/A" if not included in any program)
   - N/A

13. Overlapping or Duplication of Other Units' Offerings:
   (If course is included in any other degree program, is used as an elective frequently by other unit(s), or is in an area similar to that covered by another college/school, attach correspondence with relevant unit)
   - Applicable
   - Not Applicable
14. Justification:
The existing Bulletin description exceeded 20 words.

(Include a concise, yet adequate rationale for the addition/revision of the course, citing accreditation, assessments [faculty, graduate, and/or external] where applicable)

15. Resources:
Not Applicable

(Indicate whether existing resources such as library materials, classroom/laboratory space, and faculty appointments are adequate to support the proposed addition/revision; if additional resources are required, indicate how such needs will be met, referencing the appropriate level of authorization -- i.e.: Dean -- where necessary; if no additional resources or shifting of resources will be necessary, respond “Not Applicable”)

16. Student Learning Outcomes:

Rules are from Alabama Teacher Education Code for Special Education. For undergraduate and graduate students:

1. Demonstrate knowledge of the characteristics and service needs of individuals of varying ages and a variety of types of severe/profound behavior disorders, learning disabilities, mental retardation, and multiple disabilities.

2. Demonstrate knowledge of administrative arrangements, service delivery systems, school-care giver relationships, and curricular content bases related to educational services for individuals' birth through 21 years of age who have severe/profound behavior disorders, learning disabilities, mental retardation, and multiple disabilities. Rules 35(1)(a)(1), 36(1)(a)(1).

3. Identify the array of residential, vocational, and leisure services available for students with severe/profound behavior disorders, learning disabilities, mental retardation, and multiple disabilities. Rules 34(1)(a)(1), 36(1)(a)(1).


5. Identify the mandates of PL 94-142 and other legislation and their impact on services provided to individuals with severe/profound behavior disorders, learning disabilities, mental retardation, and multiple disabilities. Rule 34(1)(a)(1).

6. Describe various curricula, teaching techniques/methods, and materials of instruction for students with severe/profound behavior disorders, learning disabilities, mental retardation, and multiple disabilities. Rule 34(1)(a)(8).

7. Describe the most common characteristics and educational approaches used with children with severe/profound affective/social/behavioral disorders as well as how those characteristics impact learning, curriculum development and needed services and supports. Rule 35(1)(a)(1), 36(1)(a)(1).


9. Identify resource agencies that provide personnel and services for improving and strengthening educational programs for individuals with severe/profound behavior disorders, learning disabilities, mental retardation, and multiple disabilities. Rule 35(1)(a)(1), 36(1)(a)(1).


11. Supply the most common definitions and characteristics of children with severe/profound affective/social/behavioral disorders as well as how those characteristics impact learning, curriculum development and needed services and supports. Rule 35(1)(a)(1), 36(1)(a)(1).


severe/profound learning disabilities. Rule 34(1)(a)8.
15. Observe, interact with, and respond to infants, toddlers, preschoolers, elementary-school, middle-school, and high-school individuals who have severe/multiple disabilities.

For graduate students:
1. Gain a more comprehensive knowledge of curriculum development and implementation for students with severe disabilities
2. Develop skills for presenting information to colleagues, administrators, and other professionals

(State in measurable terms (reflective of course level) what students should be able to do when they have completed this course)

17. Course Content Outline:

Students in distance education will access class lectures through the use of streaming media. Links to the lectures will be posted in Blackboard. Assignments will be submitted electronically through Blackboard allowing for timely delivery and subsequent instructor response. Students will have access to the instructor via e-mail, Blackboard and phone as necessary in lieu of utilizing on-campus office hours. The technology used is appropriate for this program as it provides distance education students with identical lectures and equal access to both the instructor and other students.

Week 1: Course Overview, Content and Tentative Course Schedule
Intro MAPS, McGill Action Planning Systems, Intro Reflexes and Sign Language, Severe Case Study Small Groups

Week 2: Special Health Consideration, Terminology
Reading: Blackboard Readings, Snell chapters 1 & 2

Week 3: Meaningful Assessment, Positive Behavior Support, Coping and Managing Behaviors
Reading: Blackboard Readings, Snell chapters 3 & 6
DUE: Project 2 MAPS

Week 4: Measurement, Analysis, and Evaluation; Behavior Management Examples
Reading: Blackboard Readings, Snell chapters 4 & 5 & 7

Week 5: Test 1 via Blackboard (Chap 1-7 & Blackboard Readings)

Week 6: Developing and Implementation of Educational Programs, Special Health Care Procedures, Teaching Basic Self-Care Skills
Reading: Blackboard Readings; Snell chapter 8, 9, 10, & 11; Questions on Reflexes & Sign Language

Week 7: Special Health Care Procedures, Sensory Integration
Reading: Blackboard Readings, Snell chapters 12 & 13, Questions on Reflexes & Sign Language

Week 8: Non-symbolic Communications, Augmentative Communications, Assistive Technology
Reading: Snell chapters 14, 15, & 16

Week 9: Mastering the Maze
Reading: Blackboard Readings

Week 10: Compliance Verification Form, State-wide AAA
Reading: Blackboard Readings
Week 11: Test 2 via Blackboard (Chap 8-16 & Blackboard Readings)

Week 12: Case Study Information and Discussion
Reading: Blackboard Readings
DUE: Project 5 Grad Student’s Presentation

Week 13: Severe Case Study IEP Discussion In-class group work

Week 14: Severe Case Study IEP Discussion
DUE: Project 4 Severe Case Study

Week 15: Test 3 and Test 4 via Blackboard
DUE: Project 3 Lab Experiences
IEPs returned to Groups for revisions

Week 16: Severe Case Studies will be presented and IEPs will be discussed in the final exam time in lieu of a written examination.

(Provide a comprehensive, week-by-week breakdown of course content, including assignment due dates)

18. Assignments / Projects:

All students (undergraduate, graduate, and graduate/distance education) must submit all projects listed below through Blackboard assignments by the time indicated in Blackboard. This ensures that all students submit their work in a timely manner and that distance education students have an accessible way to submit their work. Save documents using your last name, course number, and topic (i.e., Pope RSED 6140 MAPS).

Project 1: Learning Activities - These five activities will be assigned throughout the semester by the instructor.

Project 2: MAPS= Develop a McGill Action Planning System on yourself.

Project 3: Laboratory: Students will complete a minimum of 10 clock hours in an approved program for individuals with severe and profound disabilities. (See instructor for approved observation sites). Students will sign in and out of their assigned observation site. Each student is also required to provide this documentation to the professor on the assigned date. The student’s cooperating teacher/site manager will also provide documentation of the student’s attendance.

Project 4: INDIVIDUALIZED EDUCATION PROGRAM PLANS. Have a copy of the Mastering the Maze. Severe Case Study. The case study will pertain to a student with a severe disability. The project consists of demonstrating the correct procedures that are followed in order to determine the student’s needs, taking into account the student’s preferences and interests as they relate to program planning. The program plan will include descriptions of various curricula, teaching techniques/methods, and materials of instruction for students with severe/profound behavior disorders, learning disabilities, mental retardation, and multiple disabilities. Also, the identify resource agencies that provide personnel and services for improving and strengthening educational programs for these individuals. Address the development and implementation of an appropriate school healthcare plans and specialized instruction and therapeutic techniques including physical and behavior management. The case study must include the Compliance Verification, Referral, and the IEP.

We will discuss the process of program development in consideration of how to determine the student’s needs, taking into account the student’s
preferences and interests as they relate to program planning. IEP paperwork will begin with the pre-referral process and conclude with the last page of the completed IEP. The Mastering the Maze will assist you in the necessary paperwork for this project. Submit your project via Blackboard.

This will result in the Development of an IEP. The project consists of demonstrating the correct procedures that are followed in order to determine the student's needs, taking into account the student's preferences and interests as they relate to program planning.

The following areas should be assessed related to the program planning components: (a) student interests and preferences, (b) functional skills knowledge, (c) self-determination, (d) positive behavioral support plan, (e) community-based experiences, (f) independent living skills.

In addition, students will also demonstrate their knowledge of assessment information gathered from and about the student as well as information from the student's most recent educational evaluation to develop a student profile. Students will be demonstrating their knowledge of a profile sheet on the student, appropriately written goals and benchmarks for each goal. Students will demonstrate their knowledge of how data will be taken and use eight different means of data collection. Students will review a progress report addressing goals and benchmarks to determine its appropriateness.

1. Begin IEP project paperwork with the Compliance Verification Form.
2. Alabama IEP Form (all required forms from the referral process and conclude with the last page of the completed IEP and including statewide assessments from SDE website).
3. Profile as specified in Mastering the Maze (Evaluation, strengths, needs, interests, concerns of parent)
   (a) student interests and preferences,
   (b) grade-level of performance,
   (c) developmental level of performance
   (d) functional skills knowledge, and
   (e) self-determination.
4. Present level of academic or functional performance including standards. Development of goals and benchmarks for each goal in the areas of Reading, Math, and Science. Goals and benchmarks will be written using Standard-based format.
5. Measurable annual goals and benchmarks including standards (who, conditions, behavior, criterion, number of times data taken and type of data taken) and method/frequency of reporting progress. Include sample progress report addressing goals and benchmarks.

Project 5: Graduate Student Presentation: Graduate students will select a topic, with the assistance to the instructor, and develop a PowerPoint presentation in APA format. The students will present their topics to the class in a lecture discussion format. A rubric of the project will be posted.

Exams: All exams will be administered through Blackboard. Distance education students will take all closed resource examinations under the supervision of an approved proctor. Examples of approved proctors include a school superintendent, a principal of a high school, or a dean or department head of a college. Proctors shall be verified and exams shall be sent directly to the proctor who will manage the examination in a secure manner, requiring students to present a picture ID.

Note: Distance education students will have access to the Auburn University libraries by utilizing the library's on-line databases for materials that will support the completion of assignments. You may also have materials mailed directly to you upon request. Suzy Westenkirchner is the
List all quizzes, projects, reports, activities and other components of the course grade -- including a brief description of each assignment that clarifies its contribution to the course’s learning objectives.

19. Rubric and Grading Scale:

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:

The grade will be based on the following components:

For Graduate students:
- Project 1: Learning Activities 50 points
- Project 2: MAPS 50 points
- Project 3: Laboratory (minimum 10 clock hours) 50 points
- Project 4: Severe Case Study IEP 200 points
- Project 5: Graduate Student Presentation 100 points
- Test 1 Chapters 1-7 (book & blackboard readings) 150 points
- Test 2 Chapters 8-16 (book & blackboard readings) 150 points
- Test 3 Reflex Test 150 points
- Test 4 Sign Language 50 points
- TOTAL: 950 points

950-960 points = A
859-760 points = B
759-665 points = C
664-475 points = D
474 and below = F

For Undergraduate students:
- Project 1: Learning Activities 50 points
- Project 2: MAPS 50 points
- Project 3: Laboratory (minimum 10 clock hours) 50 points
- Project 4: Severe Case Study IEP 200 points
- Test 1 Chapters 1-7 (book & blackboard readings) 150 points
- Test 2 Chapters 8-16 (book & blackboard readings) 150 points
- Test 3 Reflex Test 150 points
- Test 4 Sign Language 50 points
- TOTAL: 850 points

850-765 points = A
764-680 points = B
679-595 points = C
594-510 points = D
509 and below = F

List all components of the course grade -- including attendance and/or participation if relevant -- with point totals for each; indicate point totals and ranges or percentages for grading scale; for S/U grading, detail performance expectations for a passing grade.

20. Justification for Graduate Credit:

Class projects and tests require an in-depth understanding of the curriculum with regard to a variety of severe disabilities: behavior disorders, learning disabilities, mental retardation, and multiple disabilities (physical, sensory, communication, cognitive and behavioral) with concomitant disabilities. Content includes extensive exploration of various curricular theories focusing on
individual and group approaches. All projects require critical thinking skills and analytical skills in order to apply the content learned. Several projects and tests are requires which reflects a rigorous standard of evaluation.

(Include a brief statement explaining how the course meets graduate educational standards (i.e.: rigorous standards for evaluation, development of critical thinking and analytical skills, etc.).)

(Include below are standard statements regarding course policies. If necessary, a statement may be altered to reflect the academic policies of individual faculty members and/or the academic unit or department, provided that there is no conflict with the Tiger Cub, Faculty Handbook, or any existing university policy.)

REQUIRED STATEMENTS

Attendance: Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence.

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 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 Tiger Cub for more information on excused absences.

Make-Up Policy: Arrangement to makeup a 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 of the end of the period of the excused absence(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 two weeks of the date 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.

Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the Tiger Cub 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.

Disability Accommodations: Students who need special accommodations in class, as provided for by the Americans With Disabilities Act, should arrange for a confidential meeting with the instructor during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). The student must bring a copy of their Accommodation Letter and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Program for Students with Disabilities, 1298 Haley Center, 844-2096 (VT).
Proposal Form For Addition And Revision Of Courses

1. Proposing College / School: College of Education
   Department: Special Education, Rehabilitation, Counseling/School Psychology

2. Course Prefix and Number: RSED 6146

3. Effective Term: Fall 2010

4. Course Title: Curriculum in Severe Disabilities
   Abbreviated Title (30 characters or less): Curriculum Severe Disabilities

5. Requested Action:
   - Renumber a Course
   - Add a Course
   - Revise a Course
   - Current Course Number:
   - Proposed Course Number:
   - Type of Revision:

6. Course Credit:
   Contact/Group Hours: 3
   Scheduled Type (e.g.: Lab, Lecture, Practicum, Directed Study): LEC
   Weekly or Per Term?: Weekly
   Credit Hours: 3
   Anticipated Enrollment: 25
   Maximum Hours (Repeatability): 3
   Total Credit Hours: 3

7. Grading Type:
   - Regular (ABCDF)
   - Satisfactory/Unsatisfactory (S/U)
   - Audit

8. Prerequisites, Co-Requisites:
   Prerequisite(s): None
   Co-Requisite(s): None
   Pre/Co-Requisite(s): None

9. Restrictions:
   - College
   - Major
   - Standing
   - Degree

10. Course Description:
    Understanding a functional/developmental approach to selecting, developing, implementing, and evaluating appropriate curriculum activities for instructing students with severe disabilities.

10. May Count Either
    5140 or 6140 or 6146
    (Indicate if this particular course cannot be counted for credit in addition to another)

12. Affected Program(s):
    (Respond “N/A” if not included in any program)
    N/A

13. Overlapping or Duplication of Other Units' Offerings:
    (If course is included in any other degree program, is used as an elective frequently by other unit(s), or is in an area similar to that covered by another college/school, attach correspondence with relevant unit)
    - Applicable
    - Not Applicable
14. Justification: This is already offered as a piggyback course RSED 5140/6140. A distance education section has been offered as RSED 7446 Seminar in Specialization. The department is ready to adopt the distance education section as a separate course with its own number - RSED 6146.

(Include a concise, yet adequate rationale for the addition/revision of the course, citing accreditation, assessments (faculty, graduate, and/or external) where applicable)

15. Resources: Not Applicable

(Indicate whether existing resources such as library materials, classroom/laboratory space, and faculty appointments are adequate to support the proposed addition/revision; if additional resources are required, indicate how such needs will be met, referencing the appropriate level of authorization -- i.e.: Dean -- where necessary; if no additional resources or shifting of resources will be necessary, respond “Not Applicable”)

16. Student Learning Outcomes: Rules are from Alabama Teacher Education Code for Special Education. Undergraduate and graduate students:
1. Demonstrate knowledge of the characteristics and service needs of individuals of varying ages and a variety of types of severe/profound behavior disorders, learning disabilities, mental retardation, and multiple disabilities.
2. Demonstrate knowledge of administrative arrangements, service delivery systems, school-care giver relationships, and curricular content bases related to educational services for individuals' birth through 21 years of age who have severe/profound behavior disorders, learning disabilities, mental retardation, and multiple disabilities.
3. Describe the impact of cognitive and affective manifestations on learning, curriculum and program development, and needed services and supports for students with severe/profound behavior disorders, learning disabilities, mental retardation, and multiple disabilities. Rules 35(1)(a)1, 36(1)(a)1.
4. Identify the array of residential, vocational, and leisure services available for students with severe/profound behavior disorders, learning disabilities, mental retardation, and multiple disabilities.
5. Demonstrate knowledge of assessment and intervention procedures appropriate for evaluation and educational programming with infant, toddler, preschool children, school-aged children, and youth who have severe/profound behavior disorders, learning disabilities, mental retardation, and multiple disabilities.
6. Describe technological advances and their impact on individuals with severe/profound levels behavior disorders, learning disabilities, mental retardation, and multiple disabilities. Rule 34(1)(a)12.
7. Identify the mandates of PL 94-142 and other legislation and their impact on services provided to individuals with severe/profound behavior disorders, learning disabilities, mental retardation, and multiple disabilities. Rule 34(1)(a)1.
8. Describe various curricula, teaching techniques/methods, and materials of instruction for students with severe/profound behavior disorders, learning disabilities, mental retardation, and multiple disabilities.
9. Identify resource agencies that provide personnel and services for improving and strengthening educational programs for individuals with severe/profound behavior disorders, learning disabilities, mental retardation, and multiple disabilities. Rule 34(1)(a)8.
10. Develop and implement appropriate school healthcare plans and specialized instruction and therapeutic techniques including physical and behavior management. Rules 35(1)(b)9, 36(1)(b)9.
11. Supply the most common definitions and characteristics of children with severe/profound affective/social/behavioral disorders as well as how those characteristics impact learning, curriculum development and needed services and supports. Rule 35(1)(a)1, 36(1)(a)1.
12. Describe the most common theories and educational approaches used with children with severe/profound affective/social/behavioral disorders. Rule 35(1)(a)1, 36(1)(a)1.
13. Identify cultural and socioeconomic factors and their impact on eligibility
and programming. Rule (1)(a)9.
14. Identify resource agencies that provide personnel and services for improving and strengthening educational programs for individuals with severe/profound learning disabilities. Rule 34(1)(a)8.
15. Observe, interact with, and respond to infants, toddlers, preschoolers, elementary-school, middle-school, and high-school individuals who have severe/multiple disabilities.

For graduate students:
1. Gain a more comprehensive knowledge of curriculum development and implementation for students with severe disabilities
2. Develop skills for presenting information to colleagues, administrators, and other professionals

(State in measurable terms (reflective of course level) what students should be able to do when they have completed this course)

17. Course Content Outline:

Students in distance education will access class lectures through the use of streaming media. Links to the lectures will be posted in Blackboard. Assignments will be submitted electronically through Blackboard allowing for timely delivery and subsequent instructor response. Students will have access to the instructor via e-mail, Blackboard and phone as necessary in lieu of utilizing on-campus office hours. The technology used is appropriate for this program as it provides distance education students with identical lectures and equal access to both the instructor and other students.

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DUE: Project 2 MAPS

Week 4: Measurement, Analysis, and Evaluation; Behavior Management Examples
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Week 5: Test 1 via Blackboard (Chap 1-7 & Blackboard Readings)

Week 6: Developing and Implementation of Educational Programs, Special Health Care Procedures, Teaching Basic Self-Care Skills
Reading: Blackboard Readings; Snell chapter 8, 9, 10, & 11; Questions on Reflexes & Sign Language

Week 7: Special Health Care Procedures, Sensory Integration
Reading: Blackboard Readings, Snell chapters 12 & 13, Questions on Reflexes & Sign Language

Week 8: Non-symbolic Communications, Augmentative Communications, Assistive Technology
Reading: Snell chapters 14, 15, & 16

Week 9: Mastering the Maze
Reading: Blackboard Readings
Week 10: Compliance Verification Form, State-wide AAA  
Reading: Blackboard Readings

Week 11: Test 2 via Blackboard (Chap 8-16 & Blackboard Readings)

Week 12: Case Study Information and Discussion  
Reading: Blackboard Readings  
DUE: Project 5 Grad Student’s Presentation

Week 13: Severe Case Study IEP Discussion In-class group work

Week 14: Severe Case Study IEP Discussion  
DUE: Project 4 Severe Case Study

Week 15: Test 3 and Test 4 via Blackboard  
DUE: Project 3 Lab Experiences  
IEPs returned to Groups for revisions

Week 16: Severe Case Studies will be presented and IEPs will be discussed in the final exam time in lieu of a written examination.

(Provide a comprehensive, week-by-week breakdown of course content, including assignment due dates)

### 18. Assignments / Projects:

All students (undergraduate, graduate, and graduate/distance education) must submit all projects listed below through Blackboard assignments by the time indicated in Blackboard. This ensures that all students submit their work in a timely manner and that distance education students have an accessible way to submit their work. Save documents using your last name, course number, and topic (i.e., Pope RSED 6140 MAPS).

- **Project 1:** Learning Activities = These five activities will be assigned throughout the semester by the instructor.

- **Project 2:** MAPS = Develop a McGill Action Planning System on yourself.

- **Project 3:** Laboratory: Students will complete a minimum of 10 clock hours in an approved program for individuals with severe and profound disabilities. (See instructor for approved observation sites). Students will sign in and out of their assigned observation site. Each student is also required to provide this documentation to the professor on the assigned date. The student's cooperating teacher/site manager will also provide documentation of the student's attendance.

- **Project 4:** INDIVIDUALIZED EDUCATION PROGRAM PLANS. Have a copy of the Mastering the Maze.

Severe Case Study: The case study will pertain to a student with a severe disability. The project consists of demonstrating the correct procedures that are followed in order to determine the student’s needs, taking into account the student's preferences and interests as they relate to program planning. The program plan will include descriptions of various curricula, teaching techniques/methods, and materials of instruction for students with severe/profound behavior disorders, learning disabilities, mental retardation, and multiple disabilities. Also, identify resource agencies that provide personnel and services for improving and strengthening educational programs for these individuals. Address the development and implementation of an appropriate school healthcare plans and specialized instruction and therapeutic techniques including physical and behavior management. The case study must include the Compliance Verification, Referral, and the IEP.
We will discuss the process of program development in consideration of how to determine the student's needs, taking into account the student's preferences and interests as they relate to program planning. IEP paperwork will begin with the pre-referral process and conclude with the last page of the completed IEP. The Mastering the Maze will assist you in the necessary paperwork for this project. Submit your project via Blackboard.

This will result in the Development of an IEP. The project consists of demonstrating the correct procedures that are followed in order to determine the student's needs, taking into account the student's preferences and interests as they relate to program planning.

The following areas should be assessed related to the program planning components: (a) student interests and preferences, (b) functional skills knowledge, (c) self-determination, (d) positive behavioral support plan, (e) community-based experiences, (f) independent living skills.

In addition, students will also demonstrate their knowledge of assessment information gathered from and about the student as well as information from the student's most recent educational evaluation to develop a student profile. Students will be demonstrating their knowledge of a profile sheet on the student, appropriately written goals and benchmarks for each goal. Students will demonstrate their knowledge of how data will be taken and use eight different means of data collection. Students will review a progress report addressing goals and benchmarks to determine its appropriateness.

1. Begin IEP project paperwork with the Compliance Verification Form.
2. Alabama IEP form (all required forms from the referral process and conclude with the last page of the completed IEP and including statewide assessments from SDE website).
3. Profile as specified in Mastering the Maze (Evaluation, strengths, needs, interests, concerns of parent)
   (a) student interests and preferences,
   (b) grade-level of performance,
   (c) developmental level of performance
   (d) functional skills knowledge, and
   (e) self-determination.
4. Present level of academic or functional performance including standards. Development of goals and benchmarks for each goal in the areas of Reading, Math, and Science. Goals and benchmarks will be written using Standard-based format.
5. Measurable annual goals and benchmarks including standards (who, conditions, behavior, criterion, number of times data taken and type of data to be collected) and method/frequency of reporting progress. Include sample progress report addressing goals and benchmarks.

Project 5: Graduate Student Presentation: Graduate students will select a topic, with the assistance of the instructor, and develop a PowerPoint presentation in APA format. The students will present their topics to the class in a lecture discussion format. A rubric of the project will be posted.

Exams: All exams will be administered through Blackboard. Distance education students will take all closed resource examinations under the supervision of an approved proctor. Examples of approved proctors include a school superintendent, a principal of a high school, or a dean of department head of a college. Proctors shall be verified and exams shall be sent directly to the proctor who will manage the examination in a secure manner, requiring students to present a picture ID.

Note: Distance education students will have access to the Auburn
University libraries by utilizing the library’s on-line databases for materials that will support the completion of assignments. You may also have materials mailed directly to you upon request. Suzy Westenkirchner is the librarian who works specifically with the College of Education. In addition to the help you can receive from the reference desk, Ms. Westenkirchner is available for you to contact directly. She can be reached at: 334-844-2817 or smw0003@auburn.edu

(List all quizzes, projects, reports, activities and other components of the course grade -- including a brief description of each assignment that clarifies its contribution to the course's learning objectives)

19. Rubric and Grading Scale:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project 1: Learning Activities</td>
<td>50</td>
</tr>
<tr>
<td>Project 2: MAPS</td>
<td>50</td>
</tr>
<tr>
<td>Project 3: Laboratory (minimum 10 clock hours)</td>
<td>50</td>
</tr>
<tr>
<td>Project 4: Severe Case Study IEP</td>
<td>200</td>
</tr>
<tr>
<td>Project 5: Graduate Student Presentation</td>
<td>100</td>
</tr>
<tr>
<td>Test 1 Chapters 1-7 (book &amp; blackboard readings)</td>
<td>150</td>
</tr>
<tr>
<td>Test 2 Chapters 8-16 (book &amp; blackboard readings)</td>
<td>150</td>
</tr>
<tr>
<td>Test 3 Reflex Test</td>
<td>150</td>
</tr>
<tr>
<td>Test 4 Sign Language</td>
<td>50</td>
</tr>
<tr>
<td><strong>TOTAL</strong>:</td>
<td><strong>950</strong></td>
</tr>
</tbody>
</table>

950-860 points = A  
859-760 points = B  
759-665 points = C  
664-475 points = D  
474 and below = F

For Undergraduate students:

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<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project 1: Learning Activities</td>
<td>50</td>
</tr>
<tr>
<td>Project 2: MAPS</td>
<td>50</td>
</tr>
<tr>
<td>Project 3: Laboratory (minimum 10 clock hours)</td>
<td>50</td>
</tr>
<tr>
<td>Project 4: Severe Case Study IEP</td>
<td>200</td>
</tr>
<tr>
<td>Test 1 Chapters 1-7 (book &amp; blackboard readings)</td>
<td>150</td>
</tr>
<tr>
<td>Test 2 Chapters 8-16 (book &amp; blackboard readings)</td>
<td>150</td>
</tr>
<tr>
<td>Test 3 Reflex Test</td>
<td>150</td>
</tr>
<tr>
<td>Test 4 Sign Language</td>
<td>50</td>
</tr>
<tr>
<td><strong>TOTAL</strong>:</td>
<td><strong>850</strong></td>
</tr>
</tbody>
</table>

850-765 points = A  
764-680 points = B  
679-595 points = C  
594-510 points = D  
509 and below = F

(List all components of the course grade -- including attendance and/or participation if relevant -- with point totals for each; indicate point totals and ranges or percentages for grading scale; for S/U grading, detail performance expectations for a passing grade)

20. Justification for Graduate Credit:  

Class projects and tests require an in depth understanding of the curriculum with regard to a variety of severe disabilities: behavior disorders, learning disabilities, mental retardation, and multiple
disabilities (physical, sensory, communication, cognitive and behavioral) with concomitant disabilities. Content includes extensive exploration of various curricular theories focusing on individual and group approaches. All projects require critical thinking skills and analytical skills in order to apply the content learned. Several projects and tests are requires which reflects a rigorous standard of evaluation.

(Include a brief statement explaining how the course meets graduate educational standards (i.e.: rigorous standards for evaluation, development of critical thinking and analytical skills, etc.))

(Included below are standard statements regarding course policies. If necessary, a statement may be altered to reflect the academic policies of individual faculty members and/or the academic unit or department, provided that there is no conflict with the Tiger Cub, Faculty Handbook, or any existing university policy.)

REQUIRED STATEMENTS

Attendance: Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence.

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 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 Tiger Cub 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 within one week of the end of the period of the excused absence(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 two weeks of the date 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.

Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the Tiger Cub 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.

Disability Accommodations: Students who need special accommodations in class, as provided for by the Americans With Disabilities Act, should arrange for a confidential meeting with the instructor during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). The student must bring a copy of their Accommodation Letter and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Program for Students with Disabilities, 1286 Haley Center, 844-2096 (V/TT).
Supplement to the Class Policy Statements (RSED 5140/6140/6146)
The following policy statements represent modifications or additions to the required statements noted on the Proposal Form for Addition and Revision of Courses.

Class Policy Statements:

- **Methodology used by professor in class:** A variety of teaching methods are used in this class. They include, but are not limited to, lecture, discussion, viewing and discussion of slides and videotapes, simulations, and completion of projects.

- **Confidentiality:** Because professionals must respect families' rights to privacy, RSED students will keep the identity of children and families confidential. Names included on project reports will be fictitious. Code names are to be used any time references are made to children and families. At no time will students in any way identify or reveal any information about children and families to individuals not directly authorized as team members.

- **Grading Criteria:**
  In addition to preparation and participation in each class, course requirements include a variety of projects. Each student will complete and pass each required project, quizzes, and exams with a minimum of 80% before the student will be assigned a passing grade for the course. Each student should come to class prepared to demonstrate their knowledge of the content to be addressed in written format.

  Projects turned in late with the instructor's approval will be worth 80% of their on-time value. Projects turned in late without the instructor's prior approval will not be accepted. Students will revise projects and exams as indicated. Revisions given to the instructor within one week may earn a potential of half of the credit not obtained on the original project. Attendance and preparation as demonstrated by class participation will be considered when calculating final grades. Incompletes will drop a letter grade. All incompletes must be resolved by the first day of class the following semester.

- **Organization:** All written assignments are expected to conform to the current style manual of the American Psychological Association (APA). Written assignments are expected to be typewritten, grammatically accurate, and free of spelling and typographical errors. Assignments are to be of a quality that would be expected of a professional. All projects/exams must be typed APA format and stapled. Those assignments and projects that are to be typed need to be done in the following format. Font: Times New Roman, 11 inch font, margins: top, right, bottom .5, left 1, spacing: 1.5. Running head: 9 inch font, italicized, bold Running head should say: Last Name Course Number Project Description (specific name of project) page x of y. All work will be revised as indicated.

  **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.

- **Classroom Behavior:** “Behavior in the classroom that impedes teaching and learning and creates obstacles to this goal [learning] is considered disruptive and therefore subject to
sanctions… Students have the responsibility of complying with behavioral standards… Examples of improper behavior in the classroom (including the virtual classroom of e-mail, chat rooms, telephony, and web activities associated with courses) may include, but are not limited to the following: arriving after a class has begun; use of tobacco products; monopolizing discussion; persistent speaking out of turn; distractive talking including cell phone usage; audio or video recording of classroom activities or the use of electronic devices (including cell phones) without the permission of the instructor; refusal to comply with reasonable instructor directions; employing insulting language or gestures; verbal, psychological, or physical threats, harassment, and physical violence.” (See Tiger Cub).

- **Team Work:** Special educators team with a variety of other individuals including parents, professionals, and paraprofessionals. Professionals team to provide comprehensive services to children and families. As team members, individuals complete their responsibilities in a timely fashion.

- **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 Tiger Cub for steps toward redress.

- **Course Contingency:** If normal class 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