Proposal Form For Addition And Revision Of Courses

1. Proposing College / School: College of Education
   Department: SERC

2. Course Prefix and Number: RSED 3003

3. Effective Term: Su 2012

4. Course Title: Diversity and Exceptionality of Learners
   Abbreviated Title (30 characters or less): Diversity & Except. of Learner

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

6. Course Credit:

<table>
<thead>
<tr>
<th>Contact/Group Hours</th>
<th>Scheduled Type</th>
<th>Weekly or Per Term?</th>
<th>Credit Hours</th>
<th>Anticipated Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maximum Hours</td>
<td>Lecture</td>
<td>Weekly</td>
<td>3</td>
<td>50</td>
</tr>
</tbody>
</table>

   Total Credit Hours:

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

8. Prerequisites/Corequisites:
   Restrictions: Must be in College of Ed or HDFS; Undergraduate standing; and Bachelor's Degree

9. Restrictions:
   List specific restriction in space above.
   - College
   - Major
   - Standing
   - Degree

10. Course Description:
    Exploration of philosophical, social, cultural, & legal factors, & individual characteristics shaping education for individuals w/disabilities; & roles/ responsibilities of educators in inclusive setting

11. May Count Either:
    - RSED 3000
    - RSED 3003
    (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; attach memorandum if more space is required)

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:
Offering RSED 3003 as a DE delivery option will expand the opportunity for working professionals/students to take this class in their pursuit of a degree in education.

(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:
A GTA position will be required as a resource to manage the live chat feed during the class presentation. The GTA will be funded through the DE income funds from the course. The current faculty appointments are adequate to support the class.

(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:
Course objectives include a subset of key indicators from the Alabama Quality Teaching Standards. Indicators assigned to this course for assessment are listed below and pertain to human development; organization and management; cultural, ethnic and social diversity; special needs diversity; collaboration; and local, state, and federal laws.
1. Discuss exceptionality as a type of diversity in the classroom. (290-3-3.04 (2)(c)1.(iii); (290-3-3.04 (4)(c)1.(i))
2. Discuss the educational rights for individuals with disabilities. (290-3-3.04 (5)(c) 6. (i); (290-3-3.04 (4)(c)3(ii);
3. Discuss self-determination and advocacy as they relate to the rights of persons with disability. (290-3-3.04 (5)(c) 6. (i)
4. Identify the interests and preferences of students with diverse needs including students with disabilities (290-3-3.04 (4)(c)1.(i)
5. Identify and discuss the legal foundations for persons with disabilities. (290-3-3.04 (5)(c) 6. (i); (290-3-3. 04(4)(c)1.(i))
6. Identify various modes of service delivery in public schools for students with disabilities. (290-3-3.04 (5)(c) 6. (i)
7. Discuss collaboration strategies for professionals who serve students with disabilities. (290-3-3. 04 (5)(c)1.(iii)
8. Identify and discuss general characteristics and impact of high and low incidence disabilities on learning and development. 290-3-3.04 (2)(c)1.(iii); (290-3-3.04 (4)(c)3.(i)
9. Identify and discuss disabilities served under Section 504 and others with special learning needs. (290-3-3.04 (5)(c) 6. (i)
10. Identify and discuss effective instructional strategies that are inclusive of all students. (290-3-3.04 (4)(c)1.(i)
11. Develop appropriate accommodations and/or modifications for students with disabilities. (290-3-3.04 (4)(c)1.(i)
12. Identify classroom management strategies. (290-3-3.04 (2)(c)2 (iii)
13. Recognize the steps in the special education process. (290-3-3.04 (5)(c) 6. (i); (290-3-3.04(5)(c)1.(ii)
14. Describe how to access school, community, state and other resources and referral services. (290-3-3.04 (5)(c).1.(ii)

(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:
(a) The course provides for timely and appropriate interactions between instructor and students via Tigermail email, live chat room discussion during the on-campus class time, discussion boards, and Blackboard/Canvas messaging. The instructor will respond to Tigermail emails or Blackboard/Canvas messages within 24 hours of receipt (note: this may vary for emails sent on Saturday or Sunday)
(b) The course will have a live video feed during the scheduled class time that can be viewed by the distance learning students. Students viewing the live feed will have the opportunity to interact with the class and/or instructor via a live, monitored chat room. The video recorded class will be archived
for viewing after the scheduled class time. The link to the archived video will be posted on Blackboard/Canvas. The video can be viewed using RealPlayer.

(c) The technology is appropriate for this course because all the course content can be relayed via the technology. The discussion boards in Blackboard/Canvas software allow for the DE students to participate in group discussions. The software also allows for students to upload their assignments to the instructor and to interact/ask questions of the instructor through the messaging options. The live video feed and chat room allow students to be a “live” part of class even when they can’t physically be on campus and the archived video allows students to participate in class at their convenience or for review purposes.

Class 1: (Week 1)
Introduction to RSED 3000
The Individual in Public Education Orientation to the Course
Review syllabus
Discussion Questions:
What are the differences between helping and empowering?
What is self determination?
What is self advocacy?
Readings:

Class 2 and 3: Historical Forces Shaping Education and Teaching (Week 2 and 3)
Democracy & Education:
Teachers Roles & Responsibilities
Discussion Questions:
Describe the evolution of services for students with disabilities.
Who serves students with disabilities?
How are students with disabilities served in public schools?
What are the important pieces of legislation that have impacted special education?
What is the role of the Federal Government in education?
What are the major differences between Section 504 and IDEA?
What are the major characteristics of IDEA?
Readings:
Vaughn, S., Bos, C., & Schumm, J. (2011), Chapter 1
Video:
Sean & Bobby (40 minutes)
Visit websites:
http://www.weac.org/resource/june96/speced.htm
http://www.uni.edu/coe/inclusion/
http://www.circleofinclusion.org
http://www.ed.gov
http://www.alsde.edu

Class 4 and 5: (Week 4)
Democracy & Education:
Teachers Roles & Responsibilities
Discussion Questions:
What important issues in special education are addressed by response to intervention?
What is the role of the general education teacher in an RTI model? Special education teacher?
Readings:

Class 6 and Class 7: Democracy & Education: (Week 5 and 6)
Teachers Roles & Responsibilities Discussion Questions:
What are my obligations to a student with a disability in my classroom?
In what ways am I likely to work with other professionals to meet student needs?
What are critical issues in collaboration?
What are critical communication skills I will need to be successful in my collaborative relationships?

Readings:
Video: The Power of Two (50 min)
Adapting Curriculum and Instruction in Inclusive Classrooms (45 min)

Class 8: (Week 7)
TEST 1 (Chapters 1-3 and Self-Determination)
Course objectives 1-7, 9, 13-14

Class 9 and 10: (Week 8 and 9)
Teachers Roles & Responsibilities
Discussion Questions:
What are the basic strategies for managing classroom behavior?
How does a teacher develop a proactive plan?

Readings:

Class 11 and 12: Gender & Social Relations in the Classroom (Week 10)
Discussion Questions:
What are learning disabilities and attention deficit/hyperactive disorders, and how do they affect learning?
How do gender differences and attention deficit/hyperactive disorders affect interactions between students and between students and teachers?

Readings:
Visit websites:
www.ld.org
www.chadd.org
www.ldonline.org

Class 13 and 14 (Week 11)
Student Differences in the Classroom Discussion Questions:
What are interaction disorders and how do they affect learning?
What are behavior disorders and how do they affect learning?
What are effective ways to address challenging behavior?

Readings:
Vaughn, S., Bos, C., & Schumm, J. (2011), Chapter 8

Class 15: TEST 2 (Chapters 5-8)
Course objectives 8-12

Class 16 and 17 (Week 12 and 13)
Discussion Questions:
What are autism spectrum disorders and how do they affect learning?
What are effective ways to address challenging behavior?

Readings:
Vaughn, S., Bos, C., & Schumm, J. (2011), Chapter 9

Class 18 and 19 (Week 14 and 15)
Student Differences in the Classroom
Discussion Questions:
What are developmental disabilities and how do they affect learning?
What are “low-incidence” disabilities and how do they affect learning?

Readings:
General Course Requirements
Students are required to: a) successfully complete all learning activities and give 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, and d) read assigned materials prior to class sessions. Participation will be counted for distance learning students by their presence in the chat room and/or participation in discussion boards. The DE students will be able to watch the class via live feed video and chat with a GTA and/or instructor during the class time to for participation. If the DE student is unable to be present to watch during the live feed, they can watch the archived video of the class and participate via answering a discussion question before the next class period.

A. Learning Activities: Throughout the semester there will be learning activities. These activities may include small group and independent assignments (e.g., group projects, reflections, and summary papers) and may or may not be announced ahead of time. Learning activities may begin in class and have follow-up assignments to be completed outside of class time. In case of absence, University-approved excuse must be presented to make up any learning activities. You must be present in order to complete AND turn in learning activities. (see Attendance Policy) (TOTAL 15 points)
Distance learning students submit learning activities to instructor electronically via Blackboard/Canvas as directed by instructor. Learning activities need to be submitted electronically prior to following class period.

B. Tests: There will be three tests during the semester. The first test will cover material from the beginning of the semester through the first test. The second test will cover material presented after the first test through the last class period before the second test is scheduled. The third test is comprehensive of material presented throughout the entire course (TOTAL 85 points- 2 @ 25 points each and 1 @ 35 points).
Tests will be closed book/notes. Distance learning students will take tests under the supervision of an approved proctor according to SERC Distance Education procedures. Students will be required to use the lock-down browser for all computerized examinations.
The Proctor policy is as follows for students:
Auburn University policy requires that distance education exams be proctored. Each distance student must have two approved proctors (primary & secondary) for the DE classes you are taking. Distance Education students are held to the same high academic integrity and standards as are our on campus students. It is your responsibility to submit and update the proctor approval request form within the first two weeks of class. We will contact you if your proctor recommendation is not acceptable and you will be asked to submit another. It is YOUR responsibility to complete these forms in the required time frame. If you do not have a pre-approved proctor, you will NOT be able to take tests.
Your proctor can be any professional person who is NOT a relative, friend, co-worker, or supervisor. If you are a teacher, other teachers (even if at a different school) are considered “co-workers” and are not appropriate proctors. Job titles of proctors that have been approved in the past include, but are not limited to: college professors or administrators, community agency staff, high school guidance counselors, principals, clergy, etc. The individual you recommend must be willing to meet with you to supervise your exam taking and be willing to communicate particulars to the instructor and/or University personnel. Please discuss this with your potential proctors before you submit the completed proctor approval request forms.
Distance courses typically allow a window of time (4 - 6 days) for students to schedule a time with their proctor to take a given test. This is at the discretion of each instructor and may vary. Please remember that DE students are held to the same high academic integrity and standards as are our on-campus students. Test conditions and delivery methods will vary from class to class, and are implemented at the discretion of the instructor. If you anticipate a problem meeting the test availability days you must contact your instructor immediately to discuss your options. Proctors will be contacted directly by an Auburn University representative initially, and from time to time, to confirm their understanding of the procedures. Students and proctors are expected to abide by the Auburn Academic Honesty Code found both in the Student Policy eHandbook and the Student Government Association's Code of Laws. Failure to abide by the code will result in serious consequences, including failure and expulsion.

(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>Points</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>15</td>
<td>Learning Activities</td>
</tr>
<tr>
<td>25</td>
<td>Test 1</td>
</tr>
<tr>
<td>25</td>
<td>Test 2</td>
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<td>79-70</td>
<td>C</td>
</tr>
<tr>
<td>69-60</td>
<td>D</td>
</tr>
<tr>
<td>Below 59</td>
<td>F</td>
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(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:  n/a Undergraduate course

(Included 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 Student Policy eHandbook, Faculty Handbook, or any existing university policy.)

POLICY 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 consult the Student Policy eHandbook 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 Student Policy eHandbook 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 accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1229 Haley Center, 844-2096 (V/T/T).
# Supplemental Information For Addition Of Distance Education (DE) Course

1. **Proposing College / School:** 
   College of Education

   **Department:** 
   SERC

2. **Course Prefix and Number:** 
   RSED 3003

   **Effective Term:** 
   Su 2012

3. **Course Title:** 
   Diversity And Exceptionality of Learners

   **Abbreviated Title (30 characters or less):** 
   Diversity & Except. of Learner

4. **On-Campus Pre/Corequisites:** 
   (Indicate any applicable pre/corequisites for the on-campus version of the course. Use the space provided below to indicate how they will be adjusted to accommodate DE students.)

   **Prerequisite(s):** 
   College of Ed or HDFS, Undergraduate Standing

   **Corequisite(s):** 
   
   **Pre/Corequisite(s):** 
   
   **DE Adjustment:** 
   
5. **Affected Program(s):** 
   (Respond "N/A" if not included in any program; attach memorandum if more space is required)

<table>
<thead>
<tr>
<th>Program Type</th>
<th>Program Title</th>
<th>Requirement or Elective?</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. **Justification for DE Delivery:** 
   (Include a concise, yet adequate rationale for accreditation, as part of a proposed distance education program; expansion of opportunity for working professionals/students; etc.)

   Offering the DE delivery option will expand the opportunity for working professionals/students to take this class in their pursuit of a degree in education. As part of a proposed distance education program, expansion of opportunity for working professionals/students; etc.

7. **Access to Resources:** 
   (Indicate how distance education students will be given access to all necessary academic resources, such as library materials, laboratory facilities, and learning centers.)

   The students will have access to resources through Blackboard and/or Canvas, tigemail, and the online library resources.

8. **Course Content Delivery:** 
   (Outline, in specific detail, what adjustments will be made to the course, in order to accommodate interaction between the student and instructor and peers via distance education. Include such aspects as office hours, class participation, and -- if applicable -- any time that the student would be required to be on-campus.)

   The use of live and recorded lectures shared via Blackboard and/or Canvas; discussion boards using Blackboard and/or Canvas; and assignment submission via Blackboard and/or Canvas.

9. **Course Interaction:** 
   (Provide specific information regarding the adjustments that will be made to the course, in order to accommodate interaction between the student and instructor and peers via distance education. Include such aspects as office hours, class participation, and -- if applicable -- any time that the student would be required to be on-campus.)

   The course will be fully online and will not require the student to attend campus.