

Auburn University
Department of Rehabilitation and Special Education

1. COURSE NUMBER: RSED 5130/6130

Course Title: Secondary Curriculum for Students with Disabilities

Credit Hours: 3 semester hours

2. DATE SYLLABUS PREPARED: August 2014. This syllabus is a tentative outline for the Fall 2014 semester and **is subject to change.**

3. TEXT: Smith, T.E.C., Gartin, B., & Murdick, N.L. (2012). *Including students with disabilities in general education classrooms*. Upper Saddle River, NJ: Pearson.

Additional reading assignments will be provided by the instructor. As well students will utilize information from the IRIS Center at <http://iris.peabody.vanderbilt.edu/>.

4. COURSE DESCRIPTION: Program organization and development of basic and supplementary materials for guiding teachers, faculties and school systems in the continuous improvement of curriculum and teaching practices related to the secondary education and transition of adolescents and young adults with disabilities.

5. COURSE OBJECTIVES: After completion of this course the student should be able to:

- a. Demonstrate knowledge of the characteristics of secondary students and the impact of these conditions upon development, learning, and needed services.
- b. Demonstrate knowledge of federal/state regulations and educational service models related to secondary programming. 34.(2)(a)2.(i)
- c. Demonstrate knowledge of curriculum development practices and philosophical bases related to secondary programming.
- d. Identify and explain current and future trends that influence curricular choices.
- e. Demonstrate knowledge of curriculum content for grades 6-12 in state courses of study for English language arts, mathematics, science, social studies, and career/technical education and select goals and objectives from the courses of study that meet the needs of students. 34. (1)(c)1.(iii) .
- f. Demonstrate knowledge of and skills related to the implementation of state (e.g., College and Career Ready, ARI, AMSTI) and national (Common Core) education initiatives.
- g. Demonstrate knowledge of skills and services which students need as they make the transition from school to the community, including community living, the world of work, and continuing education; 34.(2)(a)2.(iv)
- h. Identify the various agencies and individuals involved in the transition process, describe their roles, and list strategies for working together cooperatively. 34.(2)(a)2.(ii) 34.(2)(j)2.(i)
- i. Demonstrate knowledge of student learning styles and instructional strategies, including collaborative, co-teaching and direct instruction 34.(2)(c)2
- j. Demonstrate knowledge of practices designed to facilitate student self-determination and enlist the support and participation of families in the student's educational program. 34

- (1)(b)2
- k. Use assessment information, including functional and vocational knowledge and skills, for IEP/ITP planning for secondary students. 34.(2)(h)2
 - l. Outline assessment information into postsecondary goals, annual goals and benchmarks 34.(2)(h)3 (iii)
 - m. Demonstrate knowledge of validated, research-based approaches to core content area instruction. 34 (1)(b)1
 - n. Demonstrate ability to utilize effective teaching strategies designed to promote learning and improve student achievement
34.(2)(d)2 (iii)
 - o. Demonstrate knowledge of various school- and community-based programs, curricula, service options, and teaching approaches/strategies that facilitate the acquisition, generalization, and maintenance of transition skills. 34. (1)(c)1.(v)
 - p. Demonstrate knowledge of strategies for promoting coordination and collaboration between special education services and general education. 34.(2)(j)2.(ii)
 - q. Identify and describe assistive technology related to secondary programming. 34(2)(g)2.(iii)
 - r. Demonstrate knowledge of Standards-based Individualized Education Program (IEP) format, development and implementation 34.(2)(g)2.(ii)

6. COURSE CONTENT

Date	Theme/Question	Topics	Assignments
Aug 19 (Week 1)		No Class Meeting due to ARI training	
Aug. 21	Who Do We Serve?	Introductory Activity Course Overview Introduction to Secondary Special Education http://www.youtube.com/watch?v=auIYOb_rptQ (trailer)(4.22 min)	Homework # 1 —View the video (and read the lyrics) <i>True-Colors</i> from John Legend. Reflect on the lyrics as they relate to students and teachers. http://paulinuspandiangan.wordpress.com/2013/05/15/true-colors-from-john-legend/
Aug. 26 (Week 2) (Objective A)		Adolescents with Disabilities Development Characteristics In-Class Activity #1 -Categorical Descriptors	Read: <i>Chapt. 1 Adolescent Growth and Development</i> Homework # 2--Find and Post: A picture that you think depicts something about the period of adolescence (group into 5 groups)
Aug. 28 (Objectives A,D)		Characteristics cont. http://www.ted.com/talks/malcolm_london_high •Secondary School Structure •Adult Outcomes •Issues In-Class Activity #2 -Article Discussion Sheet	Read: Chapter 2 Homework # 3 -Article Activity: <i>Issues Affecting Secondary Special Education</i> (Summarize the article you were assigned and reflect on the content) Read: A— <i>Consumer Reports—What Students. .</i> B— <i>Variables Affecting Students. . .</i> C— <i>Perspectives of Students with ID</i> D— <i>What do Pupils with Disabilities Have . . .</i> <i>HSTW Key Practices</i> http://www.buzzfeed.com/juliapugachevsky/which-fictional-high-school-clique-do-you-belong-in
Sept. 2 (Week 3) (Objectives B,D)		Overview of Secondary Special Education cont. Services For Adolescents with Disabilities	

Sept. 4 <i>(Objectives B, C, D)</i>		Role of Secondary Special Education Teacher Secondary Special Education in AL http://www.youtube.com/watch?v=4mEm8FRJXtI <i>(Everybody Needs a Champion)</i> Explain Evidence-Based Practice Writing Assignment	Read: <i>The Good High School Teacher</i> Due: Student Interview or Teacher Interview
Sept. 9 (Week 4) <i>(Objectives B, C, D, E, F)</i>	What Do We Teach, How Are Services Provided, and How Do We Plan?	Common Core, College and Career Ready, Curriculum Guides, Extended Standards, Transition Standards	Homework #4: View the two Common Core videos. Answer the questions. https://www.teachingchannel.org/videos/common-core-state-standards-middle-school (answer questions) https://www.teachingchannel.org/videos/common-core-state-standards-high-school (answer questions)
Sept. 11 <i>(Objectives I, P)</i>		Services for Adolescents with Disabilities The Special Education Process Service Delivery, Tiered Interventions http://www.youtube.com/watch?v=YtTKuBZ-nvY&feature=c4-overview&playnext=1&list=TLgeEV54S2xGc In-Class Activity #3 —Co-teaching Models	Read: Chapter 3, 7 <i>Tips and Strategies for Co-Teaching at Secondary Level Implementation of RTI at Middle School</i> http://www.specialconnections.ku.edu/?q=collaboration/cooperative_teaching http://www.betterhighschools.org/expert/ask_tiered.asp Discussion #1 —Take the <i>What Kind of Thinker are you Quiz</i> . Then discuss the pros and cons of your thinking style in co-teaching, tiered interventions, and group settings. http://www.buzzfeed.com/generalelectric/what-kind-of-thinker-are-you
Sept. 16 (Week 5) <i>(Objectives G, H, J, K)</i>		Transition Programming Transition Assessment http://www.youtube.com/watch?v=BVPNBAmZMY8#t=12 <i>(I Have a Dream)(3.16 min)</i>	Read: Chapter 4 Read: http://nstattac.org/sites/default/files/assets/toolkits/ageAppTrans/AgeAppropriateTransitionAssessmentToolkit2013.pdf

Sept. 18 <i>(Objectives G, J, K, L)</i>	How Do We Support Students in the General Education Curriculum?	Transition Assessment cont. Transition Planning Strategies Explain Assessment Assignment	Read: <i>The Students' Voices How to Help Students Lead their IEP</i> http://www.pacer.org/publications/parentbriefs/ParentBrief_Feb04.pdf
Sept. 23 (Week 6) <i>(Objectives G, J)</i>		Self Determination and Empowerment Curricula and Strategies for Self-Determination & Empowerment In-Class Activity #4 —Teacher-Directed Instructional Strategies for Supporting SD	Read: Chapter 13 Due: IRIS Module-SOS Becoming Indep Learner
Sept. 25 <i>(Objectives M, N)</i>		Evidence-Based Practices General Education Strategies: <ul style="list-style-type: none"> • Universal Design for Learning • Differentiated Instruction In-Class Activity #5 -Differentiate a Portion of Course Content We Have Covered (Due Sept. 30)	Read: Chapter 8 http://www.cast.org/teachingeverystudent/ideas/tes/chapter4.cfm UDL: http://www.middleweb.com/7694/finding-time-for-udl/
Sept. 30 (Week 7) <i>(Objectives M, N)</i>		• Share Differentiated Content Review	Extra Credit #1 -Submit multiple choice question on content for this test or identify topic need to know more about (Due Sept. 29)
Oct. 2 CLD		EXAM 1	
Oct. 7 (Week 8)		General Education Strategies cont: <ul style="list-style-type: none"> • Strategies Instruction 	Chapter 9 DUE: IRIS Module –Using Learning Strategies to Enhance Student Learning
Oct. 9 <i>(Objective Q)</i>		General Education Strategies: cont. <ul style="list-style-type: none"> • Assistive Technology • Individual Accommodations and Modifications 	Read: http://www.pediatricapta.org/consumer-patient-information/pdfs/AssistiveTechnology.pdf Resource: http://assistivetech.sf.k12.sd.us/middle_and_high.htm DUE: Assessment, Profile, Measurable Postsecondary Goals, and Transition Services

Oct. 14 (Week 9) <i>(Objectives K,R)</i>	How Do We Prepare Students for Life?	Writing Annual Goals	
Oct. 16 Fall Break		No Class-Fall Break	
Oct. 21 (Week 10) <i>(Objectives M, N)</i>		Strategies for Teaching Content: Reading and Language Arts	Read: Chapters 10 <i>Decoding and Fluency Secondary Synopsis of Writing Next: Effective . . .</i> Due: IRIS Module: CSR:A Reading Comprehension
Oct. 23 <i>(Objectives M, N)</i>		Evidence-Based Practices Presentations: Reading and Language Arts	
Oct. 28 (Week 11) <i>(Objectives M, N)</i>		Strategies for Teaching Content: Math and Science	Read: Chapter 11 <i>Concrete-Representational-Abstract Transitioning and Preparing. . . . STEM</i>
Oct. 30 <i>(Objectives M, N)</i>		Evidence-Based Practices Presentations: Math and Science	
Nov. 4 (Week 12) <i>(Objective O)</i>		SCHOOL VISIT	SCHOOL VISIT
Nov. 6 DCDT		No In-Class Meeting-Work on IEP	
Nov. 11 (Week 13) <i>(Objective G)</i>		Strategies for Teaching Social Skills In-Class Activity #6 -Social Skills	Read: Chapter 12 <i>What are You Doing After School?</i> Due: Draft of Paper for Feedback
Nov. 13 <i>(Objectives G, O)</i>		Preparing for Employment	Read: Chapter 14 Homework #5: Complete Kuder Assessments http://www.al.kuder.com/

Nov. 18 (Week 14) <i>(Objectives E, G, O)</i>		Preparing for Postsecondary Education http://www.thinkcollege.net/rethinking-college (25 min)	Homework # 6: Self-Advocacy Knowledge Scale DUE: IEP EXTRA Credit #2- Submit multiple choice question on content for this test or identify topic need to know more about (DUE Nov. 17)
Nov. 20		EXAM 2	
Nov. 25 (Week 15)		THANKSGIVING HOLIDAY	
Nov. 27		THANKSGIVING HOLIDAY	
Dec. 2 (Week 16) <i>(Objectives G, O)</i>		Life Skills Curricula In-Class Activity#7 —Course of Study and Transition Standards Activity	Discussion #2: Practicum Experiences
Dec. 4 <i>(Objectives All)</i>		Group Project Sharing Dish	Read: Chapter 5 Due: Curriculum Toolkit/Group projects
Dec. 9 (Finals)		Due: 10:30 p.m.	Due: Learning Strategy or Content Enhancement Review Paper

Note: Schedule could change.

7. COURSE REQUIREMENTS

General Course Requirements

- (a) Each student will be held responsible for **all** of the information in the textbook and readings assigned for the course. The student should read assigned material appropriate to the topic to be discussed **prior** to class meetings.
- (b) Students will respond to two exams. The exams are in-class; Exam 1 is worth 15 points, while Exam 2 is worth 20 points. The final is a review of a learning strategy or content enhancement and is worth 7 points.

Course Assignments

- (1) **EVIDENCE-BASED PRACTICES**—In groups of 2, students will demonstrate an evidence-based practice for teaching basic academic skills from an approved list. Students will use resources from the Access Center, Center on Instruction, What Works Clearinghouse, IRIS center or other approved resources. Those presenting will actually teach a lesson to the rest of the class (who will be the students) using the evidence-based practice. The format to follow will be covered in class. Each presentation should be 15-18 minutes. A handout that includes the definition/explanation of the practice and an **annotated bibliography of a minimum of 5 research studies that support the practice** should be shared with the class. Each annotation should be a minimum of 50 words. This assignment is worth **8 points** toward the final grade.
- (2) **SECONDARY ASSESSMENT, PROFILE, MEASUREABLE POSTSECONDARY GOALS, AND TRANSITION SERVICES**—Each student will assess a secondary student with a disability in order to determine the student's needs, taking into account the student's preferences and interests as they relate to transition planning and programming. Students will administer the following assessments: (a) Harrington-O'Shea Career Decision Making System, (b) Ansell-Casey Life Skills Assessment (on-line), (c) a general student interests and preferences inventory, (d) SMALSI, and (e) Self-Determination Assessment internet. Students will use the assessment information gathered from and about the secondary student as well as information from the secondary student's most recent education evaluation to develop a student profile. This project is worth **8 points** toward the final grade.
- (3) **STANDARDS-BASED IEP**-In groups of no more than 3, student will develop an IEP. The IEP must contain a minimum of 3 annual goals. Student information from Assignment 2 should be used to complete the IEP. This project is worth **8 points** toward the final grade.
- (4) **LEARNING STRATEGY/CONTENT ENHANCEMENT REVIEW**—Students will provide a review and summary of an evidence-based learning strategy or content enhancement. A template for completing this assignment will be provided in class. This project is worth **7 points** toward the final grade and counts as the final. Students must

briefly describe research that supports the use of the practice, along with a rationale for using the practice and with whom and when the practice should be used.

- (5) **HOMEWORK**—Students will complete homework activities designed to prepare them for class. This counts for **7 points** toward final grade.
- (6) **DISCUSSION BOARD**— Students will participate in 2 discussions designed to prepare them for class. Each discussion is worth 1 point for a total of **2 points** toward final grade.
- (7) **IN-CLASS ACTIVITIES**—Students will complete several in-class activities. These activities are worth **8 points** toward final grade. Students must be in class to submit in-class activities.
- (8) **INTERVIEW**—Students will interview 1 secondary student **or** secondary teacher. The specific questions to be asked will be discussed in class. This assignment is worth **3 points** toward the final grade.
- (9) **IRIS MODULES**—Students will complete the following 3 IRIS modules—SOS (Independent Learners), Collaborative Reading Strategy, and Learning Strategies. Each module is worth 2 points for a total of **6 points** toward final grade.
- (10) **CURRICULUM TOOLKIT**—Students, working in groups of no more than 3 students, will create a curriculum toolkit. The toolkit will include the identification of publishers with materials for secondary students with disabilities and a review of curriculum materials that address state standards (e.g., College and Career Ready, Transition).. **OR**

HELPFUL RESOURCE PRODUCT —Students, working in groups of no more than 3 students, will prepare one of the following:

- IEP Meeting Recommendations
- Transition Planning Brochure
- Strategies for Motivating Secondary Students
- Strategies for Encouraging Family Involvement
- Culturally Responsive Practices
- Other

This assignment is worth **8 points** toward the final grade

- (11) **Extra Credit**—Students will have an opportunity to earn a total of 1 extra point by doing the following: (a) Exam 1-submit multiple choice question on content or identify a topic for which they need further explanation (.25 point); (b) Exam 2-submit multiple choice question on content or identify a topic for which they need further explanation (.25 point); (c) on the last day of class, students are welcome to bring in a dish to share with us as we discuss projects (.5 point). Completion of these activities is worth a total of **1 point** toward the final grade.

7. **GRADING AND EVALUATION:** Final grades will be based on the following:

Undergraduate Students

Exams (15 + 20)	= 35 points
Evidence-Based Strategy Presentation	= 8 points
Transition Assessment, Profile, Goals	= 8 points
IEP	= 8 points
Learning Strategy or Content Enhancement Paper	= 7 points
Interview	= 3 points
Homework	= 7 points
Discussions	= 2 points
In-Class Activities	= 8 points
IRIS Modules	= 6 points
Curriculum Toolkit/Resource Product	= 8 points
TOTAL	100 points

The grade ranges are: 90 - 100 = A
80 - 89 = B
70 - 79 = C
60 - 69 = D
Below 60 = F

Graduate Students

Exams (15 + 20)	= 35 points
Evidence-Based Strategy Presentation	= 10 points
Transition Assessment, Profile, Goals	= 10 points
Learning Strategy or Content Enhancement Paper	= 7 points
Interview	= 3 points
Homework (1+1+1+1+1)	= 6 points
Discussions (1+1+1+1)	= 4 points
In-Class Activities (1+1+1+1+1+2+1+2+1)	= 11 points
IRIS Modules	= 6 points
Curriculum Toolkit	= 8 points
Class Presentation or Paper on Course Content	= 20 points
TOTAL	120 points

The grade ranges are:
108-120 = A
96-107 = B
84-95 = C
72-83 = D
Below 72 = F

9. CLASS POLICY STATEMENTS:

- a. **Classroom Attendance:** Class attendance is a professional obligation. As such, students are expected to attend class and participate in class discussions and activities. They are responsible for any content covered in the event of an absence.

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. At the instructor's discretion, verified absences may be excused under unusual circumstances (see ***Tiger Cub***). In order for the absence to be considered excusable, however, the instructor must be in receipt of the documentation within seven days from the class in which the absence occurred. When feasible, the student should 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. Students will be **permitted one unexcused absence for the entire semester**. Each additional unexcused absence will result in a 5 point deduction from final grade.

- b. **Assignments:** 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, free of spelling and typographical errors. Assignments are to be of a quality that would be expected of a professional. Assignments must be submitted via Canvass and by the time indicated in Canvass, unless otherwise specified.

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.

- c. **Exams:** Arrangements to make up missed major examinations (e.g. hour exams, mid-term exams) due to properly authorized excused absences shall be initiated by the student within one week from the end of the period of the excused absence. Normally, a make up exam shall occur within two weeks from the time the student initiates arrangements for it.
- d. **Cell phone and laptop use during class:** As a member of the learning community, each student has a responsibility to other students who are members of the community. When cell phones or pagers ring and students respond in class or leave class to respond, it disrupts the class. When students access facebook and other such sites during class, their engagement in class discussions and course material decreases, impacting the learning of all in the class. Therefore, the use of cell phones, pagers, PDAs, or similar communication devices during scheduled classes is not permitted.

Students may access the powerpoints and other relevant material on laptops or other devices during class to support class content and learning. However, if it comes to the instructor's attention that a student is using laptops and other devices for other purposes, they will lose the privilege of using such devices in class.

- e. **Cheating:** The Auburn Academic Honesty Code (Policy) is found in both the ***Tiger Cub*** and the Student Government Association's Code of Laws. Students are to read the honor code carefully, making sure they understand the policy, its implications for their work (e.g., tests, reports, papers, projects), and the consequences of code violation. Non-compliance with this policy will result in formal action with the university academic honesty procedures. Among other things, students are responsible for understanding the definition of plagiarism. Individuals are to (a) reference materials they use, and (b) reference only material they access directly. Individuals who copy or use ideas from the works of others without properly acknowledging the author risk grave consequences.
- f. **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:
- Engage in responsible and ethical professional practices
 - Contribute to collaborative learning communities
 - Demonstrate a commitment to diversity, and
 - Model and nurture intellectual vitality.
- g. **Accommodations for Students with Disabilities:** Students who need accommodations are asked 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
- h. **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*** (page 96) for steps toward redress.
- i. **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 original materials.