

DEPARTMENT OF

SPECIAL EDUCATION, REHABILITATION, AND COUNSELING

**Course Syllabus**

# **Course and Instructor Information**

**Course Number:** RSED 5190/6190

**Course Title:** Community-based Instruction and Related Services

**Credit Hours:** 3

**Prerequisites:** none

**Co-requisites:** none

**Course Location:** Haley Center 1218

**Course Time:** 9:30-10:45 am Tuesdays and Thursdays

**Instructor:** Dr. Shalece Kohnke

**Email Address:** ssk0024@auburn.edu

\*Emails/messaging preferred through Canvas

The instructor will respond to emails within 48 hours of receipt (note: this may vary for emails sent on Saturday or Sunday)

**Phone Number:** (334) 844-7690

**Office Hours:** Thursdays 12:30 pm - 1:30 pm or by appointment.

**In person-** Haley Center 1224-C

**Virtual-** <https://auburn.zoom.us/j/82166137821>

**Term:** Fall 2023

**Day/Time:** Tuesdays & Thursdays 12:30 - 2:50 pm

**Date Syllabus Prepared**: August 2023

**Textbooks**

Wehman, P., & Kregel, J. (2020). *Functional curriculum for elementary and secondary students with special needs, 4th edition*. ProEd.

\*Additional readings will be required and provided by the instructor.

**Course Description:** This course prepares teachers to support students who follow an alternative curriculum in elementary and secondary settings. This includes teaching functional skills, community-based instruction and supports for transition to post-secondary settings.

# **Course Objectives and Student Learning Outcomes**

## Student Learning Outcomes

1. Connect theory to practice to design instruction that meets the individual needs of students.
2. Promote the development of independence and inclusion in the community for students with disabilities.

## Course Objectives

1. Demonstrate knowledge of functional curriculum design.
2. Use assessment instruments and techniques, including functional and vocational knowledge and skills.
3. Develop, select, administer, and interpret formal and informal assessments.
4. Identify methods for determining appropriate curricular materials for individual students.
5. Demonstrate knowledge of various school- and community-based programs, curricula, service options, and teaching approaches/strategies that facilitate the acquisition, generalization, and maintenance of functional skills.
6. Modify teaching and assessment methods, materials, techniques, and learning environments in the school and community to meet students’ needs.
7. Plan and facilitate transition programs within and outside the school setting.
8. Describe collaborative skills, procedures, and techniques designed to facilitate coordination of instruction and service delivery (i.e., families, general education, school-to-work programs, related service providers, and agencies).
9. Work collaboratively with members of the instructional team and professionals from related fields.
10. Plan and implement an instructional program in the areas of functional academics and transition.
11. Plan and implement work-based learning programs (such as on-campus work experiences, community-based work experiences, and workplace mentoring) to foster the development of workplace competencies and career goals.
12. Graduate students will synthesize and apply evidence-based transition practices showing research to practice application.

# **Tentative Course Schedule**

|  |  |  |  |
| --- | --- | --- | --- |
| **Dates** | **Readings**  **(Before class)** | **Due Assignments at 11:59pm** | **Notes** |
| **Week 1: Introductions** | | | |
| Th-8/17 | Syllabus |  |  |
| **Week 2: Functional Curriculum Design** | | | |
| T- 8/21 | Chapter 1 |  |  |
| Th- 8/24 | Supplemental Readings 1 | Discussion Post 1 |  |
| **Week 3: Designing Instructional Programs** | | | |
| T- 8/28 | Chapter 2 |  |  |
| Th-8/31 | Supplemental Reading 2 | Discussion Post 2 |  |
| **Week 4: Using Technology to Support Instruction** | | | |
| T- 9/5 | Chapter 3 |  | Guest Speaker |
| Th-9/7 | Supplemental Reading 3 | Discussion Post 3 |  |
| **Week 5: Accessing the Functional Curriculum Within a General Education Setting** | | | |
| T- 9/12 | Chapter 5 |  |  |
| Th-9/14 |  |  | Guest Speaker |
| **Week 6: Functional Academics** | | | |
| T- 9/19 | Chapter 6 |  |  |
| Th- 9/21 |  | TEST 1 | Remote |
| **Week 7: Social Skills** | | | |
| T- 9/26 | Chapter 9 |  |  |
| Th- 9/28 |  | Micro-teaching |  |
| **Week 8: Community Skills** | | | |
| T- 10/3 | Chapter 10 |  |  |
| Th- 10/5\* | Supplemental Reading 4 | Discussion Post 4 |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Week 9: Skills for Independence** | | | |
| T- 10/10 | Chapter 11 | Transition Collaborators Community Fair (materials due) |  |
| Th-10/12 |  |  | Community fair in class |
| **Week 10: Self-Care Skills** | | | |
| T- 10/17 | Chapter 12 |  |  |
| Th-10/19 |  |  |  |
| **Week 11: Health and Safety Skills** | | | |
| T- 10/24 | Chapter 13 |  |  |
| Th-10/26 | Supplemental Reading 5 | Discussion Post 5 | Remote/Asynchronous  Guest Speaker  Virtual Check-In  (if needed) |
| **Week 12: Self-Determination and Transition** | | | |
| T- 10/31 | Chapter 4 |  |  |
| Th- 11/2 |  | TEST 2 | Remote |
| **Week 13: College and Career Readiness/ Developing Transition Plans** | | | |
| T- 11/7 | Chapter 14 |  |  |
| Th- 11/9 |  |  |  |
| **Preparing for Employment/ Developing Transition Plan** | | | |
| T- 11/14 | Chapter 15 |  |  |
| Th-11/16 |  | IEP Case Study Due | Guest Speaker |
| **THANKSGIVING BREAK WEEK** | | | |
| **Week 15: Going to Work** | | | |
| T- 11/28 | Chapter 16 |  | Graduate student projects due |
| Th-11/30 |  |  |  |
| **FINALS WEEK** | | | |
| T- 12/5 |  | TEST 3 | Remote |

# **Course Requirements/Evaluation:**

## Tests (150 points total):

Tests will cover content taught in class, covered in book chapters, and any additional readings. Tests will NOT be cumulative. They will consist of objective questions and short answers.

Test 1: Chapters 1, 2, 3, & 5

Test 2: Chapters 6, 9, 10, 11, 12, & 13

Test 3/Final: Chapters 4, 14, 15, & 16

## Article Questions and Discussions (50 points total)**:**

There are 5 articles and discussion activities.For each of the assigned articles students complete, you will respond to a discussion question(s). You will answer questions on the Canvas Discussion Board. Under “Assignments,” there is a link for “Article Discussions”. After you click this link, you will be provided with instructions for answering your questions and posting your discussion response. This information is also found under the “Discussion” link.

Requirements for Article Questions/Discussion Assignment:

* Post your responses on the Discussion Board for the appropriate article.
* You must submit an original answer to the study question provided. The post must contain at least one paragraph (minimum of 5 sentences).
* You must also respond to one of your classmate’s posts. A response must be at least three sentences and be a meaningful and reflective reaction to their post.

## Lesson Plans (100 points total):

Students will develop two lessons plans for students with disabilities that focus on an independent living skill and a self-care/health and safety skill. Lesson plans should be written using explicit instruction and include the use augmentative and alternative communication supports for each lesson.

## Transition Collaborators Project (50 points total):

The purpose of this project is to provide you with key information about agencies and programs involved in transition. You will be assigned one of the agencies/organizations involved in the transition process. You will research the following with regard to your assigned agency--at a minimum, federal legislation/guidelines related to transition (if exists), funding, services provided, eligibility criteria, and when and how involved in the transition process. Also, you are to develop a minimum of 3 strategies for educators for working with this agency or procedures for initiating services. To gather information, you may interview someone from the agency, explore the agency’s website, consult national centers, etc. You will present and share this information with the rest of the class. You may present this information in any way that you would like. Be creative and have fun! Possible options, which are not all inclusive, infographic, Adobe Spark webpage, role play, talking PowerPoint, flier, poster, other. This information should be summarized on a handout that you will provide to class members. Distance Education students will submit their assignment on Canvas for everyone to review.

## EBP Instructional Strategy Micro-teaching (75 points total):

You will research and present an evidence-based strategy to teach a functional academic skill. You will also **demonstrate** the instructional strategy in class that could be implemented in a school or community setting. Each presentation, including the demonstration of the implementation of the strategy, should be between 4-7 minutes. An **annotated bibliography** of a minimum of 3 articles (at least 2 must be research articles) that support the practice will be submitted**.** Each annotation should be a minimum of 50 words. The assignment link has more detailed information about the specifics of this assignment, and we will go over it in class.

## IEP Case Study (50 points):

Students will review assessment data of a secondary student with a disability and will participate in self-assessment activities 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.

## Graduate Project (100 points):

Graduate students will select ONE of the following:

(1) Conduct a needs assessment for a transition fair and develop a brochure that identifies and highlights resources for addressing needs or

(2) Develop a business plan for a school-based enterprise that includes task analyses and a quality control checklist.

More information is available on Canvas.

Resources:

<http://nsttac.org/content/transition-fair-toolkit> <https://transitionta.org/system/files/schoolbased/School%20Based%20Enterprise%20Toolkit_2_28_19_PDF.pdf>

# **Rubric and Grading Scale:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Undergraduate Students** | **Points** |  | **Graduate Students** | **Points** |
|  |  |  |  |  |
| Tests (50 points each) | 150 |  | Tests (50 points each) | 150 |
| Articles and Discussions | 50 |  | Articles and Discussions | 50 |
| Lesson Plans (50 each) | 100 |  | Lesson Plans (50 each) | 100 |
| Transition Collaborator Project | 50 |  | Transition Collaborator Project | 50 |
| EBP Micro-teaching | 50 |  | EBP Micro-teaching | 50 |
| IEP case study | 50 |  | IEP case study | 50 |
|  |  |  | Graduate project | 100 |
| **Total Possible Points** | 450 |  | **Total Possible Points** | 550 |

|  |  |  |  |
| --- | --- | --- | --- |
| Undergraduate Students |  | Graduate Students |  |
| 405-450 | A | 495-550 | A |
| 360-404 | B | 440-494 | B |
| 315-359 | C | 385-439 | C |
| 270-314 | D | 330-384 | D |
| 0-269 | F | 0-329 | F |

# **Class Policy Statements:**

## Names and Pronouns:

Many people might go by a name in daily life that is different from their legal name. In this classroom, we will refer to people by the names that they go by. Pronouns are a way to affirm someone's identity. They are simply a public way in which people are referred to in place of their name (e.g., "he" or "she" or "they" or "ze" or something else). In this classroom, you are invited to share what pronouns you go by, and we will refer to people using the pronouns that they share.

\*Source: Auburn University College of Education, Critical Studies Working Group

## Faculty Communication and Feedback:

**Your Auburn University email address is the university-approved form of communication between instructors and students.** It is your responsibility to read course announcements sent by your instructor. These are posted in Canvas, and you can configure your notification preferences to receive an email each time a new announcement is posted.

## Participation:

Assignments are due on announced dates. Unexcused late assignments are unacceptable. It is the student’s responsibility to contact the instructor if assignment deadlines are not met. Students are responsible for initiating arrangements for missed work. Students must satisfy all course objectives to pass the course.

On-campus students are expected to attend class as scheduled and participate in class activities.

Online students are expected to view class prior to the next scheduled class. Students are expected to participate in class discussions and activities.

## **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 this class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the [Student Policy eHandbook](http://www.auburn.edu/student_info/student_policies/) for more information on excused absences (<http://www.auburn.edu/student_info/student_policies/>).

## **Make-Up Policy:**

Arrangement to make up missed major examinations (e.g., hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week from the end of the period of the excused absences. Except in unusual circumstances, such as continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks from the time 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. The format of the make-up exam will be online via Canvas.

## **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. To set up the meeting, please contact the instructor 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, 1228 Haley Center, 844-2096 (V/TT).

## Academic Integrity:

Auburn University has adopted an Honor System proposed by its students and faculty to promote academic integrity and has enacted the following code:

“We, the faculty, instructors, and students of the (University course here) pledge to fulfill our mutual responsibilities to each other and the academic community at large with honor and integrity in order to build and maintain a climate of respect and trust that will enhance our research, teaching, and learning. We will support the Honor System of the School, and will not tolerate activities that undermine academic integrity.”

Academic dishonesty is an offense that will be reported to the Academic Honesty Committee. Please refer to the following document for further information regarding academic honesty: [Auburn University Student Academic Honesty Code](https://sites.auburn.edu/admin/universitypolicies/policies/academichonestycode.pdf)

## Artificial Intelligence (AI) Policy:

In this course, students are permitted to use Generative AI Tools such as ChatGPT as a strategic tool/resource when studying or completing assignments. To maintain academic integrity, students must disclose any use of AI-generated material. As always, students must properly use attributions, including in-text citations, quotations, and references. Students should exercise caution and avoid sharing any sensitive or private information when using these tools. Examples of such information include personally identifiable information (PII), protected health information (PHI), financial data, intellectual property (IP), and any other data that might be legally protected.

A student should include the following statement in assignments to indicate use of a Generative AI Tool: “The author(s) would like to acknowledge the use of [Generative AI Tool Name], a language model developed by [Generative AI Tool Provider], in the preparation of this assignment. The [Generative AI Tool Name] was used in the following way(s) in this assignment [e.g., brainstorming, grammatical correction, citation, which portion of the assignment].”

A student should include the following statement in assignments to indicate use of a Generative AI Tool: “The author(s) would like to acknowledge the use of [Generative AI Tool Name], a language model developed by [Generative AI Tool Provider], in the preparation of this assignment. The [Generative AI Tool Name] was used in the following way(s) in this assignment [e.g., brainstorming, grammatical correction, citation, which portion of the assignment].

## Course Contingency:

If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials.

## Professionalism:

As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

• Engage in responsible and ethical professional practices

• Contribute to collaborative learning communities

• Demonstrate a commitment to diversity

• Model and nurture intellectual vitality

## Student Academic Grievance Policy:

The purpose of this university policy is to “resolve academic grievances of students, which results from actions of faculty or administration. This resolution should be achieved at the lowest level and in the most equitable way. The burden of proof rests with the complainants.” See University Policy Site for steps toward redress <https://sites.auburn.edu/admin/universitypolicies/default.aspx>.