

DEPARTMENT OF

SPECIAL EDUCATION, REHABILITATION, AND COUNSELING

**Community-Based Instruction and Related Services: Course Syllabus**

**Fall 2024**

# **General Course Information**

**Course Number****:** RSED 5190/6190

**Credit Hours:** 3

**Course Location:** Haley Center 1218

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

**Course Prerequisites and Corequisites:** None

**Instructor:** Dr. Shalece Kohnke

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

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:** By appointment.

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

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

# **Text or Major Resources**

**Textbook**

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

Available from AU Bookstore as an e-book via Perusall

**Selected Readings**

 See Canvas and Custom Readings.

This course will utilize Perusall to complete assigned readings. You will receive a code from the AU bookstore to receive access.

**Canvas**

All assignments, materials, and readings can and will be accessed through Canvas.

# **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.

# **Student Learning Outcomes**

* Candidates will learn to plan instruction for individual functional life skills, adaptive behavior, and enhanced social participation across environments. [State standard 2.4.1] \*
* Candidates will learn to develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams. [State standard 5.1.5]
* Candidates will learn to support students in the development of appropriate skills for independent daily living and social interactions, including personal relationships and workplace interactions. [State standard 5.2.1]
* Candidates will learn to teach and promote self-determination and self-advocacy skills. [State standard 5.2.2]
* Candidates will learn to cooperate with other agencies to address post-school outcomes. [State standard 7.2]

**Distance Learning Sections**

If you are taking this course via distance education, you are expected to follow the course schedule, watch video lectures, and complete assignments on Canvas. Canvas supports student learning for both distance and on-campus students. Distance learning students will have internet access to libraries, learning centers, and/or laboratories to facilitate their successful course completion.

**Asynchronous Participation (online students):**

* The course will have recordings of class lectures available on Canvas through Panopto for students to view. **You will receive a grade based on the percentage of the Panopto recording you watch.**
* The course provides for timely and appropriate interactions between the instructor and students.
* Students must have regular, reliable internet access to participate in the course.
* Your Auburn University email address is the university-approved form of communication between instructors and students.
* The syllabus, class assignments, lectures, test grades, final grades, and important announcements will be posted to the Canvas site for this course. Check the Canvas site for this course frequently. You should adjust your notification settings to receive an email for announcements, grade postings, etc.
* The course is flexible so that you can complete modules within an identified time range. The Course Schedule table above lists the pace at which you should complete the **course requirements**. You must work through each module in the order they are listed.

# **Tentative Course Schedule**

|  |  |  |  |
| --- | --- | --- | --- |
| **Dates** | **Perusall Readings****(Before class)** | **Due Assignments at 11:59pm** | **Notes** |
| **Week 1: Functional Curriculum Design** |
| T- 8/20 | Syllabus (will practice in class) |  |  |
| Th- 8/22 | Chapter 1 |  |  |
| **Week 2: Designing Instructional Programs** |
| T- 8/27 | Chapter 2 |  |  |
| Th- 8/29 |  |  |  |
| **Week 3: Using Technology to Support Instruction** |
| T- 9/3 | Chapter 3 |  |  |
| Th- 9/5 |  | Micro-Teaching Assignment |  |
| **Week 4: Accessing the Functional Curriculum Within a General Education Setting** |
| T- 9/10 | Chapter 5 |  |  |
| Th- 9/12 |  | Lesson Plan Part 1 |  |
| **Week 5: Functional Academics** |
| T- 9/17 | Chapter 6 |  |  |
| Th- 9/19 |  | Test 1 | Remote |
| **Week 6: Social Skills** |
| T- 9/24 | Chapter 9 |  |  |
| Th- 9/26 |  | Lesson Plan Part 2 |  |
| **Week 7: Community Skills** |
| T- 10/1 | Chapter 10 |  |  |
| Th- 10/3 |  |  |  |
| **Week 8: Transition Collaborators** |
| T- 10/8 |  | Transition Collaborators Project |  |
| Th- 10/10 |  |  | FALL BREAK |

|  |
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| **Week 9: Skills for Independence** |
| T- 10/15 | Chapter 11 |  |  |
| Th-10/17 |  | Lesson Plan Part 3 |  |
| **Week 10: Self-Care Skills** |
| T- 10/22 | Chapter 12 |  |  |
| Th-10/24 |  |  |  |
| **Week 11: Health and Safety Skills** |
| T- 10/29 | Chapter 13 |  |  |
| Th-10/31 |  | Final Lesson Plan 4 |  |
| **Week 12: Self-Determination and Transition** |
| T- 11/5 | Chapter 4 |  |  |
| Th- 11/7 |  | TEST 2 | Remote |
| **Week 13: College and Career Readiness/ Developing Transition Plans** |
| T- 11/12 | Chapter 14 |  |  |
| Th- 11/14 |  |  |  |
| **Week 14: Preparing for Employment/ Developing Transition Plan** |
| T- 11/19 | Chapter 15 |  |  |
| Th-11/21 |  | Final Lesson Plan |  |
| **THANKSGIVING BREAK WEEK** |
| **WEEK 15: Going to Work** |
| T- 12/3 | Chapter 16 |  |  |
| Th- 12/5 |  | Graduate Project | LAST CLASS |
| **FINALS WEEK** |
| T- 12/10 |  | Test 3 | Remote |

# **Course Requirements/Evaluation:**

**Attendance (100 points total)**

In-Person: Attendance will be taken at the beginning of each class session. If you arrive after attendance has been taken or leave before the end of the class session without prior permission, you will be marked as tardy or absent, respectively. Excused absences will not be penalized.

Canvas keeps track of the grade on an on-going basis based on how many days of attendance have been taken so far. Being Late equals 80% for that day (the instructor can lower that percentage in the Roll Call settings). Being Absent equals 0% for that day. To show the current attendance grade, Canvas completes the following formula: # of days marked Present + (# of days marked Late x .8) ÷ total number of days attendance was taken. This percentage result is then rendered out of 100 points in the assignment.

Distance: Watching the assigned Panopto recording for the week will account for distance attendance. The percentage watched accounts for your grade. The Panopto recordings must be completed before the next class, as specified in Canvas.

**Assignments**

Active Reading with Perusall (140 points; 10 points each)

Online students are expected to engage in the activity the week each activity is assigned. In-class activities are due the week listed in the course schedule unless otherwise specified in Canvas.

If you are absent or cannot turn in the activity as scheduled, you must provide a university-approved excuse and inform me that you need to complete a make-up assignment.

In-Class Participation Activity (54 points; 2 points each)

Learning is the acquisition of knowledge or skills. You need to become an engaged learner if you are to be successful in learning the content covered in this course and practicing skills associated with that content. To become an engaged learner, you must actively participate in the course. Participation includes completing all course assignments, projects, and learning activities. In addition to completing these course requirements, Canvas Access Reports and class engagement in discussions (online and/or in-class) will be considered to determine participation. Participation will also include your engagement with peers and contribution to group activities.

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

You will research and present an evidence-based practice to teach independent living, self-determination, or a self-advocacy skill. You will also **demonstrate** the instructional strategy in class. Each presentation, including the demonstration of the implementation of the strategy, should be between 4-7 minutes. Do not go over 7 minutes. An **annotated bibliography** of a minimum of 3 articles (at least 2 must be research articles) supporting the EBP will be submitted. Classmates will provide constructive feedback to improve implementation and application.

**Projects**

## Lesson Plans (100 points total):

Students will develop one lesson plan for students with disabilities focusing on an independent living skill, self-care/health, or a safety skill. Lesson plans should be written using explicit instruction and include the use of augmentative and alternative communication supports for each lesson. Your lesson plan will be broken into four parts and submitted separately. You will make a final submission of all parts incorporating feedback.

## Transition Collaborators Project (50 points total):

This project aims to provide you with key information about agencies and programs involved in transition. You will choose one agency/organization involved in the transition process. You will research the following about your assigned agency--at a minimum, federal legislation/guidelines related to transition (if they exist), funding, services provided, eligibility criteria, and when and how involved in the transition process. Also, you are to develop at least 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, are an infographic, role play, talking PowerPoint, flyer, poster, video, etc. Summarize this information on a handout that you will provide to class members. Distance Education students will submit their assignment on Canvas for everyone to review.

## 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: [Create a free account to access these resources]

* <http://nsttac.org/content/transition-fair-toolkit>
* https://transitionta.org/school-based-enterprise/

## 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

# **Rubric and Grading Scale:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Undergraduate Students**  | **Points** |  | **Graduate Students**  | **Points** |
| Attendance | 100 |  | Attendance | 100 |
| Perusall Readings | 140 |  | Perusall Readings | 140 |
| In-Class Participation | 54 |  | In-Class Participation | 54 |
| EBP Micro-Teaching | 75 |  | EBP Micro-Teaching | 75 |
| Lesson Plans | 100 |  | Lesson Plans | 100 |
| Transition Collaborator Project | 50 |  | Transition Collaborator Project | 50 |
| Tests (50 points each) | 150 |  | Tests (50 points each) | 150 |
|  |  |  | Graduate project  | 100 |
| **Total Possible Points**  | 669 |  | **Total Possible Points** | 769 |

|  |  |  |  |
| --- | --- | --- | --- |
| Undergraduate Students |  | Graduate Students |  |
| 602.1-669 | A | 692.1-769 | A |
| 535.2-602 | B | 615.2-692 | B |
| 468.3-535 | C | 538.3-615 | C |
| 401.4-468 | D | 461.4-538 | D |
| 0-401 | F | 0-461 | F |

# **Grading Scale**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Undergraduate Students** | **Points** | **Percentage** | **Graduate Students** | **Points** | **Percentage** |
| Attendance | 100 | 14.95 | Attendance | 100 | 13 |
| Participation | 54 | 8.07 | Participation | 54 | 7.02 |
| Assignments | 215 | 32.14 | Assignments | 215 | 27.95 |
| Projects | 150 | 22.42 | Projects | 250 | 32.51 |
| Tests | 150 | 22.42 | Tests | 150 | 19.50 |
| **Total Points** | **669** | **100** | **Total Points** | **769** | **100** |

# **Class Policy Statements**

## Participation:

Students are expected to attend (on-campus) or watch (online students) all classes and will be held responsible for any content covered. Students are expected to participate in all class activities. 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.

## 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
* Actions not considered professional include but are not limited to ordering food in the middle of class, completing assignments during class hours, and using social media.

## Generative Artificial Intelligence Tools:

In this course, students can 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 the 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].”

# **Absences**

## **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 the 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).

# **Honesty Code**

All portions of the Auburn University student academic honesty code (Title XII) found in the [*Student Policy eHandbook*](http://www.auburn.edu/student_info/student_policies/) will apply to this class. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

# **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 material.