



Course Syllabus
EDU 374 Evidence-Based Practices in the Adapted Curriculum
Spring 2021
William Peace University

Meeting Days: Online
March

Instructor Information

Deborah Parker, MSE, Doctoral Student
Email: dlparker@peace.edu or deborahparker114@gmail.com
Phone: 336-409-9090
Office Hours: by appointment

Course Description

This course focuses on evidence-based practices that drive the development of students in the adapted curriculum. Teacher candidates will develop a critical stance toward programs and practices designed for students with low-incidence disabilities, as well as a teaching philosophy to guide their professional decision-making. This course emphasizes instructional planning for students with a wide range of individual needs, with a focus on Universal Design for Learning.

Students in this course will:

1. Design instruction based on the Extended Content Standards of the North Carolina Standard Course of Study, incorporating multiple students' IEP goals within lesson and units.
2. Plan instruction at the level of lesson and unit; design instruction that meets a range of learning needs.
3. Teach necessary functional skills, as guided by the student's IEP (e.g. daily living skills, AAC, functional reading, functional math, functional writing, etc.)
4. Demonstrate the principles of Universal Design for Learning through the use of multiple means of representation, expression, and engagement across the curriculum.
5. Know and teach research validated self-determination learning strategies.
6. Demonstrate knowledge of special education service delivery, including co-teaching, inclusive models, effective paraeducator supervision, collaboration with related service providers, and scheduling.
7. Develop a critical stance toward curricula, software, and instructional approaches that are designed for students learning on the adapted curriculum.
8. Demonstrate knowledge of evidence-based practices and how to analyze the evidence that supports their use.

Specialty Area Standards

- Standard 3
 - Special Education: Adapted Curriculum teacher candidates have knowledge of the North Carolina Standard Course of Study: Extended Content Standards.
- Standard 5
 - Special Education: Adapted Curriculum teacher candidates have the knowledge and skills to organize the educational environment for student learning.
- Standard 6: Special Education: Adapted Curriculum teacher candidates have the knowledge and skills to use systematic, explicit, multi-sensory methods to promote communicative competence and teach and facilitate generalization of reading, written expression, and mathematics.
- Standard 7
 - Special Education: Adapted Curriculum teacher candidates collaborate and consult with families, general education teachers and other professionals to further the academic and social development of students.

Required Textbook



There is no required textbook for this course. There will be a series of presentations, supplemental readings and videos for students to watch each week which develop knowledge and reinforce key concepts presented in each of the seven modules. Students will need access to a reliable computer and internet access. Students will need access to a computer with a working video camera and microphone to participate in student/teacher conferences.

Course Grading

Course Major Assignments	Grade Percentage
* Literature Review	80% (20% each)
* IEP	
* Critical Essay	
*Lesson Plan with Functional Skills (Reading or Math)	
Course Supplemental Assignments	
* Zoom Conference (4%)	20%
*Module Quizzes(8%)	
*Lesson Video (8%)	

Grading Scale

A= 100-90
B= 89-80
C= 79-70
D= 69-60
F= 59 and below

Cheating and Plagiarism

Plagiarism is theft; it is the *deliberate or accidental* use of a source's words, interpretation, or information *without properly quoting or paraphrasing and acknowledging that use*.

In both the professional world and the academic world, plagiarism is punished. In the professional world, charges of plagiarism, when proven, carry potentially enormous financial penalties. In the academic world, universities and colleges punish plagiarism with varying degrees of severity, with the penalties ranging all the way from expulsion from the school to automatic 'F' in the course, down to automatic 'F' on the particular project or paper.

There are only two ways to avoid plagiarism:

1. **Quote and Citation:** Use the source's *exact* words, place quotation marks at the beginning and end of them, and insert a citation immediately at the end of the quotation according to the standards of the discipline.
2. **Paraphrase and Citation:** Transform (Paraphrase) the source's words and information *entirely* into your own style of writing, and insert a citation at the end of this paraphrase. If what you write still echoes the source's *words and style*, you have plagiarized. If you fail to insert a citation, you have plagiarized.

If you would still like further clarification, a great tutorial on plagiarism can be found here:

<http://www.lib.usm.edu/legacy/plag/plagiarismtutorial.php>

Class Attendance

This course is designed to be an asynchronous course. This means that students/instructor will not necessarily be engaged with the class simultaneously. The class assignments/concepts are arranged into modules (or weekly units). Tasks, objectives and assignments for each module are outlined in the modules themselves as well as in the assignment calendar. Students are expected to "sign in" to the course each week, and complete assignments/tasks as directed. Please note that all assignments "due" in each module are "due" by the last day of the module. **Students have the freedom to complete tasks as their individual schedules permit during the module (as long as they are submitted by the deadline).**



Submission Policies (Required & Late Assignments)

Unless otherwise specified, all coursework is to be completed individually. All student work will be evaluated to ensure that no more than 20% consists of direct quotes or paraphrased material. Students who must repeat a course must submit unique, unduplicated work and may not reuse course assignments from previous course attempts.

Required Assignments

Note that each of the major assignments must be completed to earn credit for the course. Students must complete all assignments in order to get credit for any of the assignments. Therefore, any student who fails to submit one or more major assignment(s) will have their final grade converted to a “F,” which means the student will need to repeat the course in order to earn credit towards meeting degree/certificate requirements.

Late Assignments

In order to ensure that students have completed module assignments in a timely manner, the following policy will be in effect: You must turn in your weekly assignments by the due date in order to receive full credit for the assignment. If you are unsatisfied with a specific grade, and you would like to request earning extra credit, please contact your instructor.

Only students who have contacted the instructor and been granted additional time **PRIOR** to the due date with their reasons why the assignment is not ready will be given additional time. When contacting your instructor, explain the need for additional time along with a proposed due date. **If your instructor grants the extension, and you do not submit the assignment by the agreed upon due date, you will not receive any points for the assignment.** If you have not been granted an extension on the due date by your instructor, there will be a **10% reduction in points per day used to calculate your grade. This will be enforced unless you let me know AHEAD of time.**

Disability Policy

Disability Services are available for students who require accommodations due to a cognitive, physical, or psychological disability. For more information, or to disclose a disability, contact the Disability Services Office at 508-2163.

Major Assignments:

- Literature Review- 20%- Scholars will complete a Literature Review of 4 provided articles to demonstrate understanding of Adaptive Curriculum and gaining knowledge from research articles. Students will use the provided template and appropriate APA guidelines.
- IEP: 20%- Scholars will complete an IEP form (template provided) based on a Case Study provided to demonstrate understanding of IEP components and requirements. Students will include all pertinent information and develop appropriate IEP goals for the student.
- Critical Essay- 20%- Scholars will complete a Critical Essay using the provided template and appropriate APA guidelines to demonstrate importance of critiquing research articles for proof of evidence based findings.
- Reading or Math Lesson Plan-20%- Scholars will complete a lesson plan for one week for Reading using the NC Standards and NC Extended Standards. Students will demonstrate understanding of the standards, differentiation of instruction, and the use of Evidence Based Practices.

Supplemental Assignments

- Module Assessments (8%) - Scholars will complete 3 quizzes and one Video for the class to demonstrate understanding of materials.
- Instructor Conference (4%) - Students will be required to participate in a video conference with the instructor by the end of module 3 to take the opportunity to ask questions or discuss any concerns they may have.
- Video Lesson (8%)

Our program prepares students (candidates) for dual licensure in Elementary Education K-6 and Special Education: General Curriculum K-12. The commitments, roles, and dispositions we expect our candidates to demonstrate are presented below:



Commitments

The 3 R's: **Rigor, Relevance, and Relationships**

Roles

Teacher as **collaborator**.
Teacher as **learner**.
Teacher as **facilitator**
Teacher as **leader**.

Dispositions

Fairness – Demonstrates receptivity to others' views and ideas and expresses appreciation for diversity (academic, cultural, and socioeconomic).
Belief That All Students Can Learn – Communicates high expectations and uses strategies that make knowledge accessible to all students.

[LINK](#) to Tentative Course Assignment Calendar

Addendum A

- Key Concepts in this course:
 - What are the most important skills that students should develop in this course (laboratory skills, problem-solving skills, creative skills, writing skills, etc.)?
 - Lesson planning

- Unit planning
- Research skills- finding appropriate EBPs, determining whether or not a practice is evidence-based
- Reasoning skills- explaining EBPs to colleagues and families
- Planning around multiple IEP goals
- Planning around the needs of multiple students
- Analyze programs, software, practices designed for students with severe disabilities for evidence base, effectiveness, experience from the child's perspective, probability that teachers can implement with fidelity
- What are the most important ideas that students should understand after taking this course (theories, approaches, perspectives, and other broad themes in your field)?
 - That UDL allows maximum access for all students
 - That all instructional planning should be rooted in UDL
 - That self-determination must be taught
 - That paraeducators are a valuable resource and should be involved in instructional planning and IEP meetings

Addendum B

NC Extended Content Standard Documents

- English Language Arts
- [The new Extended Content Standards ELA K-12 adopted June 2017 for IMPLEMENTATION 2018-19 school year](#)
- Mathematics
- **K-8 Mathematics Extended Content Standards**

- The new K-8 Extended Content Standards were adopted September 2017 for Implementation 2018-19.
- [ECS - Math K-8 Crosswalk 2017](#)
- [Extended K Mathematics](#)
- [Extended 1st Grade Mathematics](#)
- [Extended 2nd Grade Mathematics](#)
- [Extended 3rd Grade Mathematics](#)
- [Extended 4th Grade Mathematics](#)
- [Extended 5th Grade Mathematics](#)
- [Extended 6th-8th Grade Mathematics](#)
- [NC Math 1A&B Extended Content Standards](#) - Implementation SY 2017-18
- [Extended Essential Standards Financial Management](#)