College of Education and Human Development
Division of Special Education and disAbility Research

Spring 2017
EDSE 629 628: Secondary Curriculum and Strategies for Students with Disabilities who Access the General Curriculum
CRN: 21086, 3 – Credits

Instructor: Dr. Carlyn Floyd	**Meeting Dates**: 03/15/17 – 05/17/17
Phone: 571-205-4929	**Meeting Day(s)**: Wednesday
E-Mail: cfloyd3@gmu.edu	**Meeting Time(s)**:5:00 pm - 9:30 pm
Office Hours: by appointment	**Meeting Location**: Off-campus
Office Location: determined by need	**Other Phone**: N/A

Note: This syllabus may change according to class needs. Teacher Candidates/Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.

Course Description
Applies research on teacher effectiveness, accountability, and instructional approaches at the secondary level for individuals with mild disabilities. Includes instructional methods necessary for teaching reading, writing, math, and other content areas across the curriculum.
Schedule Type: LEC
Hours of Lecture or Seminar per week: 3
Hours of Lab or Studio per week: 0

Prerequisite(s): None
Co-requisite(s): None

Advising Contact Information
Please make sure that you are being advised on a regular basis as to your status and progress through your program. Mason M.Ed. and Certificate teacher candidates/students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other teacher candidates/students should refer to their faculty advisor.

Advising Tip
Did you know that Mason email is the primary method of communication used by university offices including those arranging internships, reviewing records for graduation, etc.? Check your Mason email regularly or use the instructions at http://masonlive2.gmu.edu/tutorials/forwardemail.cfm to forward to an email account you check frequently.

Course Delivery Method
Learning activities include the following:
1. Class lecture and discussion; guest speakers
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

Learner Outcomes
Upon completion of this course, teacher candidates/students will be able to:

1. Demonstrate knowledge of the federal and state laws that require and provide for instructional services for teacher candidates/students with disabilities.
2. Demonstrate the ability to develop a comprehensive unit that includes instructional strategies and adaptations for teacher candidates/students with disabilities at the secondary level.
3. Identify and infuse into the curriculum differentiation strategies for successfully including teacher candidates/students with disabilities at the secondary level in both regular (math, science, social studies, English, etc.) and special education classroom environments.
4. Demonstrate the ability to assess, plan for, and address the content area literacy needs of teacher candidates/students with disabilities who are accessing the general curriculum
5. Describe components of Individual Education Plans that successfully address the needs of secondary teacher candidates/students with disabilities.
6. Identify research efforts, organizations, services, networks, and the variety of state and local resources aimed at dropout prevention and improving the outcomes of secondary teacher candidates/students with disabilities.

Course Relationship to Program Goals and Professional Organizations
This course is part of the George Mason University, Graduate School of Education (GSE), Special Education Program for teacher licensure in the Commonwealth of Virginia in the special education areas of Special Education: Students with Disabilities who Access the General Curriculum K-12. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional

organization, as well as those established by the Interstate Teacher Assessment and Support consortium (InTASC). The standards addressed in this class include CEC Standard 2: Learning environments (InTASC 3); CEC Standard 4: Assessment (InTASC 6) & CEC Standard 5: Instructional planning and strategies (InTASC 7,8).

Evidence-Based Practices
This course will incorporate the evidence-based practices (EBPs) relevant to secondary curriculum learning strategies, content Area planning, designing a secondary IEP . These EBPs are indicated with an asterisk (*) in this syllabus' schedule. Evidence for the selected research-based practices is informed by meta-analysis, literature reviews/synthesis, the technical assistance networks which provide web-based resources, and the national organizations whose mission is to support teacher candidates/students with disabilities. We address both promising and emerging practices in the field of special education. This course will provide opportunities for teacher candidates/students to take an active, decision-making role to thoughtfully select, modify, apply, and evaluate EBPs in order to improve outcomes for teacher candidates/students with disabilities.

Required Textbooks
Miller, S. P. (2009). *Validated practices for teaching students with diverse needs and abilities* (2nd ed.). Upper Saddle River, NJ: Pearson. ISBN 9780205567478

Recommended Textbooks
American Psychological Association. *(2010). Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Course Performance Evaluation
Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Tk20 Performance-Based Assessment Submission Requirement
It is critical for the special education program to collect data on how our students are meeting accreditation standards. Every teacher candidate/student registered for an EDSE course with a required Performance-based Assessment (PBA) is required to upload the PBA to Tk20 (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). A PBA is a specific assignment, presentation, or project that best demonstrates one or more CEC, InTASC or other standard connected to the course. A PBA is evaluated in two ways. The first is for a grade, based on the instructor's grading rubric. The second is for program accreditation purposes. Your instructor will provide directions as to how to upload the PBA to Tk20.

For EDSE 629, the required PBA is Secondary Curriculum Unit Plan. Failure to submit the assignment to Tk20 will result in reporting the course grade as Incomplete (IN). Teacher candidates/students have until five days prior to the University-stated grade change deadline to upload the required PBA in order to change the course grade. When the PBA is uploaded, the teacher candidate/student is required to notify the instructor so that the "IN" can be changed to a grade. If the required PBA is not uploaded five days prior to the University-stated

grade change deadline and, therefore, the grade not changed, it will become an F. Please check to verify your ability to upload items to Tk20 before the PBA due date.

Assignments
Performance-based Assessment (Tk20 submission required)
Secondary Curriculum Unit Plan – please see Blackboard for details

College Wide Common Assessment (Tk20 submission required)
Secondary Curriculum Unit Plan – please see Blackboard for details

Performance-based Common Assignments (No Tk20 submission required.)
See Other Assignments

Other Assignments
Article Assignments
Secondary Research Review – please see Blackboard for details

Course Policies and Expectations
Attendance/Participation
Students are expected to (a) attend all classes during the course, (b) arrive on time, (c) stay for the duration of the class time and (d) complete all assignments. Attendance, timeliness, and professionally relevant, active participation are expected. Attendance and professional participation at all sessions is very important because many of the activities in class are planned in such a way that they cannot necessarily be recreated outside of the class session. Missing **more than one class** or **repeated** tardiness/leaving early will result in *the loss of five points off your final grade per incident.* Please notify me ***in advance*** by phone or email if you will not be able to attend class.

Note: It is impossible to participate fully in this class while texting, Facebooking, tweeting, working on documents, etc. Please be *fully* present in class.

Late Work
All assignments are due on the dates indicated**.** Consult with me ***in advance*** if there is a problem. In fairness to students who make the effort to submit papers on time, 5 points will be deducted from your assignment grade for late papers **unless** I have agreed to an extension (may be used **one time** only for **one assignment only**). Maximum extension is 1 week. Please retain a copy of your assignments in addition to the one you submit.

Grading Scale
A   94 – 100 percent   A-   90 – 93 percent   B+ 86 –   89 percent

B 80 – 85 percent   C 70 –   79 percent   F   Below 70 percent

Professional Dispositions
Students are expected to exhibit professional behaviors and dispositions at all times.

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: http://cehd.gmu.edu/values/

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see http://oai.gmu.edu/the-mason-honor-code/).

- Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see http://ods.gmu.edu/).

- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/api/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.

- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (see http://writingcenter.gmu.edu/).

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (see http://caps.gmu.edu/).

- The George Mason University Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources.

Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to http://studentsupport.gmu.edu/, and the OSS staff will follow up with the student.

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/.

Class Schedule
Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Class	Topic	Assignment
1 – 3/15	Syllabus Review, Course Objectives School Context, Planning and Organizing at the Secondary Level Instructional Delivery Models & Teaching Behaviors Target Classroom	Ch 1-5
2 – 3/22	Writing Instruction Reading Instruction; Adapting Lesson Plans	Ch 7, 8
3 – 3/29	Mathematics Instruction	Ch 6
4 – 4/5	How to use the lesson plan forms and Unit Plan forms; Form groups begin group work Resources for Drop Out Prevention	Articles: "Minds on Fire" and "Sustaining the Fire" and "The Wounded Student" Review site: http://www.ndpc-sd.org/ Bring 5 resources from this site
5 – 4/19	Accommodations and Modifications	Ch 9, 10
6 – 4/26	Assessing Student Progress Federal and state laws that require and provide for instructional services for SWD	Ch 11
7 – 5/3	Group work	
8 – 5/10	How the IEP addresses student needs Presentations Part 1	Read article: "Your First IEP Meeting"
9 – 5/17	Presentations Part 2	
(4/12)	(Spring break)	

Assessment Rubric(s)

<div align="center">Secondary Curriculum Unit Plan</div>

Please see Blackboard as the rubric is landscape orientation and will not fit within this page.