University of North Alabama

EEX 637-01
Collaborative Curriculum and Methods for Students with Disabilities
(3 graduate hours)
Room, Day, Time:
Office Hours
Monday:
Tuesday:
Wednesday:
Thursday:
Friday:

Accommodation Statement

In accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, the University offers reasonable accommodations to students with eligible documented learning, physical and/or psychological disabilities. Under Title II of the Americans with Disabilities Act (ADA) of 1990, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Amendment Act of 2008, a disability is defined as a physical or mental impairment that substantially limits one or more major life activities as compared to an average person in the population. It is the responsibility of the student to contact Disability Support Services to initiate the process to develop an accommodation plan. This accommodation plan will not be applied retroactively. Appropriate, reasonable accommodations will be made to allow each student to meet course requirements, but no fundamental or substantial alteration of academic standards will be made. Students needing assistance should contact Disability Support Services (256-765-4214).

Course Description: Curriculum and methods from a strong collaborative point of view are investigated and examined for use in an effective universal design for learning in general education settings that are functioning within standards based reform and research based parameters.

Required Textbooks:

College live text edu solutions membership
Consultative Textbooks:


Sabornie, EJ, & deBettencourt, LU. (2004). Teaching students with mild and high incidence disabilities at the secondary level. Boston: Prentice Hall


Course Standards and Objectives:
All of the following Alabama State Department of Education standards for EEX 637 must be satisfactorily completed to receive credit for the course. The following SDE Standards will be evaluated in EEX 637. Candidates must demonstrate:

<table>
<thead>
<tr>
<th>CF #</th>
<th>Alabama Standard</th>
<th>General Rules for All Special Education Standards Education Teaching Fields 290-3-3-.34</th>
<th>How Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>(2)(a)2.(i)</td>
<td>Knowledge of current federal and state laws and regulations governing and/or impacting on programs for students with exceptionalities.</td>
<td>Discovery Questions</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>CF #</th>
<th>Alabama Standard</th>
<th>General Rules for Collaborative Education (K-6) 290-3-3-.35</th>
<th>How Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1, 2, &amp; 5</td>
<td>(1)(b)2.</td>
<td>Knowledge of validated, research-based approaches to core content area instruction</td>
<td>Collaborative UDL/Lesson Plans Discovery Questions</td>
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<tr>
<th>CF #</th>
<th>Alabama Standard</th>
<th>General Rules for Collaborative Special Education (6-12) 290-3-3-.36</th>
<th>How Assessed</th>
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</thead>
<tbody>
<tr>
<td>CF 1, 2, &amp; 5</td>
<td>(1)(b)1.</td>
<td>Knowledge of validated, research-based approaches to core content area instruction</td>
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</thead>
<tbody>
<tr>
<td>CF 1, 2, &amp; 5</td>
<td>(1)(c)1.(i)</td>
<td>Knowledge of methods for determining</td>
<td>Collaborative UDL/Lesson Plans Discovery Questions</td>
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In this course students will be able to demonstrate the following objectives:

1. create an optimal learning environment for students with disabilities by designing an authentic UDL with appropriate strategies and research-based best practices. [290-3-3-.34(1)e1.(ii)][290-3-3-.34(1)(c)1.(i)][290-3-3-.34(1)(c)1(ii)].
2. actively participate in collaborative approaches for the purpose of instructional decision making within the standards based and research based parameters for students with disabilities [290-3-3-.34(1)e1.(ii)][290-3-3-.34(1)(c)1.(i)][290-3-3-.34(1)(c)1(ii)][290-3-3-.34(1)(c)1(iii)][290-3-3-.34(1)(c)1(ii)][290-3-3-.34(1)(c)1(iii)][290-3-3-.34(1)(c)1(ii)][290-3-3-.34(1)(c)1(iii)]
3. develop, in a collaborative manner, appropriate, reasonable, and, optimal accommodations, modifications, alterations, and adaptations for instruction, assessment, and curriculum for students with disabilities [290-3-3-.34(1)e1.(ii)][290-3-3-.34(1)(c)1.(i)][290-3-3-.34(1)(c)1(ii)][290-3-3-.34(1)(b)2].
4. identify critical issues related to effective inclusion of students with disabilities in general education classrooms [290-3-3-.34(1)e1.(ii)][290-3-3-.34(1)(c)1.(i)][290-3-3-.34(1)(c)1(ii)][290-3-3-.34(1)(c)1(iii)][290-3-3-.34(1)(c)1(ii)][290-3-3-.34(1)(c)1(iii)][290-3-3-.34(1)(c)1(iii)]

Course Content

1. Review of current federal and state laws and regulations governing and/or impacting on programs for students with exceptionalities [290-3-3-.34(2)(a)2.(i)].
2. Developing a Universal Design for Learning (UDL) for all students:
   a. general components of a universal design for learning
   b. specific components of a universal design for learning relating to specific domains and their standards [290-3-3-.3.5(b)2].
   c. Federal Legislation supporting the Universal Design for Learning
   d. Theories supporting the Universal Design for Learning
   e. General content area strategies for implementing a Universal Design for learning [290-3-3-.3.5(1)(b)2].
   f. Assistive technology for implementation in a Universal Design for Learning
   g. Collaborative strategies for implementing a successful Universal Design for Learning
3. Effective behavior and classroom management in a UDL for students with and without disabilities using a positive behavioral supports model.

4. Understanding by Design.

5. Diversity Issues in a UDL.

6. Creating a school-wide inclusive culture.

7. Developing interdisciplinary collaborative teaching.

8. Implementing effective co-teaching.

9. Establishing active learning environments. Candidates will be assigned to co-teaching teams and provided with the demographics for a typical general education classroom in which students with disabilities are included. Each team will complete a co-teaching assessment and based on that assessment the team will design a classroom based on UDL principles. Teams will collaborate to develop an instructional, thematic unit across 4 content areas which address ACOS, ACOS curriculum guides, and extended standards. The unit must address how instruction will be delivered through effective, evidence-based co-teaching practices incorporating UDL principles. Given profiles of 7 students with disabilities, teams will develop standards-based goals and benchmarks for each student and develop a list of accommodations for each student. A rubric will be provided for this assignment. This assignment is worth 300 points.
2. **Lesson Plans:** Each team member will submit a minimum of 4 lesson plans in Live Text, one for each content area that addresses the theme and instructional goals, standards, and objectives of the unit. The lesson plans must also incorporate UDL principles and strategies and address appropriate an appropriate co-teaching model for instructional delivery of the lesson. These lesson plans will be assessed independently but should be part of the cohesive, collaboratively developed unit. Each lesson plan is worth 50 points. 

3. **In-service presentation:** Co-teaching teams will develop and present in class, a two-hour in-service training session on a topic related to effective inclusive and collaborative instructional practices for students with special needs. A rubric will be provided for this assignment. This assignment is worth 200 points.

4. **Discovery Questions:** Answer 3 discovery questions provided in Angel. Answers must demonstrate mastery of the topic, be substantial in depth and scope, and be supported by correctly cited research (minimum of 5 sources per question and a minimum of 5 pages). Writing must be well organized, clear, cogent, error-free, and must communicate clearly. Each question is worth 100 points.

### Assessment

<table>
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<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Collaborative UDL Assignment</td>
<td>300</td>
</tr>
<tr>
<td>Lesson Plans</td>
<td>200</td>
</tr>
<tr>
<td>In Service Presentation</td>
<td>200</td>
</tr>
<tr>
<td>Discovery Questions</td>
<td>300</td>
</tr>
<tr>
<td>Total Points Possible</td>
<td>1,000</td>
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### Grading

- 93-100% A 925-1000 points
- 92-85% B 835-924 points
- 84-77% C 745-834 points

### Attendance Policy

The University of North Alabama observes a formal attendance policy that automatically fails a student who misses 4 or more weeks of class. In this class, consistent attendance is expected and required. Consistent attendance is a prime indicator of professional development and a major concern of job preparation. While absences may be excused
due to illnesses, and other special circumstances, assignments that are due on those days must be turned in by e-mail, live text, or by carrier. Graduate students are to observe the holiday schedule according to the University of North Alabama rather than by his/her individual school or system holiday schedule.