

EDUC 368

CAREER, VOCATIONAL, AND COMMUNITY EDUCATION FOR YOUTH WITH EXCEPTIONAL NEEDS Spring 2018

Section 1
Monday/Wednesday
12:30 pm-1:45 pm CCC 330

Instructor: Sydney Bueno, Ph.D.
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Office: CPS 458
Office Hours: Tues, 11am—12pm or by appointment

Prerequisites	Educ 351/551 or Instructor Consent and Admission to Professional Education
Required Text	Flexer, Baer, Luft & Simmons (2013). <i>Transition Planning for Secondary Student with Disabilities</i> , 4 th Edition ISBN-13: 9780132658119 Gibb, G.G., Dyches, T.T. (2016). <i>IEPs: Writing Quality Individualized Education Programs</i> , 3 rd Edition ISBN-13: 9780133949520

COURSE DESCRIPTION

This course is designed to familiarize the future teacher with the procedures and methods in assessing student needs, adapting curriculum, and providing instruction in career and vocational education, community skills, personal and interpersonal skills, and transition to adult environments.

Course Objectives

If you bring sufficient ability and apply reasonable effort to this course, you will improve your demonstrable knowledge, skills, and dispositions in how you:

1. The future teacher will understand his/her educational and legal responsibilities for the education of children with disabilities.
2. The future teacher will be familiar with inter-agency collaboration and assistive technology.
3. The future teacher will develop the skills to participate in and implement an IEP (including Post-Secondary Transition Plan) for students with disabilities.
4. The future teacher will develop the competencies to provide daily living; post-secondary; employment; recreation, leisure, and healthy living skill instruction to students with disabilities.
5. Using inTASC Standards, the future teacher will develop the competencies to adapt and modify a lesson teaching functional skills to students with disabilities.
6. The future teacher will be able to be a contributing member of an instructional team focused on the design and implementation of curricular adaptations that enable students from varying abilities to learn together in the regular education setting.

WHAT'S IN THIS SYLLABUS

Course Description	1
Course Evaluation	2
Course Assignments	3
Course Policies	5
Tentative Schedule	7/8



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COURSE Evaluation



- a. Your final grade in this course will reflect the quality of your work across the semester. It is my goal to help you learn as much as possible from this course. Course requirements are designed to help you foster proficiencies for successful teaching.
- b. All the assignments are listed in the **D2L**. Directions and rubrics for all the assignments are listed in **D2L** too. Please read the directions and rubric for each assignment carefully. All assignments must be submitted via **D2L** unless otherwise indicated.
- c. All submissions must be typed using **12-point Times New Roman** font, with **1 inch margins** on all sides. Please put your **NAME** on your paper.
- d. All written assignments are to use 'people first' language.
- e. Apply high levels of scholarship and ethics to explore important matters in regard to educating students with special needs.
- f. Complete the assigned readings **before** coming to class.
- g. Participate in class discussions and activities. (Active participation in class is an important part of the learning process and development of educational professionalism.)
- h. Conduct yourself as a professional educator should conduct him/herself.
- i. Discuss questions regarding grades with me privately. Make an appointment or come to office hours to discuss your concerns.
- j. I'm always happy to answer questions on an assignment, please don't hesitate to ask.

#	Assignments	Points Possible	Due	
1	Transition Presentation	10	Varies	Class Time
2	Discussion Leader	30	Ongoing	
3	Functional Living skills lesson plan	20	Feb. 28	11:59 pm
4	Assistive Technology Paper	30	March 18	11:59 pm
5	Community Agency Interview/Presentation	45	May 2	Class Time
6	Transition Toolbox	100	May 9	11:59 pm
7	Mock IEP	50	May 7	11:59 pm
8	Final	50	End of term	
9	E-Portfolio	15	End of term	
10	Attendance/Participation	60	End of term	
	Total	410		

GRADING SCALE

96-100% = A	77-79.9% = C+
90-95.9% = A-	74-76.9% = C
87-89.9% = B+	70-73.9% = C-
84-86.9% = B	67-69.9% = D+
80-83.9% = B-	64-66.9% = D
	Below 63 = F

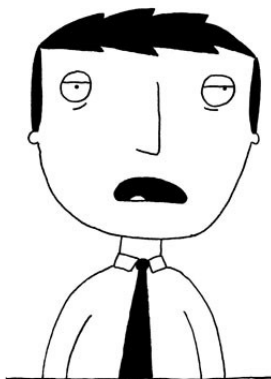
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Transition Presentation

You will present on a significant transitional experience in your life. Examples of transitions include: from grade to grade, high school to college, transition to work, transition as a result of a major life change, etc. This activity will help you make connections between transitions that you've experienced and transitions that our students with disabilities face. Please see the assignment directions and rubric in D2L.

ADULTHOOD



"IF YOU'RE NOT TIRED,
YOU'RE NOT DOING IT RIGHT."

Discussion Leader

Discussion leaders will write 3-5 questions on an assigned reading and then lead a 20-30 minute discussion in class. Then you will answer your questions and/or write a summary of the discussion, and submit it to the D2L dropbox. This assignment will hone your collaboration, leadership, critical thinking and presentation skills.

Functional Living Sills lesson plan

This lesson plan is geared toward teaching a student with disabilities a living or employment skill needed for post secondary success. There is a lesson plan template to help you complete the lesson plan. Use this opportunity to incorporate your emphasis and/or preferred grade level in this assignment. Please see the assignment directions and rubric in D2L.

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Assistive Technology Paper

You will research 3 different assistive technologies that individuals with disabilities might use in an educational, employment, or community setting. Your paper will include information such as what the assistive technology is, how much it costs, and how to use it. Please see the assignment directions and rubric in D2L.



Community Agency Interview/ Presentation

You are to find and go to one agency that serves individuals with disabilities. The spreadsheet posted on the D2L content page is not an exclusive list of agencies you can interview, only suggestions. Interview the contact person regarding the services they provide to students or adults with disabilities (see rubric) and create a SMORE with the information. You will present your SMORE to the class. Please see the assignment directions and rubric in D2L.

Transition Toolbox

The purpose of this assignment is to develop a resource that highlights transition resources for your future classroom. This toolbox will contain multiple components which support your teaching of the transition process and your future students to navigate the transition process. Some of the activities will inform your future work with families and service providers. **You will need to select components that equal 100 points.** Review the options for obtaining the appropriate number of points on this assignment. Determine how you will produce a streamlined product that evidences your understanding of the transition process. These resources can be aligned to your emphasis (LD/ED/ID) and/or preferred grade level. Please see the assignment directions and rubric in D2L.

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Mock IEP

Writing IEPs and Transition Plans is an essential part of the Special Education teacher's role. IEP's are a legal document with multiple parts that need a certain attention to detail. This assignment is to introduce you to the entire IEP as well as the Transition Plan and Summary of Performance.

In groups of two, you will create a mock IEP, including PLAAFS, goals, services, Assistive Technology need, Transition Plan and Summary of Performance. There will be time to work on this assignment in class. Please bring your laptop to class on the days we are working on the IEP. Please see the assignment directions and rubric in D2L.

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"OK, but if sentient robots *don't* rise up and enslave humanity, what sort of careers might you be interested in?"

Exams

There will be **one exam** in this course. Exams may include multiple choice, true/false, short answer/listing, or essay. Specific details regarding the exam will be discussed prior to exam date. Make-up exams will not be given without sufficient cause. We will create study guides in class prior to the exam .

E-Portfolio

There are two parts to this assignment. Reflection: Reflect on knowledge gained from the course in connection with an inTASC standard. Artifact: List and link to the following completed Educ 368 assignments: IEP and/or Community Agencies interview.

COURSE POLICIES



Attendance

Attendance in the class is mandatory. Each class will involve discussion of the readings, mini-lectures, and in-class projects and activities. It is in your best interest to attend every class, and to participate *actively*. When you are absent from class, the class as a whole and you as an individual miss an opportunity to learn. However, I also understand that emergencies and illnesses occur and those events may cause you to miss class. You are allowed only **2** absences for illness or personal emergency from this course.

At the end of the course, if you miss **2 or less** classes, you will receive full **10 pts** for attendance; and after the **second class** missed you will have deduction of **1 point** for each class missed. More than **4** absences are a serious cause for concern; they will necessitate a conference with me and may result in a failing grade for the course.

Special Notes

Accommodations:

The Americans with Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. For more information about UWSP's policies, visit: <http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/ADA/rightsADAPolicyinfo.pdf>. If you have a disability and require classroom and/or exam accommodations, please register with the Disability and Assistive Technology Center and then contact me at the beginning of the course. I am happy to help in any way that I can. For more information, please visit the Disability and Assistive Technology Center, located on the 6th floor of the Learning Resource Center (the Library). You can also find more information here: <http://www4.uwsp.edu/special/disability/>.

Accommodations for religious observances: Students will be allowed to complete requirements that are missed because of a religious observance.

Inclement Weather Policy: Class will be held except in the case of extreme weather. The instructor and university will notify students of cancellations via your UWSP email account. Use your own judgment and always remember your safety comes first.

edTPA is a pre-service teacher performance assessment. Certain assignments in this course have been developed with special attention for you to practice for parts of the edTPA portfolio. Although edTPA is an assessment, what must be done for it should be viewed as what good teachers do.

COURSE POLICIES



Academic Integrity

Academic integrity is central to the mission of higher education in general and UWSP in particular. Academic dishonesty (cheating, plagiarism etc.) is taken very seriously. Don't do it! The minimum penalty for a violation of academic integrity is a failure (zero) for the assignment. For more information, see the UWSP "Student Academic Standards and Disciplinary Procedures" section of the *Rights and Responsibilities* document, Chapter 14, which can be accessed here: <http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf>

Professional Expectations

UW-Stevens Point values a safe, honest, respectful, and inviting learning environment. In order to ensure that each student has the opportunity to succeed, we have developed a set of expectations for all students and instructors. This set of expectations is known as the *Rights and Responsibilities* document, and is intended to help establish a positive living and learning environment at UWSP. Click here for more information: <http://www.uwsp.edu/stuaffairs/Pages/rightsandresponsibilities.aspx>

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"I TURNED IN MY HOMEWORK TWO DAYS LATE, BUT NORMALLY IT'S FOUR DAYS LATE, SO TECHNICALLY IT'S EARLY!"

Late Assignments

I expect you to complete all assignments on time. An assignment completed on time can receive 100% of the points possible. An assignment completed no more than 48 hours late can receive no more than 80% of the points possible. An assignment completed no more than 1 week late can receive no more than 60% of the points possible. After 1 week, I usually refuse to accept a late assignment.

TENTATIVE COURSE CALENDER

Dates	Topics	Before the class	Exam & Assignment Due Dates
Jan 22	Introduction		
Jan 24	Transition Presentations	Transition Presentation	By class period
Jan 29	What is Transition? Why is it important?	Flexer Chapter 1	
Jan 31	Begin with the End in mind	Papay et al (2015); Sitlington, Neubert, & Clark (2010)	
Feb 5	Laws and Responsibilities	Flexer Chapter 2	
Feb 7	Student centered planning	IRIS Module	
Feb 12	Student Empowerment — Self Determination	Shogren Chapter 1, 2	
Feb 14	Student Empowerment	Shogren Chapter 1, 2	
Feb 19	Work and Life Skills	Test chapter 6, 7	
Feb 21	Employment, Interagency Collaboration	Flexer Chapter 12, IRIS Module	
Feb 26	Employment	Project Search Presenter	
Feb 28	Assistive Technology	Dell, Newton, Petroff	Functional Living Skills lesson plan Due
March 5	Family Engagement	Guest Speaker - Robyn Morris	
March 7	Housing/Leisure	Flexer Chapter 13 p.313—end	
March 12	Post-Secondary Education	Flexer Chapter 6 Intro – 130; 134—end	
March 14	Curriculum	Flexer Chapter 7 Intro-169; conclusion	
March 19	Services	Flexer Chapter 8	
March 21	Transition Toolbox Check		Assistive Technology Paper Due

TENTATIVE COURSE CALENDER

Dates	Topics	Before the class	Exam & Assignment Due Dates
April 2	Intro to IEP	Gibbs Introduction	
April 4	Legal Aspects		
April 9	Assessment	Miller, Lombard, and Corby	
April 11	PLAAFS	Gibbs Section 1	
April 16	PLAAFS	Gibbs Section 1	
April 18	Goals	Gibbs Section 2	
April 23	Needs, Services, and Accommodations	Gibbs Section 3, 4, 5, 6	
April 25	Transition Plan/Summary of Performance	Gibbs Section 4	
April 30	Student led IEPs	Wood et al (2004)	
May 2	Present Community Interviews		
May 7	Bringing it all together	3 Deadly Accommodations	Mock IEP Due
May 9	Final Review		Transition Toolbox Due E-Portfolio Due
Final			

See separate document in D2L for Standards addressed in this course.