

# EDUC 368

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

Section 1  
Monday/Wednesday  
12:30 pm-1:45 pm CPS 229

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Office: CPS 458  
Office Hours: Tues, 1:45—2:45 pm or by appointment

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

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# COURSE Evaluation



- 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.
- 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.
- 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.
- All written assignments are to use 'people first' language.
- Apply high levels of scholarship and ethics to explore important matters in regard to educating students with special needs.
- Complete the assigned readings **before** coming to class.
- Participate in class discussions and activities. (Active participation in class is an important part of the learning process and development of educational professionalism.)
- Conduct yourself as a professional educator should conduct him/herself.
- Discuss questions regarding grades with me privately. Make an appointment or come to office hours to discuss your concerns.
- 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	Life skills lesson plan	15	Oct. 15	11:59 pm
4	IRIS Module Assessment Questions	20 x 2 = 40	Oct.17; Nov 7	11:59 pm
5	Assistive Technology Paper	30	Oct. 24	11:59 pm
6	Community Agency Interview/Presentation	45	Nov. 5	Class Time
7	Transition Toolbox	100	Dec. 19	11:59 pm
8	Mock IEP	30	Dec. 10	11:59 pm
9	E-Portfolio	10	Dec. 12	11:59 pm
10	Attendance/Participation	60	End of term	
	Total	370		

## 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

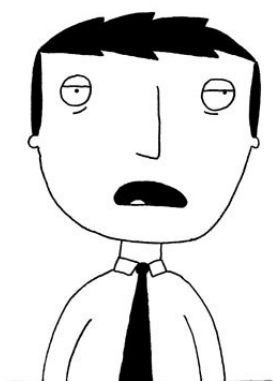
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## Transition Presentation

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.

## Life Skills 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.

## 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?"

## IRIS Modules

You will complete two IRIS modules in place of two face-to-face classes. After completing the modules, you will answer the module assessment questions on a word document and submit them to D2L. Students will hear from experts in the field and learn about researched based strategies in transition.

## 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 6<sup>th</sup> 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
Sept 5	Introduction		
Sept 10	Transition Presentations	Transition Presentation	<b>By beginning of class period</b>
Sept 12	What is Transition? Why is it important?	Flexer Chapter 1	
Sept 17	Begin with the End in mind	Papay et al (2015); Sitlington, Neubert, & Clark (2010)	
Sept 19	Laws and Responsibilities	Flexer Chapter 2	
Sept 24	Family Engagement	Flexer Chapter 3	
Sept 26	Life Skills	Test, Richter, Walker	
Oct 1	Career Development	Repetto & Andrews	
Oct 3	Self Determination	Weymeyer, Field, THoma	
Oct 8	Work Experiences	Lindstrom et al	
Oct 10	School completion	Kortering	<b>Life Skills lesson plan Due Oct 10, by 11:59 pm</b>
Oct 15	Social Skills and supports Assistive Technology	Eisenman & Celestin Patterson & Cavanaugh	
Oct 17	<b>NO CLASS—Interagency Collaboration</b>	<b>IRIS Module</b>	<b>Assessment questions submitted to D2L due Oct. 19, 11:59 pm</b>
Oct 22	Housing/Leisure	Flexer Chapter 13 p.313—end	
Oct 24	Post-Secondary Education	Flexer Chapter 6 Intro – 130; 134—end	<b>Assistive Technology Paper Due, Oct 24, 11:59 pm</b>
Oct 29	Curriculum	Flexer Chapter 7 Intro-169; conclusion	
Oct 31	Services	Flexer Chapter 8	
Nov 5	Transition Toolbox Check (50 points) Community Agency Interview Presentation		<b>By beginning of class period</b>



# TENTATIVE COURSE CALENDER

Dates	Topics	Before the class	Exam & Assignment Due Dates
Nov 7	NO CLASS—Student centered planning	IRIS Module	<b>Assessment questions submitted to D2L due Nov. 9, 11:59 pm</b>
Nov 12	Intro to IEP Writing IEPs	Why is this Cake on Fire Gibbs Introduction	
Nov 14	Assessment	Miller, Lombard, and Corby	
Nov 19	PLAAFS	Gibbs Section 1	
Nov 21	NO Class—work on IEPs/ Toolbox		
Nov 26	Goals	Gibbs Section 2	
Nov 28	Needs, Services, and Accommodations	Gibbs Section 3, 4, 5, 6	
Dec 3	Transition Plan/Summary of Performance	Gibbs Section4	
Dec 5	IEP wrap-up		
Dec 10	Disability Jigsaw	Reading will be assigned	<b>Mock IEP Due, Dec. 10, 11:59 pm</b>
Dec 12	Bringing it all together	3 Deadly Accommodations	<b>E-Portfolio Due, Dec 12, 11:59 pm</b>
Dec 19	2:45—4:45 pm (Final)		<b>Transition Toolbox Due on or before 4:45 pm</b>

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