

EDUCATION 368 SECTION 1

CAREER, VOCATIONAL, AND COMMUNITY EDUCATION FOR YOUTH WITH EXCEPTIONAL NEEDS3 credits

Syllabus

Spring 2020

Monday/Wednesday 12:30 pm – 1:45 pm, CCC 104

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Office Hours: Mon/Wed 2:00 pm – 3:00 pm, or by appointment

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Purpose and Description of Course

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. Students will become familiar with the IEP process, practice writing IEPs and Transition plans. Students will be introduced to community service

agencies and other adult service organizations that collaborate with schools and adults with disabilities to provide support after K-12 education. Students will examine all aspects of adulthood and the transition to adulthood include legal issues, self-determination, employment options and training, education options, independent living skills, and recreation. When possible, this course will include off campus trips to community facilities or guest speakers to facilitate the student's learning.

## Learning Outcomes

1. Students will read and discuss the legal responsibilities associated with students transition from K-12 setting to adulthood.

**Connects to:** CEC Standard 7 - Collaboration. Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

2. Students will examine community agencies and assistive technology and connect how these support assist adults with disabilities.

**Connects to:** CEC Standard 7 - Collaboration. Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

3. Students will develop the skills to write an IEP (including Post-Secondary Transition Plan) for students with disabilities.

**Connects to:** *CEC Standard 1 - Learner Development and Individual Learner Differences.* Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

4. Students will develop the competencies to provide self-determination; daily living; post-secondary; employment; recreation, leisure, and healthy living skills instruction to students with disabilities.

**Connects to:** *CEC Standard 2 - Learning Environments.* Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

5. Students will use evidence-based practices to create a lesson teaching functional skills to students with disabilities.

**Connects to:** *CEC Standard 5 - Instructional Planning and Strategies.* Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.

## Evaluation/Course Requirements

Assignment	Brief Description	Points/Percentage	Learning Outcomes Met (#)
Transition Presentation	You will present on a significant transitional experience in your life. This activity will help you make connections between transitions that you've experienced and transitions that our students with disabilities face.	<b>10/2%</b>	1, 2, 3, 4
Discussion Leader	Discussion leaders will lead a 20-30-minute discussion in class. This assignment will hone your collaboration, leadership, critical thinking and presentation skills.	<b>30/7%</b>	1, 2, 4, 5
Life Skills Lesson Plan	This lesson plan is geared toward teaching a student with disabilities a living or employment skill needed in adulthood.	<b>15/3%</b>	1, 2, 3, 4, 5
Assistive Technology Paper	You will research 3 different assistive technologies that individuals with disabilities might use in an educational, employment, or community setting.	<b>30/7%</b>	1,2, 3, 5
Community Agency Interview	You interview someone at an agency that serves individuals with disabilities regarding the services they provide to students or adults with disabilities and create a SMORE with the information. You will present your SMORE to the class.	<b>45/11%</b>	1, 2
Mock IEP	This assignment is to introduce you to the entire IEP as well as the Transition Plan and Summary of Performance.	<b>50/12%</b>	1, 2,5
IRIS Module		<b>40/10%</b>	
Transition Toolbox	The purpose of this assignment is to develop a resource that highlights transition resources for your future classroom. This is the Summative assessment for this course.	<b>100/24%</b>	
Attendance/ Participation	Attend class regularly and be on time. Students will earn participation points for in-class activities. These points cannot be made up.	<b>100/24%</b>	1, 2, 3, 4, 5
Total points		<b>420/100%</b>	

## Required Course Materials

### REQUIRED TEXTS:

Morgan, R.L. & Riesen, T. (2016). Promoting successful transition to adulthood for students with disabilities (What works for special needs learners). The Guilford Press. New York, NY. ISBN: 978-1-4625-2399-3

Gibb, G.G., Dyches, T.T. (2016). IEPs: Writing Quality Individualized Education Programs, 3<sup>rd</sup> Edition ISBN-13: 9780133949520

## Technology Guidelines

**Cell phone usage:** Research supports that having visual access to a cell phone diminishes our ability to learn. Checking social media, texts, emails, and messages is unprofessional and disrespectful to our class community. Unless we are using cell phones for a class activity, please turn off your phone during class; I will do so as well. If I notice that you are using your phone during class, I may ask you to share what you are researching or ask you to put it away. Thank you for following these guidelines as they help create a positive learning community.

This course requires posting of work online that is viewable only by your classmates. None of the work submitted online will be shared publicly. Some assignments require account creation for online programs. Your academic records (grades, student IDs, personal identification information) will not be shared by the instructor of this course. Confidentiality of student work is imperative, so you should not share the work of your peers publicly without their permission. By participating in these assignments, you are giving consent to sharing of your work with others in this class and you recognize there is a small risk of your work being shared online beyond the purposes of this course. If you elect to not participate in these online assignments due to confidentiality concerns, then an alternate assignment will be offered to you.

## Inclusivity Statement

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

If you have experienced a bias incident (an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is criminal) at UWSP, you have the right to report it using this [link](#). You may also contact the Dean of Students office directly at [dos@uwsp.edu](mailto:dos@uwsp.edu).

## Confidentiality

Learning requires risk-taking and sharing ideas. Please keep your classmates' ideas and experiences confidential outside the classroom unless permission has been granted to share them.

## Grading Scale

96 – 100% = A	77 – 79% = C+	60 – 63% = D-
90 – 95% = A-	74 – 76% = C	< 60% = F

87 – 89% = B+	70 – 73% = C-
84 – 86% = B	67 – 69% = D+
80 – 83% = B-	64 – 66% = D

## Communicating with your Instructor



Email is the quickest way to reach me at: [sbueno@uwsp.edu](mailto:sbueno@uwsp.edu)

## Office hours

I am available without an appointment on most Mondays and Wednesdays from 2:00 – 3:00 pm. I will let you know during class or via email if my office hours will be cancelled that day. Individual meetings can be arranged through an email request, phone call, or conversation directly before or after class.

## Attendance

Attending class will likely be the single most important factor in determining your performance and grade in the course, so plan to attend every class. In most class meetings you will have at least one project, exercise, test, and/or discussion that will impact your grade, and your class discussions will count toward participation. The relationship between attendance and achievement in education has been extensively documented in peer-reviewed research. ***I am not able to re-teach the material to you in the event that you are absent, but you can ask a classmate to share notes.***

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.**

Please refer to the “Absences due to Military Service” and “Religious Beliefs Accommodation” below. Additionally, follow the link to review attendance guidelines as outlined by the [UWSP registrar](#).

## Late Work

I expect you to complete all assignments on time. An assignment completed on time can receive 100% of the points possible. **Under extenuating circumstances, an assignment can be turned late for full credit if the student has obtained permission from me ahead of time and the assignment is turned in on the agreed upon due date.** Without prior agreement, an assignment completed no more than 48 hours late can receive up to 80% of the points possible. An assignment completed no more than 1 week late can receive up to 60% of the points possible. **I will not accept an assignment 1 week after the due date.**

## Absences due to Military Service

As stated in the UWSP Catalog, you will not be penalized for class absence due to unavoidable or legitimate required military obligations, or medical appointments at a VA facility, [not to exceed two \(2\) weeks](#) unless special permission is granted by the instructor. You are responsible for notifying faculty members of such circumstances as far in advance as possible and for providing documentation to the Office of the Dean of Students to verify the reason for the absence. The faculty member is responsible to provide reasonable accommodations or opportunities to make up exams or other course assignments that have an impact on the course grade. For absences due to being deployed for active duty, please refer to the [Military Call-Up Instructions for Students](#).

## Religious Beliefs Accommodation

It is UW System policy ([UWS 22](#)) to reasonably accommodate your sincerely held religious beliefs with respect to all examinations and other academic requirements.

You will be permitted to make up an exam or other academic requirement at another time or by an alternative method, without any prejudicial effect, if:

- There is a scheduling conflict between your sincerely held religious beliefs and taking the exam or meeting the academic requirements; and
- You have notified your instructor within the first three weeks of the beginning of classes (first week of summer or interim courses) of the specific days or dates that you will request relief from an examination or academic requirement.
- Your instructor will accept the sincerity of your religious beliefs at face value and keep your request confidential.
- Your instructor will schedule a make-up exam or requirement before or after the regularly scheduled exam or requirement.
- You may file any complaints regarding compliance with this policy in the Equity and Affirmative Action Office.

## Equal Access for Students with Disabilities\*

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

*If modifications are required due to a disability, please inform the instructor and contact the [Disability and Assistive Technology Center](#) to complete an Accommodations Request form. Phone: 346-3365 or Room 609 Albertson Hall.*

## Help Resources

Tutoring	Advising	Safety and General Support	Health
Tutoring and Learning Center helps with Study Skills, Writing,	Academic and Career Advising Center, 320	Dean of Students Office, 212 Old Main, ext. 2611	Counseling Center, Delzell Hall, ext. 3553.

Technology, Math, & Science. 018 Albertson Hall, ext 3568	Albertson Hall, ext 3226	Health Care, Delzell Hall, ext. 4646
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## UWSP Service Desk

The Office of Information Technology (IT) provides a Service Desk to assist students with connecting to the Campus Network, virus and spyware removal, file recovery, equipment loan, and computer repair. You can contact the Service Desk via email at [techhelp@uwsp.edu](mailto:techhelp@uwsp.edu) or at (715) 346-4357 (HELP) or visit this [link for more information](#).

## Care Team

The University of Wisconsin-Stevens Point is committed to the safety and success of all students. The Office of the Dean of Students supports the campus community by reaching out and providing resources in areas where a student may be struggling or experiencing barriers to their success. Faculty and staff are asked to be proactive, supportive, and involved in facilitating the success of our students through early detection, reporting, and intervention. As your instructor, I may contact the Office of the Dean of Students if I sense you are in need of additional support which individually I may not be able to provide. You may also share a concern if you or another member of our campus community needs support, is distressed, or exhibits concerning behavior that is interfering with the academic or personal success or the safety of others, by reporting [here](#).

## Academic Honesty

Academic Integrity is an expectation of each UW-Stevens Point student. Campus community members are responsible for fostering and upholding an environment in which student learning is fair, just, and honest. Through your studies as a student, it is essential to exhibit the highest level of personal honesty and respect for the intellectual property of others. Academic misconduct is unacceptable. It compromises and disrespects the integrity of our university and those who study here. To maintain academic integrity, a student must only claim work which is the authentic work solely of their own, providing correct citations and credit to others as needed. Cheating, fabrication, plagiarism, unauthorized collaboration, and/or helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. Failure to understand what constitutes academic misconduct does not exempt responsibility from engaging in it.

*UWSP 14.03 Academic misconduct subject to disciplinary action.*

- (1) Academic misconduct is an act in which a student:
  - (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
  - (b) Uses unauthorized materials or fabricated data in any academic exercise;
  - (c) Forges or falsifies academic documents or records;
  - (d) Intentionally impedes or damages the academic work of others;
  - (e) Engages in conduct aimed at making false representation of a student's academic performance; or
  - (f) Assists other students in any of these acts.
  
- (2) Examples of academic misconduct include, but are not limited to:
  - Cheating on an examination
  - Collaborating with others in work to be presented, contrary to the stated rules of the course

- Submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another
- Submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas
- Stealing examinations or course materials
- Submitting, if contrary to the rules of a course, work previously presented in another course
- Tampering with the laboratory experiment or computer program of another student
- Knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Students suspected of academic misconduct will be asked to meet with the instructor to discuss the concerns. If academic misconduct is evident, procedures for determining disciplinary sanctions will be followed as outlined in the [University System Administrative Code, Chapter 14](#).

## Other Campus Policies

### FERPA

The [Family Educational Rights and Privacy Act](#) (FERPA) provides students with a right to protect, review, and correct their student records. Staff of the university with a clear *educational need to know* may also have to access to certain student records. Exceptions to the law include parental notification in cases of alcohol or drug use, and in case of a health or safety concern. FERPA also permits a school to disclose personally identifiable information from a student's education records, without consent, to another school in which the student seeks or intends to enroll.

### Title IX

UW-Stevens Point is committed to fostering a safe, productive learning environment. Title IX and institutional policy prohibit discrimination on the basis of sex, which includes harassment, domestic and dating violence, sexual assault, and stalking. In the event that you choose to disclose information about having survived sexual violence, including harassment, rape, sexual assault, dating violence, domestic violence, or stalking, and specify that this violence occurred while a student at UWSP, federal and state laws mandate that I, as your instructor, notify the Title IX Coordinator/Office of the Dean of Students.

Please see the information on the [Dean of Students webpage](#) for information on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students. For more information see the [Title IX page](#).

### Clery Act

The US Department of Education requires universities to disclose and publish campus crime statistics, security information, and fire safety information annually. Statistics for the three previous calendar years and policy statements are released on or before October 1<sup>st</sup> in our [Annual Security Report](#). Another requirement of the Clery Act is that the campus community must be given timely warnings of



ongoing safety threats and immediate/emergency notifications. For more information about when and how these notices will be sent out, please see our [Jeanne Clery Act](#) page.

### **Drug Free Schools and Communities Act**

The Drug Free Schools and Communities Act (DFSCA) requires institutions of higher education to establish policies that address unlawful possession, use, or distribution of alcohol and illicit drugs. The DFSCA also requires the establishment of a drug and alcohol prevention program. The Center for Prevention lists information about alcohol and drugs, their effects, and the legal consequences if found in possession of these substances. [Center for Prevention – DFSCA](#)

### **Copyright infringement**

This is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act. Each year students violate these laws and campus policies, putting themselves at risk of federal prosecution. For more information about what to expect if you are caught, or to take preventive measures to keep your computing device clean, visit our [copyright page](#).

## Course Schedule\*

### Tentative Schedule

Date	Tentative Topic	Readings Due	Assignments Due by <u>11:59pm</u> of the Deadline
January 22	Syllabus Review Intro		
January 26			Transition Presentations Due to Canvas by 11:59 pm
January 27	Transition Presentations		Some people present
January 29	Transition Presentations Begin with the End in Mind	Papay et al	Some people present
February 3	Creating a Pathway to Independence	Chapter 1- Morgan & Riesen	
February 5	Successful Transition outcomes	Chapter 2 - Morgan & Riesen	
February 10	Legislation and Policy	Chapter 3 - Morgan & Riesen	
February 12	Transition Models	Chapter 4 - Morgan & Riesen	Bring Laptop or Googling device
February 16			
February 17	Transition Assessment	Chapter 5 - Morgan & Riesen	Bring a Laptop or Googling device <i>** Witig hunt due 11:59 pm</i>
February 19	<b>No In person Class</b> – Assistive Technology	Patterson & Cavanaugh	<i>**Assessment Comparison Due 11:59 pm</i>

February 24	<b>No In person Class</b>	IRIS Module: <a href="#">Secondary Transition: Student-Centered Planning</a>	IRIS Assessment Questions due 11:59 pm
February 26	<b>No In person Class</b>	Work day	Work on AT Paper, Community Agency Interview, Toolbox
March 2	Transition Planning	Chapter 6 - Morgan & Riesen	Discussion Leader
March 4	Life Skills	Test, Richter, & Walker	Discussion Leader
March 8			Assistive Technology Paper Due 11:59 pm
March 9	Student Involvement and Self-Determination	This cake is on fire Chapter 7 - Morgan & Riesen	Discussion Leader Bring a Laptop or Googling device
March 11	Employment	Chapter 8 - Morgan & Riesen	Discussion Leader <i>**Self-Determination Resource List Due 11:59 PM</i>
March 17 – 22	Spring Break		
March 23	PostSecondary Ed	Chapter 9 - Morgan & Riesen	Discussion Leader Bring a Laptop or Googling device
March 25	Independent Living	Chapter 10 - Morgan & Riesen	Discussion Leader Bring a Laptop or Googling device <i>** College Find Due 11:59 pm</i>
March 29			Life Skills Lesson Plan due 11:59 pm
March 30	Family	Chapter 11 - Morgan & Riesen	Discussion Leader

			<i>**Recreational Activity list due 11:59 PM</i>
April 1	Interagency Collaboration	Chapter 12 - Morgan & Riesen	
April 6	Supports	Chapter 13 - Morgan & Riesen If time, start Community Agency Presentations	
April 8	Community Agency Smore Presentations		
April 12			Community Agency Smores Due 11:59 pm
April 13	<b>No In Person Class</b>	IRIS Module: <a href="#">Developing High-quality Individualized Education Programs</a>	IRIS Assessment questions due 11:59 pm
April 15	IEP	Gibb & Dyches - Introduction	
April 20	IEP	Gibb & Dyches Ch. 1	
April 22	IEP	Gibb & Dyches Ch.2	
April 27	IEP	Gibb & Dyches Ch.3, 4,5	
April 29	IEP	Gibb & Dyches Ch. 6, 7	
			Mock IEP due May 3, 11:59 pm
May 4	Future Pathways	Chapter 14 - Morgan & Riesen	
May 6	Toolbox Student Share		
May 13			Transition Toolbox Due 11:59 pm