

SPED 517
Transition Services and Programs for Individuals with Disabilities
Syllabus

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Email is the best way to contact me: **Be sure to put 517 in the subject line**

Course Description: Transition planning for individuals with disabilities. Interagency collaboration, vocational assessment, and life-skills competencies within the general curriculum.

WKU GR Catalog Link:
<http://catalog.wku.edu/graduate/>

Learning Outcomes:

Course objectives are part of a comprehensive program to meet Advanced Council of Exceptional Children (CEC), the advanced KY Teacher Standards (KY), and the Kentucky Framework for Teaching (KFT). All of these are aligned with the INTASC standards.

Specific learner outcomes for this course are that students will be able to:

1. Define transition, identifying its relationship to career education. (KY #1; CEC 3.3; KFT 1A, 1D)
2. Identify major educational reforms that have affected the development of transition services and vocational-technical education. (KY #1; CEC 2.0, 2.2, 3.3, 6.1; IIC.4.K2, IIC.6.K5, IIC.6.K3, IIC.6.S2, KFT 1A, 1D)
3. Identify legislation regarding career counseling and job placement for persons with disabilities. (KY#1; CEC 3.3, IIC.4.K2, IIC.6.K5, IIC.6.K3, IIC.6.S2, KFT 1A, 1D)
4. Articulate the basic functions of system coordination, describing the consumer-centered principles for interagency coordination. (KY #1, 8; CEC 5.0; IIC.5.K5, KFT 1Am 1B, 1C, 1E, 4F)
5. Analyze the quality of transition education programming that currently exists in a local middle/high school. (KY #8, 9; CEC 1.1, 1.2, 3.1, 4.1; IIC.1.K9; IIC.4.S1, IIC.4.S2, IIC.4.S4, IIC.4.S5; KFT 4A, 4E)
6. Describe appropriate vocational/transitional assessment for persons with disabilities. (KY# 2 CEC 1.1, 1.2; KFT 1F, 3D)
7. Develop and critique an Individual Transition Plan/Individual Graduation Plan. (KY#2; CEC 3.0 3.1 3.2; 3.3; KFT 1A, 1B, 1C, 1D, 1E, 1F, 3D)
8. Analyze the process for developing and implementing interagency agreements. (KY#1; CEC 7.0 7.2 7.3; KFT 1A, 4F)
9. Describe accommodations in the transition process for individuals with functional limitations and or language difference. (KY#1, 2; CEC 3.4; KFT 1B, 1D, 4D, 4F)
10. Identify and build collaborative relationships with parents and agencies in the local community

providing supports to individuals with disabilities. (KY #8; CEC 5.0, 5.3, IIC.4.K3, IIC.7.K1, IIC.7.S5, IIC.4.K3, IIC.7.K3; KFT 1B, 4D, 4F)

11. Identify residential and recreational opportunities in the local community for persons with disabilities. (KY#8; CEC 7.3; IIC.7.K3, IIC.5.K4, IIC.6.K9, KFT 4C, 4D, 4F)

Textbooks and Required Materials: *We will be using online materials in research journals and from the KDE and other Service Agencies for this course.*

Additional reading is optional:

Brown, F., McDonnell, J., Snell, M. E. (2020). *Instruction of students with severe disabilities* (9th ed.). Pearson ISBN 13: 978-0-13-511634-0. Chapters 15 & 16

Major Course Topics: (some, but not all-inclusive of topics that may be covered during the term):
This online course will be delivered in four modules.

Module 1: Basic concepts and terminology for transition Case Law Legislation History of transition Theories Models Population needs & opportunities	Module 2: Interagency collaboration Interagency agreements Assessment of needs- formal-informal Student engagement Student led IEP meeting Components of Transition IEP
Module 3: Teacher's role as leader Cultural differences Working with Families	Module 4 Effective strategies for transition Transition planning Measurable goals NSTAAC #13 evaluation of a plan

Description of Course Assignments:

Discussion boards are class interactions on a given concept and are governed by the Collaborative Learning Conversation Skills Taxonomy. See Discussion Board for guidance.

Quick Look- Preview and review prior knowledge. Course materials may be adjusted based on this level of proficiency.

Portaportal Activity use of Technology in research for the course.

Transition Coalition- (3) gives three units with pre/post scores to build knowledge in transition that correlates with the text, legislation, and current use.

Survey – Use of team skills to discover current use of the Transition in local school.

Analysis of IEP and Self-Analysis- real world application of the concepts to a document and use of the NSTTAC and KY #13 forms

Culminating Project- Real world application of the course concepts (interview, assessment, research,

transition IEP and reflection academic paper) with a student and family

Course Grading and Evaluation:

[Follow APA 7th Edition for guidance](#)

Assignments may include, but are not limited to:

Course Obj.	Text Chapters	Assignment (Instructor reserves right to modify these assignments as needed for the student to be proficient in the content.)	% of grade
1,2,3	1, 3, 4	Module 1 • Foundational Study Guide • Quick Look Quiz • Db #1 and response • Portaportal Activity • Db #2- Populations needs Activity and Response • Transition Coalition: Best Practices • Review of Due Process Final Orders	25%
4, 6, 8	5, 6, 7, 10	Module 2 • Group Survey & Team Evaluation • Db #3 Post and Response on Social Skills • Transition Coalition- The Big Picture: Assessment	25%
9, 10, 11	13, 14	Module 3 • Midterm Project • Culminating Project (extends over modules 3 & 4) • Transition Coalition- Working with Families • Analysis of IEP with Transition goals using NSTTAC #13 and KY #13 • Self-Analysis using Rubric • Culminating Project; Forms submitted and approved	25%
5, 7, 9	8, 9, 11, 12	Module 4 • Db #4 post and response, Pathways model • Culminating project #13 evaluation forms and Analysis Reflection Paper • Db#5 Case Study: What went wrong?	25%
Total			100%

The instructor retains the right to modify and adjust the assignments and schedule of activities.

The following represents the grade equivalent for accumulated points:

93 –100 = A

86 –92 = B

77 –85 = C

76 –69 = D

Below 68 = F

No grade will be rounded up if there are late or missing assignments. No exceptions.

Attendance and Participation Policy:

Timely participation and punctual assignments are mandatory components to successfully completing this course! **Any candidate missing the first 3-4 days of course with no log-on to the course materials will be dropped.**

Due dates

Teaching is a profession that requires numerous due dates and strong time- management skills. To better prepare students for effective teaching, due dates will be adhered to. The professor will not preview your work but is willing to answer pertinent questions prior to the due dates. A major life crisis is

always taken into consideration. Patterns of unpreparedness, neglect or disorganization are not. Work that is due on line at the end of each module. **The instructor may choose NOT to grade any work until the module is closed.** Work that is due at midnight is considered late at 12:01. Work may be submitted early.

Student Disability Services: In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. The phone number is 270.745.5004 [270.745.3030 V/TTY] or email at sarc@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

Statement of Diversity: We believe that diversity issues are of major import to student and school success. We fundamentally believe in and support the value of heterogeneous groups and the richness of benefits when students are involved with diverse populations, settings, and opinions. This course is designed on the basic assumption that learning is something we all actively engage in by choice and personal commitment. The format of this class will be a community of scholars, each with their rights and responsibilities of membership. We will not tolerate immoral, illegal, or unethical behavior or communication from one another, and we will respect one another's rights to differing opinions.

Plagiarism: To represent written work taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of a student must be his/her own. One must give any author credit for source material borrowed from him/her. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism. Students who commit plagiarism or any other act of academic dishonesty will receive a failing grade for the course and may be subject to dismissal from the program. Student work may be subject to review and checks using plagiarism detection software.

Discussion Board Postings

When posting to the course discussion board, students should:

- (a) maintain confidentiality regarding schools, school personnel, students, and students' families and
- (b) avoid negative evaluations/comments regarding others both in and outside of the course. In addition, students should maintain confidentiality regarding the postings of other students in the course. In other words, the discussion board is not a forum for complaints about the practices of schools and school personnel. Neither is it a public forum intended for distribution to those not enrolled in the course. Rather than discussing what someone may be doing wrong in the classroom, use the course content to discuss what educators should do right in the same kind of situation. Deviations from these guidelines will not be tolerated. Please be aware that, as with any online forum, discussion boards are not private and may be viewed by others who do not have permission to access the board.

Technology Management

Managing student technology is the sole responsibility of the student.

The professor and/or WKU are not responsible for making sure that:

- (a) student word processing software is compatible with that used by the University;
- (b) student email software is working properly and that students know how to use it (e.g., to send attachments to the professor);
- (c) Internet service providers' equipment and software are installed and working properly in conjunction with student computers;
- (d) If a student's computer stops working properly or becomes totally inoperative, the student has another means by which he or she can successfully complete the course; and
- (e) Any other student technology problem or issue gets successfully resolved. Even though periodic

travel to a campus classroom may not be required, online courses require more dedication, selfmotivation, organization, and planning than many face-to-face courses, and this in part implies that if a student cannot resolve any personal technology difficulties, his or her only workable solution may be to drop the course.

Please note that working, compatible technology (hardware and software) are prerequisites to taking an online course. This includes PowerPoint software and Zoom meetings. If you are having difficulty, please contact the Help Desk at 270-745-7000, not the professor.

ADDITIONAL COURSE INFORMATION AND EXPERIENCE RELATED TO EDUCATION PREPARATION

(EPSB Program Level Requirements)

Course Required P-12 Classroom Observation or Clinical Experiences:

Note: The table categories are those that the KY EPSB requires each program to have as outlined by 16 KAR 5:040 Section 3(3).

Total Number of Hours: Required for all students in this course: **10 hours** - working with a secondary student and his/her parents in creating a practice transition IEP/ evaluation/ and critique.

EPSB Required Candidate Experience Types – 16 KAR 5:040 Section 3(3)

(a) Engagement with diverse populations of students which include:

1. Students from a minimum of two (2) different ethnic or cultural groups of which the candidate would not be considered a member
2. English language learners
3. Students with disabilities; and
4. Students from the following grade levels: Work with any student in Upper elementary, Middle or High school
 - Middle School (Working with a student and his or her parents for an assessment)
 - Secondary (Working with a student and his or her parents for an assessment)

(b) Observation in schools and related agencies, including:

1. Family Resource Centers; or 2. Youth Service Centers

(c) Student tutoring

(d) Interaction with families of students

(e) Attendance at school board and school-based council meetings

(f) Participation in a school-based professional learning community; and

(g) Opportunities to assist teachers or other school professionals.

Course Assignments and Experiences Related to:

- The Kentucky Academic Standards (KAS)
- Foundational Study Guide
- The Kentucky P-12 Curriculum Framework and P-12 Assessment System to Guide Instruction

- Transition

Course Assignments and Experiences Related to:

- The Kentucky Academic Standards (KAS)
- Foundational Study Guide
- The Kentucky P-12 Curriculum Framework and P-12 Assessment System to Guide Instruction
- Transition Coalition- The Big Picture: Assessment
- Analysis of IEP with Transition goals using NSTTAC #13 and KY #13
- Self-Analysis using Rubric

Culminating Project: Forms submitted and approved

- Db #4 post and response, Pathways model
- Culminating project #13 evaluation forms and Analysis Reflection Paper
- Db#5 Case Study: What went wrong?
- Candidates Using the KAS Framework in Lesson Planning
- Transition Coalition- The Big Picture: Assessment
- Analysis of IEP with Transition goals using NSTTAC #13 and KY #13
- Self-Analysis using Rubric
- Candidates Using Formative and Summative Assessments Related to Kentucky P-12 Curriculum Framework
- Culminating project #13 evaluation forms and Analysis Reflection Paper

Key Assessment Areas	Assessment Name
1: Content Assessment	
2: Other Assessment of Content Knowledge	
3: Assessment of Professional Capabilities	
4: Clinical Experiences Measure of Teaching Proficiency	
5: Measure of Candidate Assessment Proficiency	
6: Candidate Ability to Diagnose and Prescribe for Personalized Student Learning	
7: Application of Content Knowledge/Pedagogical Skills (Instructional Practice)	<i>Culminating project #13 evaluation forms and Analysis Reflection Paper</i>
8: Assessment of Literacy Outcomes	
9: Dispositions	

Course Experiences and Assessments Addressing Learned Society (SPA) Standards:
Advanced Council of Exceptional Children (CEC) is the SPA. See SPA goals listed in the Course outcomes.