



Course Syllabus

<b>COURSE NUMBER:</b> <b>SPED</b> <b>5260.01</b>	<b>COURSE TITLE:</b> <b>Career Preparation for Students with Special Needs</b>	<b>TERM:</b> <b>Fall 2005</b>
<b>SITE:</b> <b>WEBH-PRSN 3</b>	<b>INSTRUCTOR CONTACT INFORMATION:</b> <b>Sheri Menscher</b> <b>636-447-0905</b> <b>sherimensch@aol.com</b>	<b>CREDIT HOURS:</b> <b>3</b>

1. **COURSE DESCRIPTION:** This course addresses the skills needed by special educators to implement effective transition planning from school to adult life. Preparing students for successful transition begins in elementary grades through career preparation education and continues with increasing importance as graduation nears. Participants will explore a variety of tools, supports and classroom strategies for creating successful transitions.

2. **LEARNING OUTCOMES:**

Learner Outcomes for this course	Special Education Program Outcomes	SOE Goals, SOE Dispositions, MO-STEP and Professional Standards Addressed
1. Demonstrate an understanding of transition planning as it relates to IDEA and as it is implemented in the IEP.	Special education graduates have an in-depth understanding of the philosophical, historical, and legal foundations of special education of students with special needs.	CC3K2, GC7K2, SOE Goals 1.1 SOE Dispositions 1.1, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.5 MO-STEP 3.1, 3.2, 3.3, 4.3
2. Demonstrate an understanding of the components of career education and activities designed to provide	Special education graduates use up-to-date research to plan and design an effective teaching and learning	GC7S6, SOE Goals 1.4, 4.3 SOE Dispositions 3.1, 3.2, 3.5, 3.3, 3.4 MO-STEP 4.1, 4.2

<p>support for individuals in deciding appropriate career paths and long range goals.</p>	<p>environment appropriate to individual student needs that are necessary to promote integration and inclusion of students with special needs into the general education setting.</p>	
<p>3. Identify characteristics of self-determined individuals, key elements of self-determination, self-directed IEP and activities to promote the development of self-determination in the classroom</p>	<p>Special education graduates have specialized knowledge about the cognitive, social and emotional characteristics of learner with special needs. Special education graduates improve the quality of life for students with disabilities through improved learning outcomes or educational opportunities.</p>	<p>CC5S8, CC5S9, SOE Goals 1.3, 2.2, 4.2 SOE Dispositions 1.1, 1.4, 2.2, 2.4, 3.1, 3.2, 3.5 MO-STEP 1.3, 2.3, 5.2, 6.3, 8.2</p>
<p>4. Demonstrate an understanding of functional life skills curricula for individuals with disabilities.</p>	<p>a. Special education graduates identify and use accommodations and modifications that increase access and success of students with disabilities into the general education system. b. Special education graduates will provide learning environments that foster the development of age-appropriate student behavior and interpersonal skills.</p>	<p>CC4S6, GC5S1, SOE Goals 2.1, 2.3, 2.4, 4.3 SOE Dispositions 1.2, 3.1, 3.2, 3.5 MO-STEP 1.2, 2.1, 2.4, 3.2, 11.2, 11.3</p>
<p>5. Demonstrate knowledge of types of supports and adult service providers that</p>	<p>Special education graduates are reflective practitioners, knowledgeable about</p>	<p>CC4S6, GC4S8, SOE Goals 3.4, 4.1, 4.4 SOE Dispositions 2.1, 2.2, 2.3,</p>

provide services for individuals with disabilities.	professional resources and committed to the ethical standards of the profession.	2.4,3.3 MO-STEP3.4,10.4,
6. Identify roles, responsibilities of families, teachers, administrators and support personnel in providing support to students with disabilities and strategies for collaboration.	a. Special education graduates will demonstrate an understanding of the principles that underlie effective communication and collaboration with colleagues, families, administrators, and community members. b. Special education graduates advocate for inclusive and equitable education for all students.	GC10S4, SOE Goals 3.2,3.3 SOE Dispositions 2.1,2.2,2.3, 2.4,3.3 MO-STEP10.3,7.2,7.1
7. The student is guided by the profession's ethical and professional practice standards.	Preservice special education graduates will be reflective practitioners, knowledgeable about professional resources and adhere to the ethical standards of the profession	SOE 3.1 SOE Dispositions 1.4, 2.3, 3.1, 3.2, 3.5 MO-STEP 9.3 CC9K4, CC9S1, CC9S2, CC9S3, CC9S4, CC9S7, CC9S11

### 3. RESOURCES:

No required text. Supplemental readings will be available through the web or distributed by the instructor. **Participants are required to purchase a 2-3" 3-ring binder.**

### 4. SCHEDULE OF CLASS PREPARATIONS AND ASSIGNMENTS, LECTURES, DISCUSSIONS, STUDENT PRESENTATIONS, OUT-OF-CLASS ASSIGNMENTS AND EXAMS.

**OCTOBER 27: WEEK 1: TOPIC: INTRODUCTIONS AND COURSE OVERVIEW  
ADULT AGENCY SELECTION  
FUTURES PLANNING  
HOMEWORK: CASE STUDY  
AND FUTURES PLAN**



Class Participation	#7	50/500
		Late assignments will result in an automatic loss of 25% of total points per assignment.

**All academic and professional behavior of students in this course is subject to review for the purposes of student evaluation.**

**6. GRADING SCALE :**

**A= 450-500**

**B= 400-449**

**C= 350-399**

**D= 300-349**

**F= 0-299**

**7. ACADEMIC HONESTY POLICY:**

**Students at Webster University are expected to practice academic honesty.**

In its broadest sense, plagiarism is using someone else's work or ideas, presented or claimed as your own. Any time you refer to another person's work, whether as a direct quotation or paraphrased, you must use a citation. Students should not copy more than two paragraphs from any source as a major component of papers or projects. All citations must be properly documented and references must be provided using APA guidelines (<http://library.webster.edu/citation.html>). Course papers and projects must be submitted as either a hard typed copy or as an electronic copy. Please use the course title when submitting an electronic copy. All course papers and projects must be submitted by the start of the class. Students who plagiarize will earn "no credit" for the assignment. Students may receive a grade reduction, no credit for the course, or dismissal according to university policy.

**8. ACCESSIBILITY/ACCOMODATIONS POLICY**

If you have a disability, please see me as soon as possible to discuss your accommodation needs.

**9. OTHER**

Class participation and attendance is mandatory. In the event of an emergency, should a student miss a 3 or 4 hour class session, the final course grade will be reduce by one-half letter grade reduction (e.g., A to A-). **Students who miss two or more classes of an 8-week class are advised to withdraw; a NC may be issued for the course. Students who miss the equivalent of three or more weeks of a 16-week class are advised to withdraw; a NC may be issued for the course. Assignments are due at the start of class. Late assignments will have points deducted as previously specified.**

Students who do not complete the requirements of the course must contact the instructor prior to the end of the course to complete an Incomplete Course form. Incompletes are not awarded except in emergencies, as defined by the instructor. An Incomplete may only be awarded to a student who has maintained a passing grade up to the point of the emergency. Incomplete grades will change to a grade of F or NC unless the requirements stipulated on the incomplete form are met by the date listed on the form or one calendar year from the end of the course, whichever comes first.

This syllabus is subject to change at the discretion of the instructor.

## **Scoring Guides SPED 5260**

### **Transition Planning Project**

Total points = 200

Develop a Transition Plan using an assigned case study or an individual you have chosen. The Futures Plan and Self-Determination Unit content must be incorporated into the Plan. The Plan should be comprehensive and utilize the effective practices presented in class. A scoring guide and relevant IEP forms will be provided.

- Invitation Letter 5
- Age of Majority Letter 5
- Assessment 20
- Present Level of Performance 10
- Form C – Top 20
- Goals/Objectives 45
- Data Sheets 20
- Action Plans 45
- Form C – Bottom 20
- Portfolio 10

**Total Points available 200**

Late project -50

### **Futures Plan**

Total points = 100

Using the assigned case study or an individual you have chosen, complete the following:

- Personal profile 10
- Living arrangements 20
- Employment/Training 20
- Education 20
- Fun 20
- Other Supports Needed 10

**Total Points 100**

Late project -25

### **Self-Determination Unit Plan**

Total Points = 50

Design a five lesson unit of instruction on self-determination. The format required is a unit sketch and does not contain all in depth features of a detailed lesson plan.

- Observable and measurable learner objectives for each lesson 15
- Age and individually appropriate instructional activities 5
- Detailed teaching steps for each lesson 15
- Plan for lesson evaluation 10
- Lessons follow a logical sequence 5

**Total Points 50**

Late project -13

### **Adult Agency Presentation**

Total Points = 25

Contact one adult service provider and obtain required information presented in class. Provide a presentation of no more than 5 minutes. Presentations will be scored accordingly:

- Delivery 5
  1. Interesting
  2. Presented – not read
  3. Within timeframe
- Content 10
  1. Agency, Brief history, Type of organization, Address
  2. Geographic area served, Hours of operation, Clients served
  3. Services provided, Eligibility determination, Programs offered, Costs, How funded, Misc. info -- Waiting list?, Appeal process?, Brochure?
  4. Link to IEP and Transition Planning Process 5
- Organization 5
  1. Clear/Concise
  2. Informative
  3. Logical

**Total Points 25**

Late project -6

### **Adult Agency Written Report**

Total Points = 25

Late report -6

Prepare a one-page type-written report which contains all required components in the required format. Provide each class member with a 3-hole punched copy of the report on the night of your presentation.

### **Written Report**

Agency name and address 1  
Brief history of the agency 1

Hours of operation	1
Type of organization	1
Geographic area	1
Clients served/Eligibility determination	3
Programs offered	4
Costs/How funded	2
Linkage to IEP and Transition Planning Process	10
Other pertinent info	1