



Course Syllabus

<b>COURSE NUMBER: SPED 5260</b>	<b>COURSE TITLE: Career Preparation for Students with Special Needs</b>	<b>TERM: Fall 2007</b>
<b>SITE:</b>	<b>INSTRUCTOR CONTACT INFORMATION:</b> Sheri Menscher 314-566-5013 Sherimenscher83@webster.edu sherimensch@aol.com	<b>CREDIT HOUR S: 3</b>

- 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	Special education graduates use up-to-date research to plan and design an effective	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>designed to provide support for individuals in deciding appropriate career paths and long range goals.</p>	<p>teaching and learning 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</p>	<p>Special education</p>	

knowledge of types of supports and adult service providers that provide services for individuals with disabilities.	graduates are reflective practitioners, knowledgeable about professional resources and committed to the ethical standards of the profession.	CC4S6, GC4S8, SOE Goals 3.4,4.1,4.4 SOE Dispositions 2.1,2.2,2.3, 2.4,3.3 MO-STEP 3.4,10.4,
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-STEP 10.3,7.2,7.1
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.

**WEEK 1:**

**INTRODUCTIONS AND COURSE OVERVIEW**

**ADULT AGENCY SELECTION**

**FUTURES PLAN**

**WEEK 2:**

**SELF-DETERMINATION  
SELF-DETERMINATION UNIT OUTLINE**

**CAREER EDUCATION**

**WEEK 3:**

**TRANSITION PLANNING IN THE IEP**

**ASSIGNMENT DUE: FUTURES PLAN  
ADULT AGENCY PRESENTATIONS**

**WEEK 4:**

**TRANSITION PLANNING IN THE IEP**

**ASSIGNMENT DUE: SELF-DETERMINATION  
UNIT OUTLINE  
ADULT AGENCY PRESENTATIONS**

**WEEK 5**

**TRANSITION PLANNING IN THE IEP**

**ADULT AGENCY PRESENTATIONS**

**WEEK 6:**

**IDENTIFYING CAREER PATHS,  
MENTORING, JOB SHADOWING,  
EMPLOYMENT SUPPORTS**

**ADULT AGENCY PRESENTATIONS**

**WEEK 7:**

**LIFE SKILLS INSTRUCTION**

**ASSIGNMENT DUE: TRANSITION  
PLANNING PROJECT  
ADULT AGENCY PRESENTATIONS**

**WEEK 8:**

**WORKING WITH FAMILIES  
COLLABORATION**

**5. EVALUATION:**

<b>Assessments</b>	<b>Links to Course Outcomes</b>	<b>Percentage of Grade</b>
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Transition Planning Project	#1, #2, #4	200 /500
Futures Plan	#5, #6	100/500
Self-Determination Unit	#2,#3	50/500
Adult Agency Written Report/Presentation	#5	50/500
Class Attendance	#7	50/500
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. Students who miss two or more classes of an 8-week class are advised to withdraw; a NC may be issued for the

course. Late assignments will receive deductions as further indicated in this syllabus.

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.

<input type="checkbox"/>	Invitation Letter	5
<input type="checkbox"/>	Age of Majority Letter	5
<input type="checkbox"/>	Assessment	20
<input type="checkbox"/>	Present Level of Performance	10
<input type="checkbox"/>	Form C – Top	20
<input type="checkbox"/>	Goals/Objectives	45
<input type="checkbox"/>	Data Sheets	20
<input type="checkbox"/>	Action Plans	45
<input type="checkbox"/>	Form C – Bottom	20
<input type="checkbox"/>	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:

<input type="checkbox"/>	Personal profile	10
<input type="checkbox"/>	Living arrangements	20
<input type="checkbox"/>	Employment/Training	20

<input type="checkbox"/> Education	20
<input type="checkbox"/> Fun	20
<input type="checkbox"/> Other Supports Needed	10
<b>Total Points</b>	<b>100</b>
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.

<input type="checkbox"/> Observable and measurable learner objectives for each lesson	15
<input type="checkbox"/> Age and individually appropriate instructional activities	5
<input type="checkbox"/> Detailed teaching steps for each lesson	15
<input type="checkbox"/> Plan for lesson evaluation	10
<input type="checkbox"/> Lessons follow a logical sequence	5
<b>Total Points</b>	<b>50</b>
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:

<input type="checkbox"/> Delivery	5
1. Interesting	
2. Presented – not read	
3. Within timeframe	
<input type="checkbox"/> 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
<input type="checkbox"/> Organization	5
1. Clear/Concise	
2. Informative	
3. Logical	
<b>Total Points</b>	<b>25</b>
Late project	-6

### **Adult Agency Written Report**

Total Points = 25

Late report	-6
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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

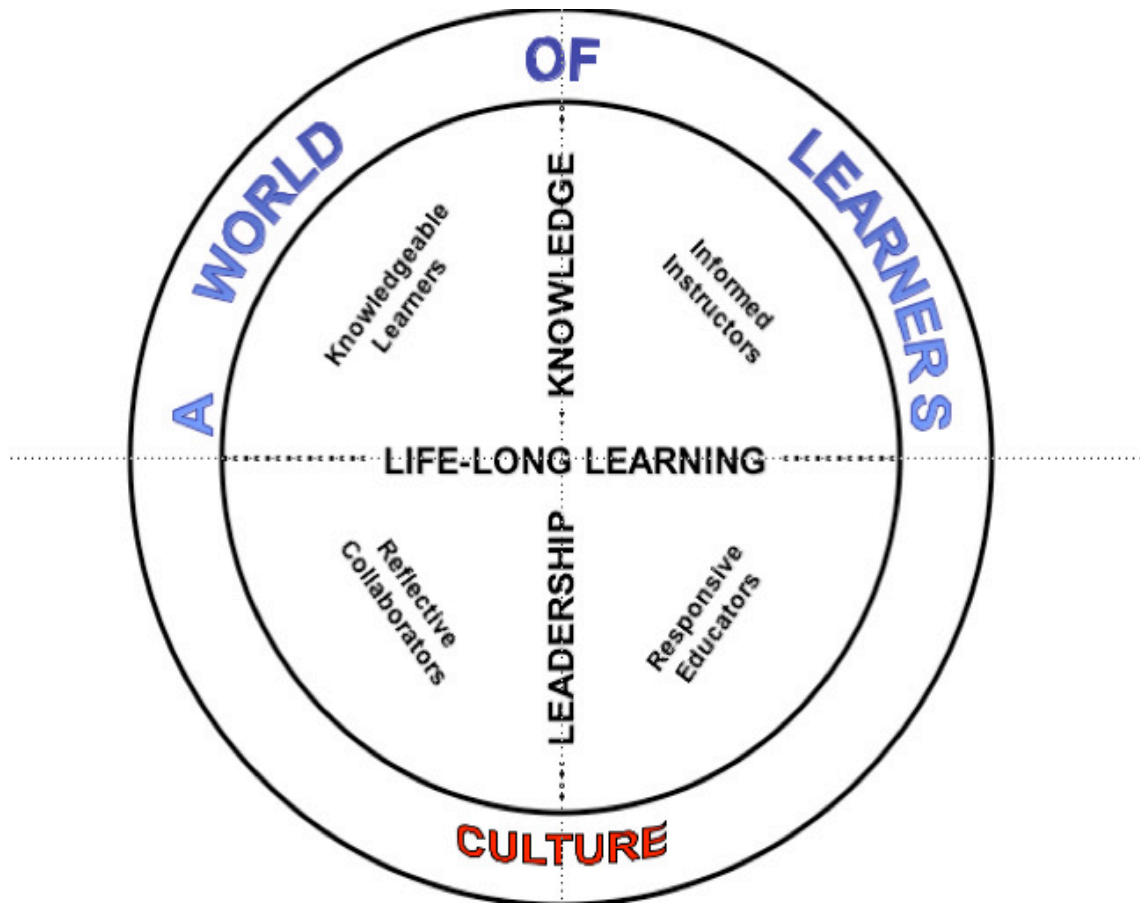
## **WEBSTER UNIVERSITY**

### **SCHOOL OF EDUCATION**

**Vision:** “. . . We all must work to make this world worthy of its children.” (Casals, 1970)

**Mission:** The School of Education at Webster University provides its students with the knowledge, experiences, and practical tools that help them guide both themselves and others toward lifelong learning. The School of Education is a community of educator-scholars who apply critical reflections and creative energies to enhance learning in schools and other educational settings. The faculty strives to support this community by modeling effective teaching practices based on sound theory and research. Personalized approaches create a challenging, yet supportive environment that permits the risk-taking necessary for learning and growth. The School of Education encourages its faculty and students to work actively toward this end, keeping in mind that action must be rooted in visionary, yet realistic, thinking. This thought and action process underscores the development of an inner-directed self-understanding, an outer-directed global perspective, and an appreciation of human diversity that arises from both.

**Theme:** Developing a world of learners through knowledge, leadership, and life-long learning.



The mandala is a universal design that represents meaning. It appears in children’s early drawings in many cultures and seems a fitting symbol to represent the conceptual schema of the School of Education. The outer circle is the “world of learners” in cultural settings. Each quadrant represents one of the school’s four goals for its candidates: to develop knowledgeable learners, informed instructors, reflective collaborators, and responsive educators. The two axes represent the theme components of knowledge, leadership, and life-long learning. These lines are broken to emphasize the fluid relationship of the goals and integrated concepts.

## Goals

1. Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.

### The knowledgeable learner:

- 1.1 knows content that supports conceptual understanding;

- 1.2 applies tools of inquiry to construct meaningful learning experiences;
  - 1.3 identifies developmental factors in student learning; and
  - 1.4 understands theoretical principles of effective instruction to plan learning experiences.
2. Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.  
The informed instructor:
    - 2.1 designs curriculum based on students' prior knowledge, learning styles, strengths, and needs;
    - 2.2 understands and uses a range of instructional strategies;
    - 2.3 uses a variety of communication modes, media, and technology to support student learning; and
    - 2.4 employs a variety of formal and informal assessments to monitor learning and modify instruction.
3. Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities.  
The reflective collaborator:
    - 3.1 values and integrates reflection to grow as a professional;
    - 3.2 promotes communication and collaboration with colleagues, families, and community leaders;
    - 3.3 seeks relationships with families and students to support student learning; and
    - 3.4 initiates change that benefits students and their families.
4. Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.  
The responsive educator:
    - 4.1 understands and responds appropriately to issues of diversity
    - 4.2 acknowledges social and cultural contexts to create effective teaching and learning environments;
    - 4.3 adapts instruction to the learner's knowledge, ability, and background experience; and
    - 4.4 identifies resources for specialized services when needed.

## **Dispositions:**

There are various definitions of dispositions. The dictionary suggests that dispositions are the combination of traits revealed by one's habitual ways of behaving or thinking. NCATE defines dispositions as "the values, commitments and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth." (Professional Standards, p. 53) Interpreting and assessing dispositions is often more intuitive than it is descriptive and measurable. Regardless of the difficulty of assessment, there is significant value in focusing attention on qualities that make an effective teacher.

1. Understands and Respects Self
  - 1.1 Understands and respects that s (he) may be different from others
  - 1.2 Embraces an openness to change (adaptability, flexibility)
  - 1.3 Exhibits curiosity
  - 1.4 Engages in reflection
  
2. Understands and Respects Others
  - 2.1 Understands, respects, and responds appropriately to diversity in a variety of settings
  - 2.2 Exhibits empathy
  - 2.3 Commits to fairness and honesty
  - Listens respectfully to other points of view
  
3. Understands and Respects Professional Communities
  - 3.1 Commits to professional behavior in university and school cultures
  - 3.2 Practices informed decision-making in university and school cultures
  - 3.3 Communicates and collaborates in university and school cultures
  - 3.4 Accepts academic rigor (willingness to work/ high expectations)
  - 3.5 Affects change with courage and confidence

## Missouri Standards for Teacher Education Programs (MoSTEP)

MoSTEP Standards	Performance Indicators
<p><b>The pre-service teacher understands the central concepts, tools of inquiry and structure of the disciplines(s) within the context of a global society and creates learning experiences that make these aspects of subject matter meaningful for students.</b></p>	<p>1.2 presents the subject matter in multiple ways            1.3 uses students' prior knowledge            1.4 engages students in the methods of inquiry used in the discipline            1.5 creates interdisciplinary learning</p>
<p><b>Standard 2. The pre-service teacher understands how student learn and develop, and provides learning opportunities that support the intellectual, social, and personal development of all students.</b></p>	<p>2.1 knows and identifies child/adolescent development            2.2 strengthens prior knowledge with new ideas            2.3 encourages student responsibility            2.4 knows theories of learning</p>
<p><b>Standard 3. The pre-service teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.</b></p>	<p>3.1 identifies prior experience, learning styles, strengths, and needs            3.2 designs and implements individualized instruction based on prior experience, learning styles, strengths, and needs            3.3 knows when and how to access specialized services to meet students' needs            3.4 connects instruction to students' prior experiences and family, culture, and community</p>
<p><b>Standard 4. The pre-service teacher recognizes the importance of long-range planning and curriculum development and develops, implements, and evaluates curriculum based upon student, district, and state performance standards.</b></p>	<p>4.1 selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction (e.g. encourages exploration and problem solving, building new skills from those previously acquired)            4.2 creates lessons and activities that recognize individual needs of diverse learners and variations in learning styles and performance.            4.3 evaluates plans relative to long and short-term goals and adjust them to meet student needs and to enhance learning</p>

<b>MoSTEP Standards</b>	<b>Performance Indicators</b>
<p><b>Standard 5. The pre-service teacher uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.</b></p>	<p>5.1 selects alternative teaching strategies, materials, and technology to achieve multiple instructional purposes and to meet student needs</p> <p>5.2 engages students in active learning that promotes the development of critical thinking, problem solving, and performance capabilities</p>
<p><b>Standard 6. The pre-service teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.</b></p>	<p>6.1 knows motivation theories and behavior management strategies and techniques</p> <p>6.2 manages time, space, transitions, and activities effectively</p> <p>6.3 engages students in decision making</p>
<p><b>Standard 7. The pre-service teacher models effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.</b></p>	<p>7.1 models effective verbal/ non-verbal communication skills</p> <p>7.2 demonstrates sensitivity to cultural, gender, intellectual, and physical ability differences</p> <p>7.3 supports and expands learner expression in speaking, writing, listening, and other media</p> <p>7.4 uses a variety of media communication</p>

<b>MoSTEP Standards</b>	<b>Performance Indicators</b>
<p><b>Standard 8. The pre-service teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.</b></p>	<p>8.1 employs a variety of formal and informal assessment techniques (e.g. observations, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, authentic assessments, and standard tests) to enhance and monitor her or his knowledge of learning, to evaluate student progress and performance, and to modify instructional approaches and learning strategies</p> <p>8.2 uses assessment strategies to involve learners in self-assessment activities, to help them become aware of their learning behaviors, strengths, needs and progress, and to encourage them to set personal goals for learning</p> <p>8.3 evaluates the effect of class activities on both individual and the class as a whole, collecting information through observation of classroom instructions, questioning, and analysis of student work</p> <p>8.4 maintains useful records of student work and performances and can communicate student progress knowledgeably and responsibly, based on appropriate indicators, to student, parents, and other colleagues</p>
<p><b>Standard 9. The pre-service teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. This reflective practitioner actively seeks out opportunities to grow professionally and utilizes the assessment and professional growth to generate more learning for more students.</b></p>	<p>9.1 applies a variety of self-assessment and problem-solving strategies reflecting on practice, their influences on students' growth and learning, and the complex interactions between them</p> <p>9.2 uses resources available for professional development</p> <p>9.3 practices professional ethical standards</p>

<b>MoSTEP Standards</b>	<b>Performance Indicators</b>
<p><b>Standard 10. The pre-service teacher fosters relationships with school colleagues, parents, and educational partners in the larger community to support learning and well-being.</b></p>	<p>10.1 participates in collegial activities designed to make the entire school a productive learning environment</p> <p>10.2 talks with and listens to students, is sensitive and responsive to signs of distress, and seeks appropriate help as needed to solve students' problems</p> <p>10.3 seeks opportunities to develop relationships with the parents and guardians of students, and seeks to develop cooperative partnerships in support of student learning and well-being</p> <p>10.4 identifies and uses the appropriate school personnel and community resources to help students reach their full potential</p>

MoSTEP Standards	Performance Indicators
<p><b>Standard 11. The pre-service teacher understands the theory and application of technology in educational settings and has technological skills to create meaningful learning opportunities for all students.</b></p>	<p>11.1 demonstrates continual growth in the uses and troubleshooting of current and emerging computer technologies to run software; to access, generate, and manipulate data; and to publish results.</p> <p>11.2 applies current research on teaching and learning with technology to plan and deliver developmentally appropriate learning opportunities that integrate a variety of software, applications, and learning tools (e.g., graphing calculators, languages translators, scientific probe-ware, musical composition software, electronic maps, etc.) to support the diverse needs of learners.</p> <p>11.3 identifies, locates, explores, and evaluates for accuracy and suitability, computer/technology resources including applications, tools, educational software, and associated documentations. Designs and utilizes technology-enhanced, learner-centered classroom strategies and activities (including teaming and/or small group collaboration) to address the diverse needs of students. Facilitates technology-enhanced learning experiences that develop students' higher-order thinking skills, creativity, and problem-solving skills; content standards; and student technology standards.</p> <p>11.4 uses technology resources in assessing student learning of subject matter using a variety of assessment techniques to collect and analyze data, to interpret results, and to communicate findings to improve instructional practice and maximize student learning (including the use of technology resources for learning, communication, and productivity).</p> <p>11.5 uses technology resources to engage in ongoing professional development and lifelong learning. Continually evaluates and reflects on professional practice to make informed decisions regarding the use of technology in support of student learning. Uses technology to communicate</p>

## CEC Code of Ethics for Educators of Persons with Exceptionalities

1. Special education professionals are committed to developing the highest educational and quality of life potential of individuals with exceptionalities.
2. Special education professionals promote and maintain a high level of competence and integrity in practicing their profession.
3. Special education professionals engage in professional activities which benefit individuals with exceptionalities, their families, other colleagues, students, or research subjects.
4. Special education professionals exercise objective professional judgment in the practice of their profession.
5. Special education professionals strive to advance their knowledge and skills regarding the education of individuals with exceptionalities.
6. Special education professionals work within the standards and policies of their profession.
7. Special education professionals seek to uphold and improve where necessary the laws, regulations, and policies governing the delivery of special education and related services and the practice of their profession.
8. Special education professionals do not condone or participate in unethical or illegal acts, nor violate professional standards adopted by the Delegate Assembly of CEC.

The Council for Exceptional Children. (1993). CEC Policy Manual, Section Three, part 2  
(p. 4). Reston, VA: Author.