Note:

Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should <u>not</u> be used to purchase course materials.

COURSE SYLLABUS

EDUC 525
COLLABORATING FOR SUCCESSFUL TRANSITIONS

COURSE DESCRIPTION

A study of the characteristics of students with intellectual disabilities. Curriculum and techniques will be investigated to enable achievement of individual potential academically, socially, and functionally.

RATIONALE

The field of special education constantly evolves in the context of legal mandates, best practices, understandings of causation and planned instruction, and in services available for support. With IDEA 2004, a renewed focus has been placed in transitional practices for moving students from secondary environments to the worlds of work, independent living, and community living. This course seeks to use tried-and-true methods for developing successful transition plans (strategies and coordination) to meet individual student needs. The legal mandates and the Christian moral mandates are used as a foundation for such important work.

I. PREREQUISITE

For information regarding prerequisites for this course, please refer to the Academic Course Catalog.

II. REQUIRED RESOURCE PURCHASE

Click on the following link to view the required resource(s) for the term in which you are registered: http://bookstore.mbsdirect.net/liberty.htm

III. ADDITIONAL MATERIALS FOR LEARNING

A. Computer with basic audio/video output equipment

B. Internet access (broadband recommended)

C. Blackboard recommended browsers

D. Microsoft Office

IV. MEASURABLE LEARNING OUTCOMES

Upon successful completion of this course, the candidate will be able to:

A. Respond to critical issues in the field, such as current issues and definitions, assessment, diagnosis, and evaluation.

B.   Investigate historical foundations and classic studies, including major contributors, and draw preventative and treatment implications from this body of knowledge.

C.   Utilize and become familiar with consumer and professional organizations, publications, and journals relevant to this field.

D.   Relate basic programming (behavioral and academic) concepts and effective collaboration to the education of students with disabilities.

E.   Identify key transitional stages for persons with disabilities, and discuss related needs such as the need to learn social, life, and self-determination skills.

F.   Communicate professionally in written and oral form utilizing reliance on "people first" terminology.

G.   Apply biblical principles to the process of collaborating for successful transitions.

V.   VA DOE COMPETENCIES

A.   Collaboration

1.   Skills in consultation, case management, and collaboration, including:

   a.   Training, managing, and monitoring paraprofessionals.

   b.   Involvement of families in the education of their children with disabilities.

   c.   Understanding the standards of professionalism.

   d.   Cooperating with community agencies and other resource providers.

   e.   Models and strategies for promoting students' self-advocacy skills.

B.   Transitioning

1.   Skills in consultation, case management, and collaboration for students with varying degrees of disability severity, including:

   a.   Coordinate service delivery with general educators, related service providers, and other providers.

   b.   Awareness of community resources agencies and strategies to interface with community agencies when developing and planning IEPs.

   c.   Knowledge of related services and accommodations that pertain to postsecondary transitions that increase student access to postsecondary education and community resources.

   d.   Ability to coordinate and facilitate meetings involving parents, students, outside agencies, and administrators.

2.   Understand the difference between entitlement and eligibility for agency services as students move to the adult world including a basic

understanding of Social Security Income benefits planning, work incentive, Medicaid, and community independent living.

3. Recognize uses of technology and seek out technology at postsecondary settings that shall aid the student in their education, work, and independent living.

4. Recognize and plan for individual student potential and their capacity to meet high academic, behavioral, and social expectations and the impact of academic and social success on personal development:

   a. Knowledge of person-centered planning strategies to promote student involvement in planning

   b. Knowledge of generic skills that lead to success in school, work, and community, including time management, preparedness, social interactions, and communication skills.

5. Understand social skill development and the unique social skills deficits and challenges associated with disabilities:

   a. Assesses social skill strengths and needs;

   b. Plans and uses specialized social skills strategies.

6. Knowledge of use and implementation of vocational assessments to encourage and support students' self-advocacy and self-determination skills.

7. Knowledge of legal issues surrounding age of majority and guardianship.

C. Individualized Education Program implementation.

Apply knowledge of assessment and evaluation throughout the K–12 grade levels to:

1. Construct, use, and interpret a variety of standardized and nonstandardized data collection techniques, such as task analysis, observation, portfolio assessment, and other curriculum-based measures.

2. Make decisions about student progress, instruction, program, accommodations, placement, and teaching methodology for students with disabilities who are accessing the general education curriculum and the standards of learning.

3. Demonstrate the use of assessment, evaluation, and other information to develop and implement individual educational planning and group instruction with students with disabilities who are accessing the general education curriculum across the K–12 grade levels.

   a. Assessments and management of instruction and behavior.

   b. The ability to prepare students and work with families to promote successful student transitions throughout the educational experience to include postsecondary training, employment, and independent living that addresses an understanding of long-term planning, career

development, life skills, community experiences and resources, self-advocacy and self-determination, guardianship, and legal considerations.

VI. **COURSE REQUIREMENTS AND ASSIGNMENTS**

A. Textbook readings, selected journal articles, and lecture presentations

B. Course Requirements Checklist

After reading the Course Syllabus and Student Expectations, the candidate will complete the related checklist found in Module/Week 1.

C. Class Introductions

In Module/Week 1, the candidate will participate in an introduction discussion forum. The introduction thread should include a picture of the candidate alone and general biographical information about the candidate.

D. Field Experience Plan

The candidate will submit a paragraph, informing the instructor of the plan for the required 10-hour field experience, including the supervising school's/organization's name and other pertinent information.

E. Discussion Board Forums (6)

For each Discussion Board Forum, the candidate will post a thread of 400–500 words in answer to the prompt provided and post at least two replies of 200–250 words to other classmates' threads.

F. Analysis of Case Studies (3)

The candidate will analyze three case studies of high school students with special needs to determine needs, preferences, interests, strengths, and possible post-secondary goals.

G. edTPA Special Education (SPE) Practice Task 1

The candidate will provide context information for a focus learner with an individualized education plan. Based on a learning goal and baseline date for the focus learner, the candidate will complete 3-5 consecutive lessons (or learning segments), instructional materials, and assessment(s) using the templates provided in LiveText.

H. edTPA Special Education (SPE) Practice Task 3

The candidate will examine student work samples, daily assessment records and baseline data provided in LiveText in order to analyze the focus learner's progress toward reaching the lesson objectives for the learning goal.

I. Individualized Educational Plan (IEP)

The candidate will develop an IEP for a student with a disability by following the guidelines and documents provided in Blackboard.

J. Student Portfolio

The candidate will create a portfolio based upon a case study (include IEP, assessments given, skills checklist, etc.) To complete this assignment, refer, to the portfolio template provided in LiveText.

K.   Individualized Transition Plan (ITP)

The candidate will develop a transition plan based upon a case study outlining necessary transition planning for academic, social, vocational, and community skills.

L. Field Experience Report

The candidate will submit a 2–3-page field experience summary, as well as a Field Experience Evaluation and Field Experience Log as his/her Field Experience Report.

*All candidates must secure their own placement for this field experience. Candidates seeking field experience placements for this class in Lynchburg and surrounding counties must NOT contact schools, but seek placement in a community setting. A candidate completing field experience outside the Lynchburg area may make arrangements with a school or community organization.

**Employees of school systems may complete the experience in their place of work.

VII. COURSE GRADING AND POLICIES

A.   Points

Course Requirements Checklist	10
Class Introductions	0
DB Forums (6 at 25 points each)	150
Field Experience Plan	15
Case Study Analysis	60
edTPA SPE Practice Task 1	150
edTPA SPE Practice Task 3	75
Individualized Education Program (IEP)*	100
Student Portfolio*	100
Individualized Transition Plan (ITP)	200
Field Experience Report	150
Total	1010

*Benchmark Assignments for Development Portfolio—Turn in the rubric with each of these assignments (IEP and Student Portfolio). Submit as one document by attaching the rubric to the front of the document. Save copies of the rubric and assignments in your developmental portfolio.

B.   Scale

A = 940–1010   A- = 920–939   B+ = 900–919   B = 860–899   B- = 840–859

C+ = 820–839   C = 780–819   C- = 760–779   D+ = 740–759   D = 700–739

D- = 680–699   F = 0–679

C.   LiveText Submission Policy

Assignments that are to be submitted to LiveText must be submitted there in order to receive credit for them. This includes assignments that are also in Blackboard, including those submitted to SafeAssign.

D.   Disability Assistance

Students with a documented disability may contact Liberty University Online's Office of Disability Accommodation Support (ODAS) at LUOODAS@liberty.edu to make arrangements for academic accommodations. Further information can be found at www.liberty.edu/disabilitysupport.

If you have a complaint related to disability discrimination or an accommodation that was not provided, you may contact ODAS or the Office of Equity and Compliance by phone at (434) 592-4999 or by email at equityandcompliance@liberty.edu. Click to see a full copy of Liberty's Discrimination, Harassment, and Sexual Misconduct Policy or the Student Disability Grievance Policy and Procedures.

COURSE SCHEDULE

EDUC 525

Textbook: Flexer et al. (2013). *Transition planning for secondary students with disabilities*.

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1	Flexer et al.: chs. 1–2 1 presentation	Course Requirements Checklist Advising Guide quiz Class Introductions DB Forum 1 Field Experience Plan	10 0 0 25 15
2	Flexer et al.: chs. 3–4 1 presentation	DB Forum 2 Case Studies Analysis	25 60
3	Flexer et al.: chs. 5–6 Making good choices in sp ed	DB Forum 3 edTPA SPE Practice Task 1	25 150
4	Flexer et al.: ch. 7 1 presentation	DB Forum 4 edTPA SPE Practice Task 3	25 75
5	Flexer et al.: chs. 8–9 3 presentations	DB Forum 5 IEP	25 100
6	Flexer et al.: ch. 13 1 presentation 2 websites	DB Forum 6 Student Portfolio	25 100
7	Flexer et al.: chs. 11–12 2 presentations	ITP	200
8	Flexer et al.: ch. 10 2 presentations	Field Experience Report	150
		TOTAL	**1010**

DB = Discussion Board

NOTE: Each course module/week begins on Monday morning at 12:00 a.m. (ET) and ends on Sunday night at 11:59 p.m. (ET). The final module/week ends at 11:59 p.m. (ET) on **Friday**.