

University of Wisconsin-Eau Claire  
College of Education & Human Sciences  
Department of Special Education  
Eau Claire, WI 54702

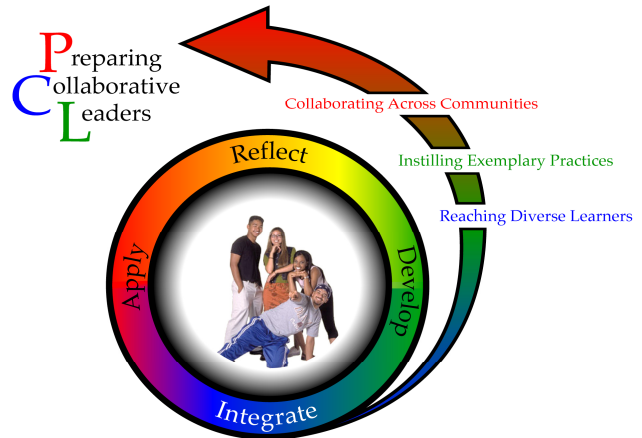
**SPED 416/616 – Career Education and Transition**

Spring, 2012

Tuesday, 6:00 – 8:40 p.m., HSS 226

**DATES: Feb. 14<sup>th</sup>, Feb. 21<sup>st</sup>, March 27<sup>th</sup>, and April 24<sup>th</sup>**

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Office Hours: As posted



EXCELLENCE AS A JOURNEY

**Definition of Collaborative Leadership:**

Collaborative leadership is the intentional and skillful management of relationships that enables others to succeed individually while accomplishing a collective outcome.

Collaborative leaders ably facilitate the involvement of two or more people in a group working toward a shared outcome in a manner that reflects collective ownership, authorship, use, or responsibility.

Collaboration is not the outcome or goal. Collaborations are processes that, when successful, align people's actions to accomplish a goal or solve a problem.

Collaborative leaders possess knowledge, skills, and dispositions that enable them to carry out leaderful actions such as optimizing assets, seeking new solutions, sustaining focus, promoting trust, or setting and monitoring goals and progress.

## Wisconsin Teacher Standards

To receive a license to teach in Wisconsin, an applicant shall complete an approved program and demonstrate proficient performance in **the knowledge, skills and dispositions**.

1. Teachers know the subjects they are teaching.
2. Teachers know how children grow.
3. Teachers understand that children learn differently.
4. Teachers know how to teach.
5. Teachers know how to manage a classroom.
6. Teachers communicate well.
7. Teachers are able to plan different kinds of lessons.
8. Teachers know how to test for student progress.
9. Teachers are able to evaluate themselves.
10. Teachers are connected with other teachers and the community.

### UW-Eau Claire Liberal Education Learning Goals and Learning Outcomes

#### Respect for Diversity Among People

- UW-Eau Claire students will develop skills and knowledge for living in a culturally pluralistic and globally interdependent world (Artifacts: discussion board postings and class discussions).

#### Creative and Critical Thinking

- UW-Eau Claire students will develop critical thinking skills that can be applied to a range of academic and social contexts. Critical thinking includes general and discipline specific skills and procedures for inquiry, analysis, and synthesis. Critical thinking also includes information literacy and quantitative literacy (Artifacts: field placement reflections, article summaries, and class discussions).
- UW-Eau Claire students will develop creative thinking skills that include creative expression and/or creative approaches to problem posing and problem solving (Artifacts: transition plans).

#### Effective Communication

- UW-Eau Claire students will write, read, speak, and listen effectively including application to civic and discipline specific contexts. Communicating effectively includes effective team work (Artifacts: transition plans).

#### Individual and Social Responsibility

- UW-Eau Claire students will develop skills and values for ethical reasoning and life-long learning (Artifacts: exams).
- UW-Eau Claire students will connect their knowledge and skills to social and civic contexts (Artifacts: discussion board postings and exams).

| Course Objectives   | WTS            | Artifacts   |
|---|----------------|---|
| 1. Describe and identify the career/vocational education needs of individuals with disabilities.  | 1              | Reflections on field experiences                        |
| 2. Cite relevant state and federal legislation relating to career, vocational, and transition programs for people with disabilities including Wisconsin's Statewide Transition Initiatives and the School-to-Work Initiatives and how they impact local educational agencies. | 1              | Exam and Study Questions                                |
| 3. Identify the problems and roadblocks confronting individuals with disabilities, parents, employers, and special education teachers.  | 10<br>CL       | Reflections on field experiences                        |
| 4. Describe the basic elements of career and transition programs for children and youth within disabilities.  | 1              | Study Questions   |
| 5. Become familiar with and use formal and informal measures that identify career/vocational/transition interests, aptitudes, abilities, and limitations of individuals with disabilities.  | 8<br>CL        | Administration of Transition Assessment                 |
| 6. Participate in and reflect on field experiences that focus on post-secondary environments and observe students within a general education environment.   | 1, 9, 10<br>CL | Reflections on field experiences<br>Teacher observation |
| 7. Observe a transition IEP for middle/secondary student and write appropriate goals  | 8<br>CL        | IEP reflection<br>Goal writing                          |
| 8. Develop and demonstrate an understanding of community-based services and how they are accessed for students with disabilities  | 7              | Reflections on field experiences                        |
| 9. Relate career/vocational/independent living skills objectives, strategies, and goals to the development of the IEP (including the transition planning).  | 7              | IEP Goals<br>Transition Plan                            |

**Required Text:** Course Packet - SPED 416/616 – Career Education and Transition

### Course Requirements and Assignments

**Class Activities** (10 points x 4 class periods = 40 points).

Based on the designated topic, students will complete an assignment/activity during class time **NOTE: If you are absent, you will not earn activity points for that week. These points cannot be made-up because they are embedded in course content and there are no alternate assignments.**

### Field Placement

You will be required to complete a secondary placement (high school level) in one of the following areas: LD, EBD, CD, or a combination of the three. You are required to complete a **minimum of 40 hours**. You must complete the following activities at your placement:

- Administer a transition related assessment and write a report/plan based upon findings (e.g., COPS Interest Inventory, interview questions). Assessment options will be discussed in class. Assessment report/plan is worth 40 points and a template is included in this syllabus.
- Submit an evaluation from your cooperating teacher with hour log documenting your placement (40 pts).
- Write a final reflection on your secondary experiences (15 pts).

*This is a professional experience and you will be representing the UWEC SPED Department. If CTs contact me regarding poor dispositional issues during placements (e.g. texting, talking on the phone, being late, not following directions, dress code, etc.) it will be discussed and dealt with by the entire SPED department. Dispositional issues in this placement could affect your opportunity to student teach.*

**Final Exam** (30 points).

One exam will be administered at the end of the semester. This test will cover readings, class lectures, and discussion material

**Graduate Students Only**

Develop a presentation for the class (approx 20 min.) that delves into a transition topic with more depth using research in the field (40 points total).

- Presentation – engaging, relevant, and informative (15 points)
- Informational handout for the class (5 points)
- A 3-4 page paper describing your topic and supported/cited with current research (20 pts)

**Attendance/Participation/Disposition**

In accordance with University expectations, enrollment in a class implies attendance at each class session. Daily attendance will be recorded. Attendance, as well as participation, is expected for all classes. If you choose to be absent, you are responsible for obtaining any notes and/or supplemental information from the missed class period (from your peers). In addition, any assignments due on the date of an absence must be turned in early. Absence from a class does not change the due date for an assignment. **Points will be deducted for late assignments at a rate of 10% per day beginning at class time on the due date.**

**Please note:**

- You must be prepared each week and actively engaged in lectures, presentations, and discussions to receive full credit. Lack of participation and/or distracting behaviors such as reading non-course related materials, sleeping in class, talking with peers, listening to music, using the Internet, or using any non-academic electronic devices during class will result in a loss of points.
- The use of laptops for any purpose other than SPED 416 note taking and/or related assignments will result in a deduction of points. The instructor will use their discretion to determine appropriate use of laptops in class.
- It is expected that the classroom will be **a safe and respectful learning environment**. Any behaviors contrary to this expectation will be considered a negative dispositional issue and addressed accordingly.
- **Points will be deducted for distracting/disrespectful behaviors and dispositional issues at a rate of 3 points per occurrence. Issues will be documented and recorded by the instructor with points being deducted from the final grade.**
  - It is your responsibility to make an appointment to meet with the instructor if you would like to discuss dispositional issues.

### Grading Policy

Grades will be determined by total points on the following percent scale.

**\*\*Final grades are not rounded up** – The Instructor may make the decision to round up (absolutely no more than .5%) based on perfect attendance, consistent/reflective participation and an exceptional student disposition.

|                                   |      |                                   |      |
|-----------------------------------|------|-----------------------------------|------|
| 94% and above of the total points | = A  | 75 - 79% of the total points      | = C  |
| 92 - 93% of the total points      | = A- | 73 - 74% of the total points      | = C- |
| 89 – 91% of the total points      | = B+ | 70 - 72% of the total points      | = D+ |
| 85 - 88% of the total points      | = B  | 66 - 69% of the total points      | = D  |
| 83 - 84% of the total points      | = B- | 64 - 65% of the total points      | = D- |
| 80 - 82% of the total points      | = C+ | Less than 64% of the total points | = F  |

#### Graduate Students

94% and above of the total points = A

64 - 73% of the total points = D

84 - 93% of the total points = B

Less than 64% of the total points = F

74 - 83% of the total points = C

**Note:** Graduate students should meet with me to discuss additional components to these course requirements. Class requirements and point totals may vary.

### Additional Course Information

#### **Academic Misconduct Policy**

Any academic misconduct in this course is a serious offense, and will be pursued through the strongest possible academic penalties for such behavior. The disciplinary procedures and penalties for academic misconduct are described on the UW-Eau Claire Dean of Students web site (<http://www.uwec.edu/dos/Codes/ch14.htm>) in Chapter UWS 14—Student Academic Disciplinary Procedures.

#### **Extra Credit**

There is no extra credit offered in this course.

#### **Assistance**

If you are having difficulty with aspects of the course, do not wait until the end of the semester. Arrange an appointment with Dr. Dalhoe as soon as you suspect difficulty.

#### **Accommodations**

Any student who has a disability and is in need of classroom accommodations should contact the instructor and the Services for Students with Disabilities Office.

#### **Working with Non-Native Speakers**

To determine eligibility for accommodations, English proficiency is evaluated by the Academic Skills Center (for U. S. permanent residents/citizens) or by the Department of Foreign Languages (for international students). Students approved for the accommodation are given a verification form to present to their course instructors.

**Tentative Course Calendar for SPED 416/616**

**NOTE: This calendar is subject to change at the discretion of the instructor.**

| <b>Date</b>   | <b>Topic</b>  | <b>Reading/Assignment</b>  |
|---|---|--|
| 1/24  | <ul style="list-style-type: none"> <li>➤ Introduction to Course (w/ SPED 434)               <ul style="list-style-type: none"> <li>○ Review Syllabus</li> <li>○ Discuss Placements</li> </ul> </li> </ul> |  |
| 1/31  |   |  |
| 2/7   |   |  |
| 2/14  | <ul style="list-style-type: none"> <li>➤ Transition Legislation and Planning</li> </ul>   |  |
| 2/21  | <ul style="list-style-type: none"> <li>➤ Self Determination and Assessment</li> </ul>   | <ul style="list-style-type: none"> <li>• Reading From Course Packet:               <ul style="list-style-type: none"> <li>○ <i>Opening Doors to Self-Determination Skills</i></li> <li>○ CEC – <i>Age Appropriate Assessments</i></li> <li>○ Review the “<i>Quick Book of Transition Assessments</i>”</li> </ul> </li> </ul> |
| 2/28  |   |  |
| 3/6   |   |  |
| 3/13  |   |  |
| <b>3/20</b>   | <b><i>Spring Break</i></b>  |  |
| 3/27  | <ul style="list-style-type: none"> <li>➤ Instruction, Student Outcomes, and the IEP</li> </ul>  | <ul style="list-style-type: none"> <li>• From Course Packet:               <ul style="list-style-type: none"> <li>○ <i>WI Post High School Outcomes Survey</i></li> <li>○ NICHCY – <i>Helping Students Develop Their IEP</i></li> <li>○ NICHCY – <i>A Student’s Guide to the IEP</i></li> </ul> </li> </ul>                  |
| 4/3   |   |  |
| 4/10  |   |  |
| 4/17  | <b>**Inclusion Activity with SPED 300**</b><br><i>The remainder of the class will be SPED 434</i>   |  |
| 4/24  | <ul style="list-style-type: none"> <li>➤ Collaborative Services and Transition to Post-Secondary Education</li> </ul>   | <ul style="list-style-type: none"> <li>• From Course Packet:               <ul style="list-style-type: none"> <li>○ <i>Opening Doors to Employment</i></li> <li>○ <i>Opening Doors to Postsecondary Education and Training</i></li> </ul> </li> </ul>  |
| 5/1   |   | <b>DUE:</b> Transition Assessment Report and Plan  |
| 5/8   |   | <b>DUE:</b> Final Reflection (in D2L Drop Box)   |
| <b>Final Exam: Tuesday, May 15<sup>th</sup> @ 7:00 pm</b> |   |  |