"Preparing Professionals for Changing Educational Contexts"

Syllabus
Department of Special Education
College of Education, University of Nevada Las Vegas

<table>
<thead>
<tr>
<th>I. Prefix &amp; Number</th>
<th>ESP 414-1/EDWF 492A</th>
</tr>
</thead>
<tbody>
<tr>
<td>II. Title</td>
<td>Vocational and Career Education for Persons with Disabilities in Transition</td>
</tr>
<tr>
<td>III. Credits</td>
<td>3 semester hours</td>
</tr>
<tr>
<td>IV. Semester</td>
<td>Spring 2010</td>
</tr>
<tr>
<td>V. Instructor</td>
<td>William Garnett</td>
</tr>
<tr>
<td>VI. Office/Phone/Email</td>
<td>CEB 147; Phone: 895-1106 <a href="mailto:garnettw@unlv.nevada.edu">garnettw@unlv.nevada.edu</a></td>
</tr>
<tr>
<td>VII. Class Time/Location</td>
<td>Wednesdays 7:00-9:45pm; CEB 218</td>
</tr>
<tr>
<td>VIII. Office Hours</td>
<td>Mon. 1-4; Wed. 1-4, or by appointment.</td>
</tr>
<tr>
<td>IX. Prerequisites</td>
<td>None</td>
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<tr>
<td>X. Course Description (Course Introduction)</td>
<td>This course will provide an overview of contemporary legislation, polices, methods and service delivery for secondary education and transitional programming for students with mild and moderate disabilities at the secondary level.</td>
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</tbody>
</table>

**Standards Addressed:**

- Standard #1: Foundations
- Standards #2: Development and Characteristics of Learning
- Standard #3: Individual Learning Difference
- Standard #4: Instructional Strategies
- Standard #5: Learning Environments and Social Interactions
- Standard #6: Language
- Standard #7: Instructional Planning
- Standard #8: Assessment
- Standard #9: Professional and Ethical Practice
- Standard #10: Collaboration

**CEC Knowledge Objectives and Related Standards**

Upon completion of this course students will be able to:

1. **Foundations**
   1. Rights and responsibilities of students, parents, teachers, and other professionals, and school, related to exceptional learning needs. (CC1K4)
   2. Family systems and the role of families in the educational process. (CC1K7)
   3. Potential impact of differences in values, languages, and customs that can exist between the home and school. (CC1K10)
   4. Historical foundations of national transition initiatives, classic studies, major contributions, major contributors, major legislation, and current issues related to theoretical and applied models of transition. (GC1K3, TS1-K1, TS1-K3)
5. The legal, judicial, and educational systems to assist individuals with disabilities and transition related laws and policies. (GC1K4, TS1-K2)
6. Continuum of placement and services available for individuals with disabilities. (GC1K5)
7. Research on relationships between individual outcomes and transition practices (TS1-K4)
8. Procedures and requirements for referring individuals to community services agencies (TS1-K5)

2. Development and Characteristics of Learning
   1. Characteristics and effects of the cultural and environmental milieu of the individual with exceptional learning needs and the family. (CC2K3)
   2. Similarities and differences of individuals with or without exceptional learning needs. (CC2K5)
   3. Similarities and differences among individuals with exceptional learning needs. (CC2K6)
   4. Implications of individual characteristics with respect to post-school outcomes and support needs (TS2-K1).

3. Individual Learning Difference
   1. Effects an exceptional condition(s) can have on an individual’s life. (CC3K1)
   2. Impact of learners’ academic and social abilities, attitudes, interests, and values on instruction and career development. (CC3K2)
   3. Variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with exceptional learning needs, family, and schooling. (CC3K3)

4. Instructional Strategies
   1. Sources of specialized materials, curricula, and resources for individuals with disabilities. (GC4K1)
   2. Strategies for integrating student-initiated learning experiences into ongoing instruction. (GC4K5)
   3. Methods for guiding individuals in identifying and organizing critical content in transition. (GC4K7)
   4. Methods for providing community-based education for individuals with exceptional learning needs. (TS4-K1)
   5. Methods for linking academic content to transition goals. (TS4-K2)
   6. Strategies for involving families and individuals with the exceptional learning needs transition planning and evaluation (TS4-K3)

5. Learning Environments and Social Interaction
   1. Teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs. (CC5K4)
   2. Social skills needed for education and other environments. (CC5K5)
   3. Strategies for preparing individuals to live harmoniously and productively in a culturally diverse world. (CC5K7)
   4. Barriers to accessibility and acceptance of individuals with disabilities. (GC5K1)
   5. School and post-school services available to specific populations of individuals with exceptional learning needs. (TS5-K1)

6. Language
   1. Ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding. (CC6K3)

7. Instructional Planning
   1. Vocational education methods, models, and curricula (TS7-K2)
   2. Job seeking and job retention skills identified by employers as essential for successful employment. (TS7-K1)
   3. Model career, vocational, and transition programs for individuals with disabilities. (GC7K2)
   4. Range of post-school options within specific outcome areas. (TS7-K3)
8. Assessment
   1. Formal and informal approaches for identifying student’s interests and preferences related to educational experiences and post-school goals. (TS8-K1)

9. Professional and Ethical Practice
   1. Importance of the teacher serving as a model for the individuals with exceptional learning needs. (CC9K2)
   2. Methods to remain current regarding research-validated practice. (CC9K4)
   3. Scope and role of transition specialist. (TS9-K1)
   4. Scope and role of agency personnel related to transition services. (TS9-K2)
   5. Organizations and publications relevant to the field of transition. (TS9-K3)

10. Collaboration
    1. Transition planning strategies that facilitate input from team members, including individuals with exceptional needs and parents. (TS10-K1)
    2. Roles of individuals with exceptional learning needs, families, and school and community personnel in planning of an individualized program. (CC10K2)
    3. Concerns of the families of individuals with exceptional learning needs and strategies to help address these concerns. (CC10K3)
    4. Culturally responsive factors that promote effective communication and collaboration with individuals with exceptional learning needs, families, school personnel, and community members. (CC10K4)
    5. Roles of professional groups and referral agencies in identifying, assessing, and providing services to individuals with disabilities. (GC10K3)

CEC Performance (Skills) Objectives and Related Standards

1. Individual Learning Difference
   1. Relate levels of support to the needs of the individual. (GC3S1)

2. Instructional Strategies
   1. Use strategies to facilitate integration into various settings. (CC4S1)
   2. Teach individuals to use self-assessment, problem-solving, and other cognitive strategies to meet their needs. (CC4S2)
   3. Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional needs. (CC4S3)
   4. Use procedures to increase the individual’s self-awareness, self-management, self-control, self-reliance, and self-esteem. (CC4S5)
   5. Use strategies that promote successful transitions for individuals with exceptional learning needs. (CC4S6)
   6. Methods for linking academic content to transition goals. (GC4S1)
   7. Use strategies from multiple theoretical approaches for individuals with disabilities. (GC4S2)
   8. Resources and techniques used to transition individuals with disabilities into and out of school and post-school environments. (GC4S8)

3. Learning Environments and Social Interaction
   1. Identify supports needed for the integration into various program placements. (CC5S3)
   2. Establish and maintain rapport with individuals with or without special needs. (CC5S7)
   3. Teach self-advocacy and using support systems to facilitate self-advocacy in transition planning. (CC5S8, TS5-S2)
   4. Create an environment that encourages self-advocacy and increased independence. (CC5S9)
   5. Provide instruction in community-based settings. (CC5S12)
   6. Identify and facilitate modifications within the work and community environments. (TS5-S1)
   7. Plan instruction in a variety of educational settings. (GC5S1)
4. Instructional Planning
1. Identify and prioritize areas of the general curriculum and accommodations for individuals with exceptional learning needs. (CC7S1)
2. Development and implement comprehensive, longitudinal individualized programs in collaboration with team members. (CC7S2)
3. Involve the individual and family in setting instructional goals and monitoring progress. (CC7S3)
4. Integrate affective, social, and like skills with academic curricula. (CC7S7)
5. Develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences. (CC7S8)
6. Incorporate and implement instructional and assistive technology into the educational program. (CC7S9)
7. Plan and implement age- and ability-appropriate instruction for individuals with disabilities. (GC7S3)
8. Design and implement instructional programs that address independent living and career education for individuals. (GC7S6)
9. Design and implement, and evaluate instructional programs that enhance social participation across environments. (GC7S8)
10. Range of post-school options within specific outcome areas. (TS7-S1)
11. Develop post-school goals and objectives, using interests and preferences of the individual. (TS7-S4)
12. Ensure inclusion of transition-related goals in the educational program plan. (TS7-S3)
13. Arrange and evaluate instructional activities in relation to postsecondary goals. (TS7-S2)

5. Assessment
1. Gather relevant background information. (CC8S1)
2. Administer and interpret nonbiased formal and informal assessments. (CC8S2, CC8S5)
3. Formal and informal approaches for identifying student’s interests and preferences related to educational experiences and post-school goals. (TS8-S3)
4. Use assessment information in making eligibility, programs, and placement decisions for individuals with exceptional learning needs, including those form culturally and/or linguistically diverse backgrounds. (CC8S6, TS8-S5)
5. Use and interpret results of career and vocational assessments using effective communication for individuals, families, and professionals. (CC8S7, TS8-S2)
6. Match skills and interests of the individuals to skills and demands required by vocational and post-school settings. (TS8-S1)

6. Professional and Ethical Practice
1. Demonstrate commitment to develop the highest educational and quality-of-life in the practice of the profession. (CC9S5)
2. Conduct self-evaluation of instruction. (CC9S9)

7. Collaboration
1. Transition planning strategies that facilitate input from team members, including individuals with exceptional needs and parents. (CC10S4)
2. Maintain confidential communication about individuals with exceptional learning needs. (CC10S1)
3. Collaborate with families and others in assessment of individuals with exceptional learning needs. (CC10S2)
4. Communicate effectively with families of individuals with exceptional learning needs from diverse backgrounds. (CC10S10)
5. Use local community, and state and provincial resources to assist in programming with individuals with disabilities. (GC10S1)
6. Collaborate with team members to plan transition to adulthood that encourages full community participation. (GC10S4)
7. Provide information to families about transition education, services, support networks, and post-school outcomes. (TS10-S2)
8. Assure individual, family, and agency participation in transition planning and implementation. (TS10-S9)
CEC Disposition Objectives and Related Standards
1. Values and respects the role of students as partners (and directors, if possible) in making choices about their education
2. Respects the legal and ethical issues in transition planning.
3. Values student strengths
4. Holds high expectations for all learners
5. Values respectful communication with others
6. Values the role of assessment data for making educational and transition decisions
7. Values the importance of professional growth through inquiry, research, and membership in professional organizations.

XII. RESULTS

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

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Related CEC Standards</th>
<th>Assignment/Evaluation</th>
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</thead>
<tbody>
<tr>
<td>1. Demonstrate understanding of transition law and policies and current issues in transition planning.</td>
<td>CC1K4, CC1K7, GC1K3, GC1K4, GC1K5, CC7K3, TS1-K1, TS1-K3, TS1-K2, TS1-K5, TS1-K4</td>
<td>Lecture</td>
</tr>
<tr>
<td>2. Identify implications of individual characteristics, including cultural and ability level, with respect to post-school outcomes and support needs.</td>
<td>CC1K10, CC2K3, CC2K5, CC2K6, CC3K1, CC3K2, CC3K3, CC6K3, GC7S3, CC10K4, TS2-K1</td>
<td>Transition Report</td>
</tr>
<tr>
<td>3. Identify research-based instructional strategies, resources, and materials used to transition individuals with disabilities into and out of school and post-school environments.</td>
<td>CC4S2, CC4S6, GC4S1, GC4S2, GC4S8, CC7K1, CC9K4 TS4-K1 TS4-K2 TS7-K3, TS7-S1 TS9-K3</td>
<td>Resource List</td>
</tr>
<tr>
<td>4. Identify support systems that promote self-determination and integration in to community and work environment.</td>
<td>GC3S1, GC4K5, CC5S3, CC5S7, GC5S4, CC7S9, CC7S14 TS5-S2</td>
<td>In-class activity</td>
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<tr>
<td>5. Describe vocational and career education methods, models and curricula.</td>
<td>CC5S8, CC5S9 TS7-K2 TS7-K1</td>
<td>Resource List</td>
</tr>
<tr>
<td>6. Describe education methods, models, and curricula for transition domains other than vocational and career, including independent living and preparation for post-secondary education.</td>
<td>GC4K1, GC4K7, CC4S5, CC5K5, GC5S1, CC7S7, GC7S6 TS5-S1 TS7-S2</td>
<td>Resource List</td>
</tr>
<tr>
<td>7. Administer and interpret informal and formal transition assessments.</td>
<td>CC8K1, CC8K2, CC8K4, CC8S1, CC8S2 TS8-K1, TS8-S3 TS8-S5 TS8-S2 TS8-S1</td>
<td>Transition Report</td>
</tr>
<tr>
<td>8. Write a transition IEP based on student preferences and interests and current transition assessments.</td>
<td>CC5S12, GC7K2, CC7S1, CC7S2, CC7S3, GC7S8, CC8S5, CC8S6, CC8S7, CC9S5, CC9S9, CC9S11, CC10S1, CC10S2 TS7-S3</td>
<td>Transition IEP</td>
</tr>
<tr>
<td>9. Describe the role of teachers, transition specialists, and community agencies related to transition services.</td>
<td>CC5K4, GC5K1, CC9K2, CC10K2, GC10K3 TS5-K1 TS9-K1 TS9-K2</td>
<td>In-class activity</td>
</tr>
<tr>
<td>10. Implement strategies that facilitate individual, family, school, and community agency collaboration in transition planning and implementation.</td>
<td>CC4S1, CC4S3, CC5K7, CC10K3, CC10S3 TS4-K3 TS10-K1 TS10-S2 TS10-S9</td>
<td>Transition IEP</td>
</tr>
</tbody>
</table>
XIII. COURSE RESOURCES

Required Textbook and Materials


xiv. SUPPLEMENTAL TEXTS AND/OR MATERIALS

Optional Texts/ Additional Reading:

Books


Journals


Curriculum
Choicemaker self-determination curriculum: Self-directed IEPs Uses videos and students and teacher workbooks to teach self-determination skills Available through Sopris West www.sopriswest.com
Internet Resources:

1. ADA and Disability Information: www.usdoj.gov/crt/ada
2. All Means All: School to Work Project http://ici.umn.edu/all/
3. Association for Persons in Supported Employment www.apse.org
4. CEC Division on Career Development and Transition www.dcdt.org
5. Institute on Community Integration www.ici.umn.edu/default.html
6. Job Accommodation Network www.jan.wvu.edu
7. National Rehabilitation Information Center www.naric.com
8. National Transition Network www.ici2.umn.edu/ntn
9. TASH (Promoting Community Inclusion for People with Severe Disabilities) www.tash.org

XV. ASSIGNMENTS

<table>
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<tr>
<th>Activities</th>
<th>Points</th>
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<tr>
<td>Attendance and Participation</td>
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<tr>
<td>Resource List</td>
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<tr>
<td>*Final Project: IEP Document</td>
<td>100</td>
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<tr>
<td>TOTAL</td>
<td>300</td>
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</tbody>
</table>

*For students admitted January 2007 and later, these should be saved for your student portfolio.

At times there will be on-line postings. Each posting will count toward participation/attendance points. Attendance will be taken and points awarded for consistent attendance. The points will be made up of the remainder of points deducted from on-line posting assignments. To earn full points, students must attend at least 90% of classes. PLEASE LET ME KNOW AS SOON AS POSSIBLE IF YOU NEED TO LEAVE CLASS BEFORE IT HAS ENDED.

Cell phone use is prohibited. However, if you are expecting an important phone call due to an emergency, please inform me. Laptop use should be for taking notes in class, and not for making updates on social websites or gaming.

- **Resource List (100 points)**. Students will create and submit a comprehensive resource list for one of 8 transition areas: self-determination, vocational education, independent living, recreation and leisure, post-secondary education, parent/ family involvement, assistive technology, financial planning. The three-four page document should include lists (descriptions are not required) of at least four types of materials/ resources related to your transition topic: agencies, videos, websites, curriculum, articles/ books, community events, and/or assessments. The resource lists will be made available to all class members via WebCampus.

- **Final Project: Transition I.E.P. (100 points)** Students will be given assessment information regarding a student with disabilities who will be transitioning from high school. Transition IEP must be uploaded to LiveText in order to receive full points.

- **On-Line Postings: (10 pts each)** As assigned during the time of the course, on-line postings will consist of one or two questions to which students must respond. Students must also respond to at least one other response. Responses should be thoughtful and considerate.

- **Attendance**: Attendance points will consist of the remainder of the points left over from on-line postings. To receive these points, students must attend at least 90% or more of the classes.
XVI. PERFORMANCE ASSESSMENTS

One of the assignments in this class, the Transition Assessment Report, is a performance assessment. Further directions will be given by the instructor. For this project, students will work directly with pupils to apply knowledge and skills covered in the course. For the assignment, students will collect data on pupil performance and summarize the data and then set instructional goals based upon those data.

XVII. SPECIAL NOTES

Academic Misconduct – “Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV’s function as an educational institution.”

An example of academic misconduct is plagiarism: “Using the words or ideas of another, from the internet or any source, without proper citation of the sources.” See the “Student Academic Misconduct Policy” (approved December 9, 2005, located at <http://studentlife.unlv.edu/judicial/misconductPolicy.html>).

Copyright – The University requires all members of the University Community to familiarize themselves and to follow copyright and fair use requirements. YOU ARE INDIVIDUALLY AND SOLELY RESPONSIBLE FOR VIOLATIONS OF COPYRIGHT AND FAIR USE LAWS. THE UNIVERSITY WILL NEITHER PROTECT NOR DEFEND YOU NOR ASSUME ANY RESPONSIBILITY FOR EMPLOYEE OR STUDENT VIOLATIONS OF FAIR USE LAWS.

Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. To familiarize yourself with copyright and fair use policies, you are encouraged to visit the following website: <http://www.unlv.edu/committees/copyright/>.

Disability Resource Center (DRC) – The Disability Resource Center (DRC) coordinates all academic accommodations for students with documented disabilities. The DRC is the official office to review and house disability documentation for students, and to provide them with an official Academic Accommodation Plan to present to the faculty if an accommodation is warranted. Faculty should not provide students accommodations without being in receipt of this plan.

UNLV complies with the provisions set forth in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, offering reasonable accommodations to qualified students with documented disabilities. If you have a documented disability that may require accommodations, you will need to contact the DRC for the coordination of services. The DRC is located in the Student Services Complex (SSC), Room 137, and the contact numbers are: VOICE (702) 895-0866, TTY (702) 895-0652, FAX (702) 895-0651. For additional information, please visit: <http://studentlife.unlv.edu/disability/>.

Missed Class(es)/Student – As a general rule, a student missing a class or laboratory assignment because of observance of a religious holiday shall have the opportunity to make up missed work. Students must notify the instructor of anticipated absences by the last day of late registration, August 24, 2009, to be assured of this opportunity. Faculty may give students an additional week, but are encouraged to set a clear deadline. NOTE: Students who represent UNLV at any official extracurricular activity shall also have the opportunity to make up assignments, but the student must provide official written notification to the instructor no less than one week prior to the missed class(es).

LiveText- As of the Fall 2009 Semester, all students enrolled in the College of Education are required to obtain a LiveText account. This is a one time purchase that will be used for assessments throughout your program within the College of Education. LiveText includes a student file manager that allows you to store documents, files, videos, etc. and access them from any computer in the world.
The current cost of purchasing LiveText is $98. Your subscription will provide you with LiveText access throughout your program at UNLV plus one year after graduation, for a maximum of 5 years. LiveText accounts can be purchased at the UNLV bookstore as well as online at:
https://college.livetext.com/purchasing/membership_student.html

Rebelmail – By policy, faculty and staff should only e-mail students’ Rebelmail accounts. Rebelmail is UNLV’s official e-mail system for students. It is one of the primary ways students receive official university communication. All UNLV students receive a Rebelmail account after admission to the university. Non-admitted students should contact the Student Help Desk at (702) 895-0761, in the Student Union Room 231, or by e-mail: studenthelp@unlv.edu. See http://rebelmail.unlv.edu/ for information.

UNLV Writing Center – One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 895-3908. The student’s Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. http://writingcenter.unlv.edu/

Collection of Student Assignments for Accreditation Purposes Assignments completed for this course may be used as evidence of candidate learning in national, regional and state accreditation reports of COE programs. Names and other identifying elements of all assignments will be removed before being included in any report. Students who do not wish their work to be used for accreditation purposes must inform the instructor in writing by the end of late registration. Your participation and cooperation in the review of COE programs is appreciated.

XVIII. GRADING POLICY

Grading Scale:

A = 93-100%
A- = 90-92%
B+ = 88-89%
B = 83-87%
B- = 80-82%
C+ = 78-79%
C = 73-77
C- = 70-72%
D+ = 68-69%
D = 63-67%
D- = 60-62%
F < 60%

Assignments are due during the first 5 minutes of class on the assigned due date. A 10% deduction PER DAY will be applied to all late work. Late work will not be accepted one week after the due date and a zero will be recorded. Assignments will be evaluated using the rubrics located at the end of the syllabus, unless otherwise noted. Assignments completed outside of class must be typed or word-processed, using 12pt font and 1-inch margins. Students are expected to use correct grammar, spelling, and punctuation and, thus, will not receive extra points in these areas. However, points will be deducted for errors in any of these areas. All assignments follow APA.

INSTRUCTIONAL METHODS

A variety of instructional methods will be utilized in this course: lecture, discussion, small group and
independent content-application activities, in-class activities, and project analysis.

**XIX. CLASS SCHEDULE (Subject to change)**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td><strong>1-13-2010</strong></td>
<td></td>
<td>Text. Ch. 1</td>
</tr>
<tr>
<td></td>
<td><strong>Introduction, Course Overview and Expectations</strong>: Definitions, Transition Services Requirements of IDEA 2004, Rehabilitation Act, Americans with Disabilities Act</td>
<td></td>
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<tr>
<td><strong>Week 2</strong></td>
<td><strong>1-20-2010</strong></td>
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<td>Text. Ch. 16-22</td>
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<tr>
<td></td>
<td><strong>Assessments for Transition Planning</strong></td>
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<td><strong>Week 3</strong></td>
<td><strong>1-27-2010</strong></td>
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<td><strong>Week 4</strong></td>
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<td><strong>Week 4</strong></td>
<td><strong>2-3-2010</strong></td>
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<td></td>
<td><strong>Transition I.E.P.: Futures Planning, Person-Centered Planning, &amp; Writing IEP Goals/Objectives</strong></td>
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<td>Text. Ch. 3</td>
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<td><strong>Week 5</strong></td>
<td><strong>2-10-2010</strong></td>
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<td>Text. Ch. 8</td>
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<td></td>
<td><strong>Teaching for Transition (On-Line Discussion Post)</strong></td>
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<td><strong>Week 6</strong></td>
<td><strong>2-17-2010</strong></td>
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<td>Text. Ch. 2</td>
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<td></td>
<td><strong>Self-determination</strong>: Student involvement in transition planning, self-advocacy</td>
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<td><strong>Week 7</strong></td>
<td><strong>2-24-2010</strong></td>
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<td><strong>Transition Area I</strong>: Vocational Education/Employment</td>
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<td>Text. Ch. 10-12</td>
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<td><strong>Week 8</strong></td>
<td><strong>3-3-2010</strong></td>
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<tr>
<td></td>
<td><strong>Transition Planning Area II</strong>: Independent Living and Community Based Instruction</td>
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<td>Text. Ch. 4 &amp; 14</td>
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<td><strong>Week 9</strong></td>
<td><strong>3-10-2010</strong></td>
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<td><strong>Transition Planning Area III</strong>: Recreation and Leisure</td>
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<td><strong>Week 10</strong></td>
<td><strong>3-17-2010</strong></td>
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<td><strong>Transition Planning Area IV</strong>: Education (postsecondary, continuing and adult education)</td>
<td></td>
<td>Text. Ch. 13, 7</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
<td>Resource</td>
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<tr>
<td>Week 11</td>
<td>3-24-2010</td>
<td>Spring Break March 29- April 2, 2010</td>
<td>NO CLASS</td>
</tr>
<tr>
<td>Week 12</td>
<td>3-31-2010</td>
<td>Parent/Family Involvement</td>
<td></td>
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<tr>
<td>Week 13</td>
<td>4-7-2010</td>
<td>Assistive Technology Supports for Transition Planning</td>
<td>Text, Ch. 9</td>
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<tr>
<td>Week 14</td>
<td>4-14-2010</td>
<td>Finances: SSI, work incentives, etc.</td>
<td>Text, Ch. 15</td>
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<tr>
<td>Week 15</td>
<td>4-21-2010</td>
<td>Community Resources</td>
<td></td>
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<td>Week 16</td>
<td>4-28-2010</td>
<td>Putting it All Together: Transition IEP Project</td>
<td>Work on Final Project: Transition I.E.P. in class.</td>
</tr>
<tr>
<td>Week 17</td>
<td>5-5-2010</td>
<td>Course Wrap-Up</td>
<td>Turn in Final Project: Transition IEP</td>
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</tbody>
</table>

Work on Final Project: Transition I.E.P. in class.
Turn in Final Project: Transition IEP
ESP 414 Rubric for Final Project - Transition IEP*
(100 points) Grade_______/100
*Please keep the scored rubric and assignment for your final graduation portfolio.

<table>
<thead>
<tr>
<th>Proficiency Levels</th>
<th>Content</th>
<th>Analysis</th>
<th>Organization</th>
<th>Format</th>
</tr>
</thead>
</table>
| **Target**         | *All sections of IEP completed appropriately according to state and federal guidelines*  
*Meets all requirements of Indicator 13: Transition Checklist* | *Based on pertinent state and federal statutes and regulations with appropriate references to general curriculum*  
*Demonstrates strong understanding of student's needs and preferences.* | *Provides detailed information in logical order to ensure understanding by parent and teachers*  
*Present levels are measurable and are directly related to transition plan, goals, services, and accommodations.*  
*Well-organized* | *Uses Nevada State IEP form*  
*Correct syntax, grammar, spelling, & punctuation utilized* |
|                    | 30-35 points | 30-35 points | 13-15 points | 13-15 points |
| **Acceptable**     | *Most sections of IEP completed appropriately according to state and federal guidelines*  
*Missing one requirement of Indicator 13.* | *Based pertinent state and federal statutes and regulations with some references to general curriculum*  
*Demonstrates adequate understanding of student's needs and preferences* | *Provides information in logical order*  
*Present levels are measurable and are related to most transition plan, goals, services, and accommodations.*  
*Well-organized* | *Uses Nevada State IEP form, but does not complete all sections*  
*Minimal errors in syntax, grammar, spelling, & punctuation* |
|                    | 23-29 points | 23-29 points | 10-12 points | 10-12 points |
| **Unacceptable**   | *Not all sections of IEP completed appropriately according to state and federal guidelines*  
*Missing more than one requirements of Indicator 13.* | *Provides no or minimal legal foundation*  
*Provides insufficient detail to ensure student's needs are met* | *Does not provide information in logical order*  
*No connection between present levels and transition plan, goals, services, and accommodations.*  
*Disorganized* | *Does not use Nevada State IEP form*  
*Significant errors in syntax, grammar, spelling, & punctuation* |
|                    | < 23 points | < 23 points | < 10 points | < 10 points |