

**Professional Education Unit**  
**Department of Early Childhood, Elementary and Special Education**  
**EDSP 607-001: Employability of the Handicapped**  
**Spring Semester 2010**

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Schedule: meeting once a month TBA  
Office: GH 301  
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**DESCRIPTION OF COURSE:**

**Career exploration and preparation programming for secondary students who have special learning needs.**

This course prepares teachers to effectively plan for and support students moving from school to adult life. This entails skill development in the area of planning process, vocational training, support development, developing functional skills and the preparation of Individualized Transition Plans (ITP).

The Individuals with Disabilities Education Act and Kentucky Education Regulations require that a systematic plan for movement from school to adult life be developed for all students with disabilities. This systematic process of planning and accompanying skill development have been identified as critical to assuring that students with disabilities leave school prepared to meet the expectations which Kentucky has outlined for all graduates of its education system.

Admittedly these expectations are some what modified for these students because of the nature of their disabilities; nonetheless they remain in place. It is the transition process which assures that the necessary adaptations and supports are in place so that these expectations are not a hoax for these students.

**COURSE FORMAT:**

This semester this course is being delivered using an independent study format with periodic meetings with the instructor.

**REQUIRED FIELD EXPERIENCE HOURS:**

This course does not have a required number of field hours associated. However, students must document a high degree of interaction with various constituency groups in the community in order to successfully complete the core community analysis assignment.

***“Community Engagement: A Light to and from the Mountains”***

*The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by best national and international scholarship, plus research, literature, and experiences specific to Appalachia- preparing professionals to improve the schools, quality of life, and the communities in which they live and serve. This statement is not only the strategic mission for the College, but it also incorporates the conceptual framework that guides all our activities.*

**CONCEPTUAL FRAMEWORK OUTCOMES (CFO's):**

The Unit and the faculty within individual programs assess the degree to which its graduates:

1. Master the content knowledge, professional and the twenty – first century skills need to make an optimal contribution to “whole” student learning in education settings.

2. Are competent in the collection and use of data to inform decision – making and to demonstrate accountability for student learning.
3. Demonstrate professional dispositions
4. Are culturally competent and understand the regions from which they have come utilizing knowledge and experiences to effectively “bridge the gaps” (economic, achievement, and geographic) ensuring optimal learning for all students.
5. Engage in authentic field experiences in collaboration with committed school – based partners and are empowered to improve the quality of education throughout this region and beyond.

**STUDENT LEARNING OUTCOMES (SLO’s):**

By the end of this course, the candidate will be able to:

1. Identify and discuss valued outcomes of persons with disabilities (e.g., community participation, independence, social membership, etc.).
2. Identify and discuss the ways in which various forces and practices at the family, classroom, school, neighborhood, community, state, and national level, may influence outcomes for students with disabilities.
3. Facilitate active engagement of student, family members, and same age peers (with and without disabilities) in student centered planning and life planning. This includes active involvement at all levels of the educational process (e.g., assessment, IEP development, programming, etc.).
4. Plan and facilitate individual student transition meetings and write individualized plans across age span, including collaboration with the range of , individuals and agencies
5. Identify critical family issues, events, and decisions from family's point of view (e.g., transitional stages, grief process).
6. Describe the critical place of self-determination skill development in education of students with disabilities, and describe the ways in which classroom and school practices that support the development of the skills.
7. Identify and demonstrate understanding agencies available in community, state and nation to assist families in meeting needs of individuals with disabilities.
8. Design and implement community-based training opportunities that facilitate the development of post-school employment, social , recreational, and functional skills.

**NCATE/EP SB Accreditation Alignment of Conceptual Framework Outcomes and student learning outcomes:**

<b>Program, M.A.ED or Rank One Special Education EDSP 607 Employability of the Handicapped</b>					
<b>Aligned with Assessment (point values)</b>	<b>Kentucky Teacher Standards (KYS)</b>	<b>Kentucky Education Reform Act (KERA)</b>	<b>Education Professional Standards Board (EPSB)</b>	<b>Standards for Advanced Programs in Special Education</b>	<b>NCATE</b>
<b>Reflection/ Reaction (150)</b> CFO: 1, 2, & 3 SLO: 1-8	KT S.: 1, 5, 6, 7, 8, 9, & 10.	Learning goals and academic expectations, program of studies, & core content	Diversity, assessment, literacy, closing the achievement gap	<b>Standard 1: Leadership and Policy, Standard 2: Program Development &amp; Organization,</b>	<b>1,4</b>

				<b>Standard 4: Student and Program Evaluation.</b>	
<b>Outcomes Analysis and Improvement Plan (100)</b> CFO: 2, 3, 4, & 5 SLO: 1, 2, 4, 6, 7, & 8	KT S.: 5, 7, 8, 9, & 10	Learner goals and academic expectations	Assessment & closing the achievement gap	<b>Standard 2: Program Development &amp; Organization, Standard 3: Research &amp; Inquiry, Standard 4: Student and Program Evaluation, Standard 6: Collaboration.</b>	<b>1,4</b>
<b>Final project: Research Paper (120)</b> CFO: 1, 2, & 3 SLO: 3, 4, 5, 6, 7, & 8	KT S.: 1, 2, 3, 4, 5, 9, & 10	Learner goals and academic expectations, & core content	Diversity, assessment, literacy, & closing the achievement gap	<b>Standard 1: Leadership and Policy, Standard 3: Research &amp; Inquiry, Standard 5: Professional Development and Ethical Practice.</b>	<b>1.4</b>

#### ASSIGNMENT DESCRIPTIONS:

1. **Outcomes Analysis and Improvement Plan.** The intent of this project is three fold. First it requires the student to critically analyze the degree to which a school district is preparing student with disabilities for transitions/adult life. Second the report should analyze the school and community factors which positively or negatively impact the ability of the school to achieve this goal. Third, the report should make specific recommendation for actions at the school and community level which will improve the effectiveness of the school in supporting meaningful transition and success in adult life for students with disabilities. Completing this project will require analysis of data and interviews with key people (public officials, agency administrators, business people, etc.) in your community about school programming, employment options and participation of people with disabilities in the life of the community. Summarize your findings and recommendations in a report that includes:
  - 1) an **introduction** and **description of the target community** including demographic, social and economic indicators,
  - 2) an outline of your **method** for identifying data sources and people to be interviewed
  - 3) a **findings** sections which includes the following components
    - a. **Educational outcomes** for students with disabilities which use KYCMP, State Special education data reports, and other source such as school report cards and interviews with teachers, parents, and administrators;
    - b. **Effective practices** which support positive outcomes;
    - c. **Ineffective practices** which do not contribute to positive outcomes;
    - d. **Community assets** which the school can or could access to support positive outcomes;
    - e. **Community barrier** to positive outcomes.

- 4) **Analysis and recommendations** which discusses your findings and offers a series of clear enumerated action steps which the school could undertake in the next one to three years to improve educational outcome for students with disabilities.
- 5) a **reference** section listing all sources of information (i.e., people interviewed, source of information, etc.) Copies of questionnaires or other tools you designed or other unique materials should be included in an appendix.

The report of this process is due on **March 22** and will contribute **100 points** toward your final grade. Grading protocol is attached to this syllabus.

2. **Final Project-** Each student will select a topic related to the transition and secondary special education for independent research and presentation to the rest of the class. The final project will contribute **120 points** toward the final mark. ***The topics for this project are to be submitted to the instructor for approval no later than October 1.*** The **final paper and all supporting material will be due on the April 30.** The paper and presentation are to be based on either
  - 1) a review of the professional literature related to the topic he or she has selected or
  - 2) a **detailed** analysis of innovative program practices which address transition outcomes for students with disabilities which uses program descriptions and interviews as a data source.

Citations from the professional literature should generally speaking be within the last five years. In fulfilling this requirement the student will:

- a) Write a properly formatted (American Psychological Association (APA) style) literature review **paper** with at least 10 pages of narrative (doubled spaced, 12 point type, 1 inch margins) that translates the content of the literature for school practitioners;
- b) Prepare a one page (double-sided) resource **guide and fact sheet** about the topic that will provide other members of the class with basic information and critical sources related to the topic, and
- c) Conduct a brief **presentation** (15-20 minutes) about the key concepts of their topic supported with PowerPoint slides.

**See attached grading protocol for outline of criteria used to evaluate this assignment.**

3. **Reflection/Reaction.** Each student will be expected to read each a chapters 1-15 and prepare and submit a response to each chapter that includes the following components:
  - a) Identify what you feel is the **most important idea/concept/strategy/issue** discussed in the chapter explain why you feel it is important.
  - b) Provide an **example of a specific implications for practice** which emerges out of the material presented in the chapter.
  - c) Answer **one study question** at the conclusion of each chapter.
  - d) Identify and briefly discuss one question or unresolved issue which emerged from your reading of the chapter.

This area of activity will be worth 10 points per submission. The responses are to be submitted **on at least a weekly basis** (see courses calendar).

## **COURSE EVALUATION**

Weekly Chapter response and questions	150 points
Outcomes Analysis and Improvement Plan	100 points
<u>Final Project</u>	<u>120 points</u>
<b>Total</b>	<b>370 points</b>

All work will be evaluated based on the thoroughness with which the assignment is completed (cf. attached rubrics), the clarity with which the information is presented (verbally or in writing), and degree to which the framework presented in this course is used in completing the assignments:

### **GRADING SCALE:**

Letter grade will be computed as follows

- A = 90%
- B = 80%
- C = 70%
- E = <70% of **available points**

### **REQUIRED TEXTBOOK:**

Wehman, P. (2006). *Life beyond the classroom: Transitions strategies for young people with disabilities (4<sup>th</sup> Edition)*. Baltimore, MD: Paul H. Brookes Publishing Co.

Can be ordered on line from publishers for \$74.95 at :

<http://www.brookespublishing.com/store/books/wehman-7527/index.htm>

Or from AMAZON.COM for \$52.47 at

<http://www.amazon.com/Life-Beyond-Classroom-Transition-Disabilities/dp/1557667527>

### **ATTENDANCE POLICY:**

Since this course is being handled as an independent study with only monthly meetings which are arranged to meet the students schedules, it is expected that students will attend all meetings

### **ACADEMIC HONESTY**

Cheating, fabrication, plagiarism or helping others to commit these acts will not be tolerated. Academic dishonesty will result in severe disciplinary action including, but not limited to, failure of the student assessment item or course, and/ or dismissal from MSU. If you are not sure what constitutes academic dishonesty, read the Eagle: Student Handbook or ask your instructor. An example of plagiarism is copying information from the internet when appropriate credit is not given. The policy is located at

<http://morehead-st.edu/units/studentlife/handbook/academicdishonesty.html>

### **AMERICANS WITH DISABILITIES ACT (ADA)**

In compliance with the ADA, all students with a documented disability are entitled to reasonable accommodations and services to support their academic success and safety. Though a request for services may be made at any time, services are best applied when they are requested at or before the start of the semester. To receive accommodations and services the student should immediately contact the Disability Services Coordinator in the Office of Academic and Career Services, 223 Allie Young Hall, 606-783-5188, [www.moreheadstate.edu/acs/](http://www.moreheadstate.edu/acs/)

### **CAMPUS SAFETY STATEMENT**

Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Students should familiarize themselves with emergency response protocols at <http://www.moreheadstate.edu/emergency>



**COURSE CALENDAR:**

<b>Week</b>	<b>Topic &amp; Assignments</b>	<b>Required Reading</b> Read each chapter and respond to one study question at the conclusion of the chapter
1)	Transition: The Bridge from Youth to Adulthood <i>reflection/reaction</i>	Wehman chap 1
2)	Self-Determination, and Student Involvement <i>reflection/reaction</i>	Wehman chap 2
3)	Individual Transition Planning <i>reflection/reaction</i>	Wehman chap 3
4)	Transition Planning in the Community <i>reflection/reaction</i>	Wehman chap 4
5)	Moving Toward Full Inclusion <i>reflection/reaction</i>	Wehman chaps 5
6)	Facilitating and Supporting Transition <i>reflection/reaction</i> High Stakes Accountability and Students with Disabilities <i>reflection/reaction</i>	Wehman chaps 6 & 7
7)	Teaching for Transition <i>reflection/reaction</i> Assistive Technology <i>reflection/reaction</i>	Wehman chaps 8 & 9
8)	Finding Jobs for Young People with Disabilities <i>reflection/reaction</i>	Wehman chaps 10
9)	Job Carving and Customized Employment <i>reflection/reaction</i>	Wehman chap 11
10)	Vocational Placements and Careers: <i>reflection/reaction</i>	Wehman chap 12
11)	Postsecondary Education Opportunities <i>reflection/reaction</i>	Wehman chap 13
12)	Housing and Community Living <i>reflection/reaction</i>	Wehman chap 14
13)	Social Security Disability Benefit Issues <i>reflection/reaction</i>	Wehman chap 15

**EDSP 607**  
**Outcomes Analysis and Improvement Plan**  
**Evaluation Form.**

**Student:** \_\_\_\_\_

Your project will be evaluated on the following dimensions.

Each dimension has been assessed as being at one of the following four levels of performance.

- 4 – Exemplary:** meets highest expectations,
- 3 – Proficient:** meets expectation with minor errors or oversights
- 2 – Adequate:** basic level of performance with gaps in information and/or presentation,
- 1 – In-adequate:** minimal information, need of significant development, or totally absent.

- |     |   |                            |                            |                            |                            |
|-----|---|----------------------------|----------------------------|----------------------------|----------------------------|
| 1.  | Paper clearly written   | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| 2.  | Mechanics of paper presentation (grammar, spelling, professional presentation).   | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| 3.  | Introduction and description of community effectively lays the foundation for the analysis.   | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| 4.  | Method and supporting material indicate a systematic approach to data collection.   | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| 5.  | Finding section effectively outlines current educational outcomes for targeted district.  | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| 6.  | Effective and ineffective school practices are clearly identified and discussed.  | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| 7.  | Community assets and barriers are clearly identified and discussed.   | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| 8.  | Analysis and recommendations summarizes and reviews findings and offer clear action items for improvement which are rooted in the best practices outlined in this course. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| 9.  | Complete reference section catalogs full range of data sources including interviews with range of key informants  | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| 10. | Critical thinking/creative problem solving evident in analysis  | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |

**Total:** \_\_\_\_\_ /100 points

## Evaluation of Final Project on Topics in Transition/Secondary Special Education EDSP 607

Student: \_\_\_\_\_

Your project will be evaluated on the following dimensions.

Each dimension has been assessed as being at one of the following four levels of performance.

**4 – Exemplary:** meets highest expectations,

**3 – Proficient:** meets expectation with minor errors or oversights

**2 – Adequate:** basic level of performance with gaps in information and/or presentation,

**1 – In-adequate:** minimal information, need of significant development, or totally absent.

### RESEARCH PAPER

1. **Format**

Consistent adherence to APA stylistic guidelines

1234

2. **Mechanics**

No major editorial problems. Clear, concise, and orderly presentation of ideas

1234

3. **References**

Complete reference section indicating systematic approach to obtaining information about this topic in current professional literature

1234

4. **Accuracy**

Accuracy of information presented.

1234

5. **Comprehensiveness**

Thoroughness of information presented

1234

6. **Analysis**

Systematic thoughtful analysis of topic.

1234

7. **Critical Thinking**

Report demonstrates critical reflection and innovation in fulfilling assignment

1234

8. **Application**

Implications for practitioners clearly identified.

1234

Points awarded on research paper: \_\_\_\_\_/80

Fact sheet and presentation feedback on reverse

**FACT SHEET**

**9. Format**

Format & content as outlined in guidelines

1                      2                      3                      4

**10. Key Concepts**

Essential information concisely presented

1                      2                      3                      4

**11. Resources**

Essential resources presented.

1                      2                      3                      4

Points awarded on fact sheet: \_\_\_\_\_/15

**PRESENTATION/POWERPOINT SLIDES**

**12. Organization:**

Is the presentation organized in a way that aids understanding and retention of key concepts?

1                      2                      3                      4

**13. Accuracy:**

Was the information presented in an accurate manner based on the material presented in the text?

1                      2                      3                      4

**14. Appropriate emphasis:**

Did the presentation highlight the most important aspects of the material?

1                      2                      3                      4

**15. Creative and effective use of technology:**

Did the presenters effectively use PowerPoint to enhance the presentation?

1                      2                      3                      4

**16. Mastery of Content:**

Discussion indicates mastery of subject matter.

1                      2                      3                      4

Points awarded on discussion: \_\_\_\_\_/25

FINAL TOTAL SCORE: \_\_\_\_\_/120