

# Syllabus EDSP 6345.793



## Transition Program for Exceptional Learners

Summer, 2<sup>nd</sup> Session, 2020

### Basic Information

#### Dr. Kara Rosenblatt

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OFFICE HOURS: This course is a Web Course and is conducted within Canvas at <http://utpb.instructure.com>

Physical Office hours: TBD

Virtual hours (online)-M-8:00-9:00 pm; T-8:30-10:30 am; Th-3:00-5:00 pm; by appointment-send an email to set a time (all times listed are CENTRAL time)

Big blue Button through Canvas Conferences through the course.

Skype user id-kara.rosenblatt\_1

### Course Description

**Course Catalog Description:** Models of transition to the community, work and post-secondary setting will be explored.

#### Measurable Learning Outcomes:

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

1. Identify the legislation and policy related to transition service delivery.
2. Explore strategies and ethical issues in working with families and educators.
3. Identify the need for career development and vocational rehabilitation services for young people with disabilities.
4. Explore and discuss the preparation needed for post school outcomes for young people with disabilities.
5. Apply transition planning and case management skills

**Prerequisites:** None

### Developing an Online Mindset

Before you jump headfirst into this course, I want to ensure you to have the correct mindset regarding the online learning environment.

The major benefit to taking an online course is that you are able to attend to it at your convenience.

However, I have had students in the past expect it to take no more of their PERSONAL time than a face-to-face course. Comparing online courses to traditional courses is like comparing apples to oranges. In a

face-to-face course you would spend approximately three hours a week in the classroom, and you would also be required to allocate some personal time to complete assignments outside of class. You will need to devote an equivalent amount of time to working on this course.

The following is the official policy of UTPB as addressed in the Academic Regulations:

Each semester credit hour at U. T. Permian Basin represents a commitment on an average of three hours of "out of class" preparation and one hour of class attendance (or its equivalent) per week. For example, enrolling in a three semester credit hour class commits the student to a total of twelve hours of work per week. Students who are employed or who have family responsibilities are especially encouraged to bear this commitment in mind and to seek guidance from their academic advisors in determining a suitable academic schedule.

I do not necessarily expect you to put in a full twelve hours toward my course each week. But if you have mapped out two hours the night before an assignment is due, you will most likely not be able to complete it on time...at least not with the quality I am looking for in your work.

Thank you for your understanding. I assure you I am not trying to scare anyone away, I simply want each of you to be in the right frame of mind going into this course.

## Materials

### Required Materials:

Wehman, P. (2013). *Life Beyond the Classroom: Transition Strategies for Young People with Disabilities (5<sup>th</sup> Ed.)* Baltimore, MD: Paul H. Brooks Publishing Co.

**Other materials:** May be assigned

### Minimum Technical Skills Needed:

1. Using the Canvas learning management system.
2. Using email with attachments.
3. Creating and submitting files commonly used in word processing program formats (.doc, .docx).
4. Copying and pasting.
5. Downloading and installing software.
6. Using spreadsheet programs.
7. Using webcams and video tools.

## Important Academic Dates

UTPB [Academic Calendar](#)

## Course Overview

### Assessments & Grading:

This course is made up of a series of assignments and assessments to assist you in achieving the course learning objectives/outcomes. Each week you will work on various combinations of assignments, activities, discussions, readings, research, etc. which will be made available to you each Monday morning and close the following Sunday at 11:59 P.M. More information regarding each assignment can be found within the corresponding module.

### Individual Class Plan:

Each student will develop a class plan that incorporates the first two elements of KWL. The class plan should include: (a) What I Know; (b) Learning goals; and (c) Rubric. This assignment is worth 100 points.

**Discussion Topics:**

There will be 2 discussion boards related to topics in this course. Each discussion board is worth 15 points. To receive complete credit for the discussion boards, each student is required to *make one original post and two substantial responses to a classmate*. Your original post must be posted by Friday at 11:59. Your two responses are due by 11:59 PM on Sunday.

**Community Mapping Project/Individualized Transition Plan:**

Students will develop a plan mapping out needed community resources for youth with disabilities. This plan will be based on the community in which you currently live. This assignment is worth 185 points.

- **Resource List (Part I of Community Mapping Project).** See Canvas for additional information.
- **Potential Employers Interview/Observations (Part II of Community Mapping Project).** See Canvas for additional information.
- **Commonalities & Accommodations (Part III of Community Mapping Project).** See Canvas for additional information.
- **Individualized Transition Plan.** See Canvas for additional information

**Final: Learning and Thinking Reflection Plan:**

Each student will submit a 3-4 page paper (use APA style guidelines) at the end of this course in which you will describe (a) your thinking process during the course related to transition from school to adult life, (b) what you learned and how well your learning goals were met, (c) self-assessment using the rubric that you designed for this purpose, and (d) recommendations for future classes. This assignment is worth 100 points

**Grading Scale:**

Grade Range	Letter Grade
90% and above	A
80% to 89%	B
70% to 79%	C
60% to 69%	D
Less than 59%	F

*\*Unless otherwise stated, all materials, activities, and assessments are required and are not optional.*

**Tentative Course Schedule**

Session Date	Preparation for Class	Topics Covered	Outcome/Product/Performance Due (Assignments)
<b>LEARNING MODULE 1</b>	Reading:	1. Describe evidence-based transition research and recent findings.	Getting to know you: Complete

<p>June 29 – July 5</p>	<ul style="list-style-type: none"> <li>❖ Course syllabus</li> <li>❖ Course introduction letter</li> <li>❖ Textbook: Chapters 1-3</li> <li>❖ Online links to readings</li> <li>❖ Transition</li> </ul>	<ol style="list-style-type: none"> <li>2. Describe requirements placed on educational systems by IDEIA (2004).</li> <li>3. Importance of goal setting in transition planning</li> <li>4. Explain what characterizes people who are self-determined and how educators can promote self-determination.</li> <li>5. Evaluate obstacles related to transitioning.</li> <li>6. Evaluate strategies for enhancing collaboration among parents and professionals during transitions.</li> <li>6. Identify strategies for promoting independence and goal-directed behavior in adolescents.</li> </ol> <p>Module Activities  <b>Written Assignment 1: Individual Class Plan</b>  <b>Discussion #1: Create visual representation transition plan.</b></p>	<p>this assignment and introduce yourself and peers to the class and instructor via the discussion board.</p> <p>Complete Module 1:  Discussion #1 (Original Response Due: 7/3, Responses to Classmates Due 7/5)  Assignment #1 (Due by 7/5 at 11:59 PM)</p>
<p><b>LEARNING MODULE 2</b>  July 6-July 12</p>	<p>Readings</p> <ul style="list-style-type: none"> <li>❖ Read Chapters 4, 5, &amp; 6 of your textbook</li> <li>❖ Review lectures on individualized transition planning, multicultural transition planning, and community resources.</li> </ul>	<ol style="list-style-type: none"> <li>1. Examine how the values associate with person-centered planning impact and enhance transition planning.</li> <li>2. Describe ways students can direct IEPs</li> <li>3. Explain the importance of community resource mapping</li> <li>4. Identify transition planning strategies for diverse youth</li> <li>5. Identify six community agencies that support youth in transition</li> </ol> <p>Module Activities:  <b>Assignment 2: Part I of your Community Mapping Project here.</b></p>	<p>Complete Module 2:</p> <p>Part I of your Community Mapping Project here. (Due by 7/12 at 11:59 PM)</p>
<p><b>LEARNING MODULE 3</b>  July 13-July 19</p>	<p>Reading</p> <ul style="list-style-type: none"> <li>❖ Read Chapters 9 and 10</li> <li>❖ Due Process</li> <li>❖ Notice of Procedural Safeguards</li> </ul>	<ol style="list-style-type: none"> <li>1. Importance of collaboration to facilitate successful inclusion</li> <li>2. Rationale for including students with disabilities in state assessment and accountability systems.</li> <li>3. Issues facing secondary curriculum.</li> </ol> <p>Module Activities:  <b>Begin Working on Part II of your Community Mapping Project</b></p>	<p>Complete Module 3</p> <p>Written Assignment-  <b>Begin working on Part II of your Community Mapping Project</b></p>

<p><b>LEARNING MODULE 4</b> July 20- July 26</p>	<p>Reading:</p> <ul style="list-style-type: none"> <li>❖ Chapters 13 &amp; 14</li> <li>❖ Review links to additional sources in module</li> </ul>	<p>1. Secondary curriculum. curriculum decision-making. and secondary students with disabilities  2. Vocational integration, internships, and mentoring  3. Six models of vocational placement; five stages associated with systems change  4. Employment specialist's resources and how an employment specialist can address typical employer concerns associated with hiring individuals with disabilities</p> <p><b>Module Activity:</b>  <b>Assignment 3-Part II of your Community Mapping Project</b></p>	<p>Complete Module 4:  <b>Part II of your Community Mapping Project</b></p> <p>(Due by 7/26 at 11:59 PM)</p>
<p><b>LEARNING MODULE 5</b> July 27- August 2</p>	<p>Reading:</p> <ul style="list-style-type: none"> <li>❖ Chapters 12 &amp; 15</li> <li>❖ Review links to additional sources in module</li> </ul>	<p>1. AT and quality of life of individuals with disabilities  2. Recognize types of AT that enable access to computers and cell phones  3. Roles of consumer and AT professionals in choosing AT devices and services  4. Skills needed by students for successful transition to college, (accommodations, instructional, AT devices).  5. Challenges and expanding postsecondary opportunities for persons with disabilities</p> <p><b>Module Activity:</b>  <b>Assignment 4-Complete Community Mapping Project</b></p>	<p>Complete Module 5</p> <p>Complete Mapping Assignment  (Due by 8/2 at 11:59 PM)</p>
<p><b>LEARNING MODULE 6</b> August 3-9</p>	<p>Reading:</p> <ul style="list-style-type: none"> <li>❖ Chapters 16, 17, &amp; 18</li> <li>❖ Review links to additional sources in module</li> </ul>	<p>1. Transition skills for youth with intellectual disabilities  2. Obstacles parents, students, and schools face when educating youth with intellectual disabilities  3. Techniques for assessment of transition planning for youth with learning disabilities  4. Controversies and complexities in defining and documenting an individual's learning disabilities  5. Student choice in transition planning and vocational placement, and the use and types of self-control techniques for individuals with emotional and behavior disorders  6. Employment benefits for youth with disabilities</p> <p>Module Activities:  <b>Discussion 2: Community Maps</b></p>	<p>Complete Module 6</p> <p>Discussion #2</p> <p>(Due by 08/9 at 11:59 PM PM)</p>
<p><b>LEARNING MODULE 7</b> August 10-15</p>	<p>Reading:</p> <ul style="list-style-type: none"> <li>❖ Chapters 19 &amp; 20</li> <li>❖ Supplemental readings/vi</li> </ul>	<p>1. Components of transition programs that prepare students with ASD for higher education and employment  2. Characteristics of individuals with ASD  3. Challenges students may present for transition planning teams and possible ways to alleviate them</p>	<p>Complete Module 7</p> <p><b>Final: Learning and Thinking (Reflection</b></p>

August 16 last day of classes	deos in module  ❖ <b>FINAL: Paper</b>	4. Strategies to assist students with learning work tasks and work-related tasks 5. Describe ways to evaluate transition services  <b>Final: Learning and Thinking (Reflection paper)</b>	<b>paper) due by 8/15 at 11:59 pm</b>
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## Communication, Grading & Feedback:

*Email Responses:* Responses to emails will be made within 24-48 hours Monday – Friday. Please note that it may take me longer to respond to you if you email me over the weekend. If you email me over the weekend and I do not reply within 24 hours, I will respond to you on Monday.

Please include EDSP 6345 in the subject line of your email.

*Grades:* As much as possible, your assignments will be graded within 1 week. Longer assignments may take longer.

If you experience any technical issues with Canvas, please contact the 24/7 Help Desk at 1-877-633-9152.

## Policies

**1. Discussion Board:** Discussion Board is primarily for discussing course related topics and issues. Best practices are:

- a. Read all message postings in online discussion.
- b. Respond to the question directly
- c. Reply to minimum of two other student posts.
- d. Use a person's name in the body of your message when you reply to their message.
- e. Avoid postings that are limited to 'I agree' or 'great idea', etc.
- f. Ensure responses to questions are meaningful, reflective.
- g. Support statements with concepts from course readings, refer to personal experience, examples.
- h. Follow **Rules of Behavior**.

**2. Rules of Behavior:** Discussion areas are public to every student in this class (including your instructor) who will see what you write. Please pay attention to the language you use and adhere to the following guidelines:

- a. Do not post anything too personal.
- b. Do not use language that is inappropriate for a classroom setting or prejudicial in regard to gender, race, or ethnicity.
- c. Do not use all caps in the message box unless you are emphasizing (it is considered shouting).
- d. Be courteous and respectful to other people on the list

- e. Do not overuse acronyms like you would use in text messaging. Some of the list participants may not be familiar with acronyms.
- f. Use line breaks and paragraphs in long responses.
- g. Write your full name at the end of the posting.

**Be careful with tone, sarcasm and subtle humor; one person's joke is another person's insult.**

**3. Make-Up/Late Submission Policy:** *Submission of Assignments: All assignments should be submitted electronically as WORD DOCUMENTS (doc or docx) or PPT (for the PowerPoint presentation) ONLY. The assignments must comply with APA 6<sup>th</sup> edition.*

All course activities must be submitted on or before the set due dates. **There are absolutely no make up opportunities for missing an online discussion. Late assignments will not be accepted.** *Note that Canvas will not accept any assignments past the date and time indicated on each assignment.*

**4. Academic Dishonesty/Plagiarism/Cheating:** The academic community regards academic dishonesty as an extremely serious matter, with serious consequences. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. Any suspicion of academic dishonesty will be reported and investigated. A student who engages in scholastic dishonesty that includes, but is not limited to cheating, plagiarism, and collusion will receive an “F” for the course.

All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. For complete information on UTPB student conduct and discipline procedures consult the [University's Handbook: Scholastic Dishonesty](#).

**Academic dishonesty** includes, but is not limited to cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor, or the attempt to commit such acts.

**Plagiarism** includes, but is not limited to the appropriation of, buying, receiving as a gift, or obtaining by any means material that is attributable in whole or in part to another source, including words, ideas, illustrations, structure, computer code, other expression and media, and presenting that material as one's own academic work being offered for credit.

**5. Attendance and Class Participation:** Regular and active participation is an essential, unmistakably important aspect of this online course. Students will log on a minimum of three times every seven days. All students are expected to do the work assigned, notify the instructor when emergencies arise.

**6. Tracking:** The learning management systems have a tracking features. Statistics are collected that quantifies how often and when students are active in the course and provides information if the student has accessed different pages of the course.

**7. Absenteeism:** All the course activities have set dates to be completed and submitted. After the due dates the activities will not be available for the students. Not logging into an online course is considered absenteeism. Contact instructor immediately in case of emergency medical situation.

### **8. Course Incomplete/Withdrawal/Grade Appeal:**

All students are required to complete the course within the semester they are signed up. Incomplete grades for the course are rarely given, will only be granted if the student provides a valid, documented excuse for not being able to complete the course on time, and has contacted the instructor prior to the scheduled last class to request an extension. The student signs a contract that includes the incomplete course activities and the new due dates.

Find information and dates regarding drops and withdrawals consult the University Handbook: [Drops and Withdrawals](#) and [Appeal Process](#).

**NOTE: The due dates and times for the activities will adhere to the Central Time Zone.**

**9. Accommodation for Students with Disabilities:** Students with Disabilities: The University of Texas of the Permian Basin in compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act provides “reasonable accommodations” to students with disabilities. Any student with a disability who is requesting an accommodation for this course must provide the instructor with official documentation in the form of a letter from the ADA Officer for Students. Only those students who have officially documented a need for an accommodation will have their request honored. \*\*Adapted from UTSA ADA syllabus statement.\*\*

ADA Officer for Students: Mr. Paul Leverington  
Address: Mesa Building 4243  
Voice Telephone: 432-552-3702  
Email: [Leverington\\_P@utpb.edu](mailto:Leverington_P@utpb.edu)

## **Computer Skills, Technical & Software Requirements**

Students can use cloud version of Word, PowerPoint and other Microsoft products through use of their UTPB Outlook 365 and UTPB email address. For more information refer to [UTPB Office 365 Page](#).

## **Computer Technical Requirements**

See [Technical Requirements](#).

For the accessibility and privacy statements of external tools used within courses, go to [Accessibility and Privacy Statements](#).

## **Online Student Authentication**

UTPB requires that each student who registers for a distance course is the same student who participates in, completes, and receives credit for the course. UTPB’s Distance Education Policy requires faculty members to employ at least two methods of verification to ensure student identities. To access online courses students must login to the UTPB learning management system using their unique personal identifying username and secure password. UTPB’s Distance Education Policy requires at least one

additional student identification method within the course that has been determined and approved by the faculty or academic program. This course satisfies student authentication by submitting a photo of yourself and a photo of your ID to an authentication assignment.

- Approved up to date photo identifications are: passports, government issued identification, driver's licenses, military ID from DoD; dual credit and early college high school students use school district identifications.

## Preparation for Emergencies

### Computer Crash

Not having a working computer or a crashed computer during the semester will NOT be considered as an acceptable reason for not completing course activities at a scheduled time. NOTE: Identify a second computer before the semester begins, that you can use when/if your personal computer crashes.

### Complete Loss of Contact

If you lose contact with course connectivity completely (i.e. you cannot contact me via Canvas or email), you need to call instructor, and leave message regarding connectivity loss and contact information.

### Lost/Corrupt/Missing Files

You must keep/save a copy of every project/assignment on an external drive, UTPB Outlook 365 OneDrive, or personal computer. In the event of any kind of failure (e.g. virus infection, student's own computer crashes, loss of files in cyberspace, etc.) or any contradictions/problems, you may be required to resubmit the files.

## End-of-Course Evaluation & Instructor Evaluation

Every student is encouraged to complete an end-of-course evaluation/survey provided by UTPB. During the last few weeks of class, you will receive an announcement through email notifying you that the Course/Instructor Survey is available. You may follow the link in the email to complete the survey using the same credentials to access your courses here. When entering the emailed Survey link you will see a list of surveys for you to complete. Another way to find End-of-Course Evaluations is through your my.utpb.edu account > My Surveys & Evaluations are on the first page after you login.

The survey is anonymous and your responses are confidential. Your feedback is critical to us and to your instructor as we strive to improve our offerings, and our support of you, the students.

## Student Support Services

SERVICE	CONTACT
ADA Accommodation/Support	<a href="#">Testing Services &amp; Academic Accommodations Department</a> (432) 552-2630
Advising	<a href="#">UTPB E-Advisor</a>

SERVICE	CONTACT
	(432) 552-2661 <a href="#">UTPB Academic Advising Center</a>
Bookstore	<a href="#">UTPB Campus Bookstore</a> (432) 552-0220
Email, Outlook 365, my.utpb.edu	<a href="#">Information Resources Division</a> (IRD)
Financial Aid and Scholarship	<a href="#">UTPB Financial Aid</a> (432) 552-2620
Library	The <a href="#">J. Conrad Dunagan Library</a> Online at (432) 552-2370
Registrar	<a href="#">UTPB Registrar</a> (432) 552-2635
Student Services	<a href="#">Dean of Students</a> (432) 552-2600
Technical Support	<a href="#">Canvas</a> 1-866-437-0867
Tutoring & Learning Resources	If you are taking courses through UTPB the following links provide services: <a href="#">Smarthinking Online Tutoring</a> (provides tutoring services), <a href="#">SmarterMeasure</a> (measures learner readiness for online course).

## Disclaimer & Rights

Information contained in this syllabus was to the best knowledge of the instructor considered correct and complete when distributed for use in the beginning of the semester. However, the instructor reserves the right, acting within the policies and procedures of UTPB to make changes in the course content or instructional techniques without notice or obligation. The students will be informed about the changes, if any.

## Copyright Statement

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