

ESP 734 Syllabus
 Department of Special Education
 College of Education, University of Nevada Las Vegas

I.	Prefix & Number	ESP 734
II.	Title	Vocational and Career Education for Persons with Disabilities in Transition
III.	Credits	3 semester hours
IV.	Semester	
V.	Instructor	
VI.	Office/Phone/Email	
VII.	Class Location	
VIII.	Office Hours	
IX.	Prerequisites	None
X.	Course Description (Course Introduction)	This course will provide an overview of contemporary legislation, policies, methods and service delivery for secondary education and transitional programming for students with mild and moderate disabilities at the secondary level.
XI.	Standards Addressed: Council for Exceptional Children Standard Domain Areas Addressed in this Course COE/INTASC Standards Addressed in this Course	CEC Standards: 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 InTASC Standards: Standard 2: Learning Differences Standard 3: Learning Environments Standard 6: Assessment Standard 8: Instructional Strategies Standard 10: Leadership and Collaboration

XII. Knowledge Objectives and Related Standards

Upon completion of this course students will be able to meet the following objectives:

Objective 1: The student will demonstrate understanding of transition law and policies (i.e., local, state, national) and current issues in transition planning and be able to advocate for appropriate transition services for individuals with disabilities.

Standards:

CEC Standard 1: Foundations

CEC Standard 9: Professional and Ethical Practice

CEC Standard 10: Collaboration

ICC1K4	Rights and responsibilities of individuals with exceptional learning needs, parents, teachers, and other professionals, and schools related to exceptional learning needs.
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ICC9S4	Conduct professional activities in compliance with applicable laws and policies
IIC9S2	Ethical responsibility to advocate for appropriate services for individuals with exceptional learning needs
IIC9S3	Seek information regarding protocols, procedural guidelines, and policies designed to assist individuals with exceptional learning needs as they participate in school and community-based activities
IIC10S3	Use local community, and state and provincial resources to assist in programming with individuals with exceptional learning needs
INTASC Standards:	
Standard 10: Leadership and Collaboration	
Performance	10(b) The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.
Essential Knowledge	10(l) The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.
Critical Dispositions	10(s) The teacher takes responsibility for contributing to and advancing the profession.

Objective 2: The student will identify and describe the role of teachers, transition specialists, and community agencies related to transition services and the implications of individual characteristics, and family including cultural and ability level, with respect to post-school outcomes and support needs.

Standards:

CEC Standard 1: Foundations

CEC Standard 2: Development and Characteristics of Learners

CEC Standard 3: Individual Learning Differences

CEC Standard 7: Instructional Planning

CEC Standard 9: Professional and Ethical Practice

CEC Standard 10: Collaboration

ICC1K10	Potential impact of differences in values, languages, and customs that can exist between the home and school
ICC2K3	Characteristics and effects of the cultural and environmental milieu of the individual with exceptional learning needs and the family
ICC3K5	Differing ways of learning of individuals with exceptional learning needs, including those from culturally diverse backgrounds and strategies for addressing these differences
ICC7S2	Develop and implement comprehensive, longitudinal individualized programs in collaboration with team members
ICC7S3	Involve the individual and family in setting instructional goals and monitoring progress
ICC9S3	Act ethically in advocating for appropriate services
IIC10S4	Collaborate with team members to plan transition to adulthood that encourages full community participation

INTASC Standards: Standard 2: Learning Differences	
Performance	2(a) The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.
Essential Knowledge	2(g) The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth.
Critical Dispositions	2(m) The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.

Objective 3: The student will identify and write an IEP that takes into consideration the students' preferences, interests, assessments, research-based instructional strategies, resources, and materials used to transition individuals with disabilities into and out of school and post-school environments.

Standards:

CEC Standard 3: Individual Learning Differences

CEC Standard 4: Instructional Strategies

CEC Standard 7: Instructional Planning

CEC Standard 9: Professional and Ethical Practice

ICC3K2	Impact of learners' academic and social abilities, attitudes, interests, and values on instruction and career development
ICC4K1	Evidence-based practices validated for specific characteristics of learners and settings
IIC4K3	Strategies for integrating student-initiated learning experiences into ongoing instruction
ICC4K4	Resources, and techniques used to transition individuals with exceptional learning needs into and out of school and postschool environments
IIC7K1 DD7K1	Model career/vocational transition programs for individuals with developmental disabilities including career/vocational transition
IIC7S3	Select and plan for integration of related services into the instructional program
ICC9S5	Demonstrate commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs

INTASC Standards:

Standard 2: Learning Differences

Standard 8: Instructional Strategies

Performance	2(c) The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings. 8(a) The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.
Essential Knowledge	2(j) The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values. 8(j) The teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.
Critical Dispositions	2(l) The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.

	8(p) The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.
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Objective 4: The student will identify support systems that promote self-determination, family supports, school supports and integration through collaboration in the community and work environment.	
Standards: CEC Standard 4: Instructional Strategies	
ICC4S1	Use strategies to facilitate integration into various settings
ICC4S4	Use strategies to facilitate maintenance and generalization of skills across learning environments
ICC4S5	Use procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, and self-esteem
ICC4S6	Use strategies that promote successful transitions for individuals with exceptional learning needs
INTASC Standards: Standard 8: Instructional Strategies	
Performance	8(e) The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.
Essential Knowledge	8(k) The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.
Critical Dispositions	8(q) The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.

Objective 5: The student will describe, administer, and interpret vocational and career education methods, models and curricula and relate it to informal and formal transition assessments.	
Standards: CEC Standard 7: Instructional Planning CEC Standard 8: Assessment	
ICC7S15	Evaluate and modify instructional practices in response to ongoing assessment data
IIC7S2	Plan and implement age- and ability-appropriate instruction for individuals with exceptional learning needs
DD8K2	Environmental assessment conditions that promote maximum performance of individuals with developmental disabilities
IIC8S4	Adapt and modify assessments to accommodate the unique abilities and needs of individuals with exceptional learning needs
INTASC Standards: Standard 6: Assessment	
Performance	6(c) The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.
Essential Knowledge	6(k) The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.
Critical Dispositions	6(r) The teacher takes responsibility for aligning instruction and assessment with learning goals.

Objective 6: The student will describe education methods, models, and curricula for transition domains other than vocational and career, including independent living and preparation for post-secondary education.	
Standards: CEC Standard 5: Learning Environments/Social Interactions CEC Standard 7: Instructional Planning	
IIC5S1 DD5S1	Provide instruction in community-based settings
DD5S5	Plan instruction for individuals with developmental disabilities in a variety of placement settings
IIC7S6	Design and implement instructional programs that address independent living and career education
IIC7S8	Design, implement, and evaluate instructional programs that enhance social participation across environments
INTASC Standards: Standard 3: Learning Environments	
Performance	3(d) The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.
Essential Knowledge	3(j) The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.
Critical Dispositions	3(q) The teacher seeks to foster respectful communication among all members of the learning community.

XIII. RESULTS

Course Objectives	Related CEC Standards	INTASC Standards Addressed	Measurement/Evaluation
The student will demonstrate understanding of transition law and policies (i.e., local, state, national) and current issues in transition planning and be able to advocate for appropriate transition services for individuals with disabilities.	ICC1K4, ICC9S4, IIC9S2, IIC9S3, IIC10S3	Standard 10 Performance: 10(b), Essential Knowledge: 10(l) Critical Dispositions: 10(s)	Transition Assessment Report; Transition IEP; Exams
The student will identify and describe the role of teachers, transition specialists, and community agencies related to transition services and the implications of individual characteristics, and family including cultural and ability level, with respect to post-school outcomes and support needs.	ICC1K10, ICC2K3, ICC3K5, ICC7S2, ICC7S3, ICC9S3, IIC10S4	Standard 2 Performance: 2(a), Essential Knowledge: 2(g) Critical Dispositions: 2(m)	Transition Assessment Report; Transition IEP; Exams

The student will identify and write an IEP that takes into consideration the students' preferences, interests, assessments, research-based instructional strategies, resources, and materials used to transition individuals with disabilities into and out of school and post-school environments.	ICC3K2, ICC4K1, IIC4K3, ICC4K4, IIC7K1, DD7K1, IIC7S3, ICC9S5	Standards 2 and 8 Performance: 2(c),8(a) Essential Knowledge: 2(j), 8 (j) Critical Dispositions: 2(l), 8(p)	Resource List; Transition Assessment Report; Transition IEP; Exams
The student will identify support systems that promote self-determination, family supports, school supports and integration through collaboration in the community and work environment.	ICC4S1, ICC4S4, ICC4S5, ICC4S6	Standard 8 Performance: 8(e), Essential Knowledge: 8(k) Critical Dispositions: 8(q)	Resource List; Transition Assessment Report; Transition IEP; Exams
The student will describe, administer, and interpret vocational and career education methods, models and curricula and relate it to informal and formal transition assessments.	ICC7S15, IIC7S2, DD8K2, IIC8S4	Standard 6 Performance: 6(c), Essential Knowledge: 6(k) Critical Dispositions: 6(r)	Transition Assessment Report; Transition IEP
The student will describe education methods, models, and curricula for transition domains other than vocational and career, including independent living and preparation for post-secondary education.	IIC5S1, DD5S1, DD5S5, IIC7S6, IIC7S8	Standard 3 Performance: 3(d), Essential Knowledge: 3(j) Critical Dispositions: 3(q)	Transition IEP; Exams

XIV. COURSE RESOURCES

Required Materials

Wehman, P. (2013). Life beyond the classroom (5th ed.). Baltimore: Paul H. Brookes Publishing Company. (or 2006 version is acceptable)

XV. SUPPLEMENTAL TEXTS AND/OR MATERIALS

Supplemental Texts and Journal Articles

Books

California Department of Education. (2003). Transition to Adult Living: A Guide for Secondary Education. (Document available online at www.cde.ca.gov).

Demchak, M. (2003). Transition portfolios for students with disabilities: How to help students, teachers, and families. Thousand Oaks, CA: Corwin Press.

Martin, J. E., Mithaug, D. E., Oliphint, J., & Husch, J. V. (2002). ChoiceMaker employment: A self-determination transition and supported employment handbook. Baltimore, MD: Paul Brookes.

Osgood, D. W. (2005). *On your own without a net: The transition to adulthood for vulnerable populations*. Chicago: University of Chicago Press.

Sitlington, P.L. (2006). *Transition education and services for students with disabilities*. Boston: Pearson Allyn & Bacon.

Test, D. W., Aspel, N. P., & Everson, J. M. (2006). *Transition methods for youth with disabilities*. Upper Saddle, NJ: Pearson Merrill/Prentice Hall.

Journals

Kohler, P. D. & Field, S. (2003). Transition-Focused education: Foundation for the future. *Journal of Special Education*, 37, 174-183.

Malian, I. & Nevin, A. (2002). A review of self-determination. *Remedial and Special Education*, 23 (2), 68-74.

Martin, J. E., Van Dycke, J. L., Greene, B. A., Gardner, J. E., Christensen, W., Woods, L. L., & Lovett, D. L. (2006). Direct observation of teacher-directed IEP meetings: Establishing the need for student IEP meeting instruction. *Exceptional Children*, (72)2, 187-200.

McGahee-Kovac, M. (2002). *A Student's Guide to the IEP*. Washington, D.C.: The National Information Center for Children and Youth with Disabilities. Online at www.nichcy.org.

Zhang, D., Katsiyannis, A., & Zhang, J. (2002). Teacher and parent practice on fostering self-determination of high school students with mild disabilities. *Career Development for Exceptional Individuals*, 25, 157-169.

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

Suggested Internet Resources

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| 1. ADA and Disability Information:
www.usdoj.gov/crt/ada | 6. Job Accommodation Network
www.jan.wvu.edu |
| 2. Transition Research Institute
http://www.ed.uiuc.edu/SPED/tri/institute.html | 7. National Rehabilitation Information Center
www.naric.com |
| 3. Association for Persons in Supported Employment
www.apse.org | 8. National Transition Network
www.ici2.umn.edu/ntn |
| 4. CEC Division on Career Development and Transition
www.dcdt.org | 9. TASH (Promoting Community Inclusion for People with Severe Disabilities)
www.tash.org |
| 5. Institute on Community Integration
www.ici.umn.edu/default.html | 10. NTACT (National Technical Assistance Center on Transition) www.transitionta.org |

XVI. ASSIGNMENTS

<u>Activities</u>	<u>Points</u>
✓ Attendance and Participation	70
✓ Resource List	100
✓ Future Planning Transition Assessment Report	100
✓ *Final Project: IEP Document	100
✓ Mid-term	50
✓ Final	50
TOTAL	470

- **In-class Activities and Participation (70 points; 14 @ 5 points each,).** Students must prepare for, attend, and actively participate in each class session. Students only receive attendance points when they are present for the entire class session (regardless of the reason). In other words, punctuality is always expected. These professional behaviors are essential to successful achievement in this course as well as in the profession. Socialization unrelated to the topics and issues of group and class discussion must be at a minimum level. Because of the intense schedule of the course and instructional content, attendance is essential for this course. Students will earn participation points for each class meeting. If a student does not attend class, regardless of the reason, he or she will not earn the points. Attendance will be taken up to 30 minutes after class starts. This policy states that attendance is mandatory. Students who are more than 30 minutes late to class will lose 5 pts from their total points. School meetings, appointments, and IEPs are not excuses for missing class or being late. Students are expected to refrain from text-messaging, receiving and making cell phone calls in class. Students are to use laptops for class note-taking only. This includes sidebar conversations, accessing email, computer games, and social networking websites during class.
- **Resource List (100 points).** Students will create and submit a comprehensive resource list for one of the following 9 transition areas: self-determination, vocational education, independent living, recreation and leisure, post-secondary education, parent/ family involvement, assistive technology, financial planning, or sexuality. The three-four page document should include lists of materials/ resources related to your transition topic in each category: (4) agencies, (4) videos, (4) websites, (4) types of curriculum, (4) articles/ books, (4) community events, and (4) assessments. Provide a brief description. The resource lists will be made available to all class members via WebCampus. Resource lists should be submitted in a Word document (doc/.docx.) (See syllabus).
- **Future's Planning and Transition Assessment (100 points).** Students will complete transition assessments and a future's planning activity for a student with mild or moderate disabilities ages 14 – 21. Students will report the results in a transition report and provide recommendations for the transition IEP, including goals and objectives, agency supports, and/or plan of action. Formal or informal assessments (including teacher made) may be used. NOTE: The assessment report will be used to complete the Final Project: Transition IEP/Plan. The complete scoring rubric is available on Web Campus.
- **Mid-Term (50 points)** Multiple choice and short answers covering material up to Week 6.
- **Final (50 points)** Multiple choice and short answers covering material from Week 9-15.
- **Final Project: Transition I.E.P. (100 points)** Students will complete an IEP on a transition-aged student based on information from the Future's Planning and Transition Assessment (see rubric).

XVII. 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.

XVIII. 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 Student 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. Plagiarism is 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: <https://www.unlv.edu/studentconduct/student-conduct>.

Copyright—The University requires all members of the University Community to familiarize themselves with 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. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC)—The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Religious Holidays Policy—Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor **within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses**, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

Transparency in Learning and Teaching—The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:

<https://www.unlv.edu/provost/teachingandlearning>

<https://www.unlv.edu/provost/transparency>

Incomplete Grades—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student's control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving "I" grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Tutoring and Coaching—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

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-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. 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. More information can be found at: <http://writingcenter.unlv.edu/>.

Rebelmail—By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. **Emailing within WebCampus is acceptable.**

Final Examinations—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: <http://www.unlv.edu/registrar/calendars>.

Library - Students may consult with a librarian on research needs. For this class, the subject librarian is https://www.library.unlv.edu/contact/librarians_by_subject. UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.

XIX. GRADING POLICY

Activities	Points
✓ Attendance and Participation	70
✓ Resource List	100
✓ Future Planning Transition Assessment Report	100
✓ *Final Project: IEP Document	100
✓ Mid-term	50
✓ Final	50
TOTAL	470

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

< 60%	F
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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, Times New Roman font.

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 should follow APA as it applies.

LATE WORK: Assignments turned in after the due date will lose five points for each day the assignment is late. FOR FINAL IEP PROJECT, NO POINTS WILL BE AWARDED SHOULD THE ASSIGNMENT BE TURNED IN LATE.

XX. CLASS SCHEDULE**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)

Date	Topic	Readings	Assignments Due
Week 1 8.31.16	Introduction, Course Overview, Syllabus, and Expectations: Definitions, Transition Services Requirements of IDEA 2004, Rehabilitation Act, Americans with Disabilities Act	Text: Ch. 1	
Week 2 9.7.16	Assessments for Transition Planning Applications for Youth with Disabilities	Text: Ch. 10 Text Ch. 16-20	
Week 3 9.14.16	Transition I.E.P.: Futures Planning, Person-Centered Planning, & Writing IEP Goals/Objectives	Text, Ch. 4 Text Ch. 5	
Week 4 9.21.16	Teaching for Transition Self-determination: Student involvement in transition planning, self-advocacy	Text, Ch. 7-8 Text, Ch. 2	
Week 5 9.28.16	Transition Area I: Vocational Education/Employment	Text Ch. 14	<u>RESOURCE LIST DUE</u> <u>HARDCOPY- IN</u> <u>CLASS</u> <u>UPLOADED TO</u> <u>WEBCAMPUS BY</u> <u>MIDNIGHT</u>
Week 6 10.5.16	Transition Planning Area II: Independent Living and Community Based Instruction	Text, Ch. 13	
Week 7 10.12.16	Transition Planning Area IV: Education (postsecondary, continuing and adult education)	Text Ch. 15	

Week 8 10.19.16	<u>MIDTERM (ONLINE)</u>		<u>MIDTERM</u>
Week 9 10.26.16	Parent/Family Involvement	Text Ch. 3	
Week 10 11.2.16	Assistive Technology Supports for Transition Planning	Text Ch. 12	
Week 11 11.9.16	Putting it All Together: Transition IEP Workshop—Bring your forms to class - Schedule a time slot to meet with instructor		<u>FPTA DUE- HARD COPY</u>
Week 12 11.16.16	Putting it All Together: Transition IEP Workshop—meet individually with the instructor		
Week 13 11.23.16	Finances: SSI, work incentives, etc.; (links/info on readings will be posted in Webcampus) – (class will be online)	Rood et al. (2015) When Your Child Turns 18 Blog Social Security Brochures	
Week 14 11.30.16	Additional issues to be considered and Final Exam Review		<u>TURN IN FINAL PROJECT: Transition IEP ALONG WITH RUBRIC – Due November 30th by 7 pm</u>
Week 15 12.7.16	<u>FINAL EXAM opens – no class</u>		<u>FINAL EXAM</u>
Week 16 12.14.16	<u>FINAL EXAM</u> DUE Pick up graded Final Project		<u>FINAL EXAM</u> DUE

Name(s) _____

ESP 734 Rubric for Final Project - Transition IEP*
(100 points) Grade _____/100

*Please keep the scored rubric and assignment for your final graduation portfolio.

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