Course Title: Transition: School to Adult Life

Course Prefix and Number: EXED 333

Course Discipline: Exceptional Education, Learning and Behavior Disorders P-12

Instructor's Name: Dr. Janice Ferguson

Semester and Year: Fall, 2008

Instructor's Office Number: Tate Page Hall 362

Instructor's Telephone Number: 745-6123

Instructor's Email Address: janice.ferguson@wku.edu

Instructor's Office Hours: Office Hours as Posted/By Appointment

Course Description:

Students are exposed to theory and practice of preparing individuals with disabilities to enter the world of work and responsible adult citizenship. Field experiences in public schools and/or other appropriate settings away from campus are required in this course. Students are responsible for arranging their own transportation to designated or assigned sites.

Rationale:

Students preparing to teach individuals with disabilities need training in life skills competencies, the essential skills that individuals with disabilities need to survive in both their daily living and the work place. This course familiarizes the student with the requirements of the Kentucky Program of Studies, P-12 Curriculum, High School Graduation requirements, Core Content for Assessment, the IEP/ITP requirements, and the vocational-based models of School to Work and Community Based Instruction.

Prerequisite: EXED 330
Corequisites: EXED 331 and 432

Students should also be registered for EXED 419 and PE 420.

Required Text:


Core Objectives/Performance Outcomes/Assessment:

This course addresses the acquisition of life skills birth through death. The School to Work Model and Community Based Instruction are the basis for the competencies stressed during the school years. The Supported Employment model is used for the adult working life. The Kelly Autism Center is the field placement. All competencies are drawn from those cited in the P-12 Kentucky Program of Studies.

Kentucky Teacher Standard(s) Assessed:

Standard 2 - Designs/Plans Instruction, Standard 4 - Implements/Manages Instruction, Standard 6 - Implementation of Technology, Standard 7 - Reflects on and Evaluates Teaching and Learning, Standard 8 - Collaborates with Colleagues/Parents/Others
Purpose and Use Statement:

This critical performance is an evaluation of Kentucky Teacher Standards 2, 4, 6, 7, and 8. Completion and uploading of this performance is a requirement for a passing grade for EXED 333.

Critical Student Performances: Curriculum Project

College of Education and Behavioral Sciences Required Dispositions: Level I Values as Posted on Blackboard

Instructional Methods and Activities: Media Presentations, Case Studies, Cooperative Learning, Field Studies/Experience

Special Instructional Materials: Blackboard

Course Topics:

Models of Transition Education
Vocational Assessment
School to Work
Community-Based Instruction
Technology
Supported Employment
Prevocational/Vocational
Adult Day Care Center
Job Placement/Training/Supervision
Career Guidance and Counseling
Transition from School to
Referrals/Interagency Linkages
Adult Independent Living

KERA Elements Addressed: Program of Studies, Core Content for Assessment, KERA Learning Goals and Academic Expectations

Grading/Evaluation:

Project: Biography/Job Analysis/Curriculum/ITP/Technology 40% of grade or 400/1000 points

Point Distribution for Project:

Birth-Death Biography 40
Job Analysis 40
ITP 40
Ungraded Primary/Technology 50
Elementary/Technology 50
Middle Grades Schedule 10
Middle Grades/Technology 50
High School Block Schedule 10
High School/Technology 70
Format (verbs/organization/presentation/references) 40
400 points total

Excellent: 350-400 points
Acceptable: 336-349 points
Unacceptable: Below 336 points
Any critical performance or portfolio requirement earning fewer than 336 points must be revised until its value is the minimum acceptable score or higher.

A minimum score of 336 must be earned on this Portfolio entry in order to progress in the EXED Program Sequence. No more than 7 points may be lost in any of the areas valued at 40 or more points. Only 2 points may be lost in areas valued at 10 in order to be considered acceptable. The student's final grade for the course will not be released until the required minimum score is attained.

**Project Sequence:**

1. Craft a birth to death biography of an individual who qualifies for special education and related services as defined by IDEIA 2004.

2. Utilizing the student's aptitudes/interests described in the biography and the Job Analysis form posted on Blackboard, conduct an on-site job analysis.

3. Accessing the High School Graduation Requirements under the Kentucky Program of Studies (see External Links on Blackboard)
   a. identify the required courses the student will take to receive a general/alternate diploma,
   b. indicate the LRE for each course (regular, collaboration, modified or resource)
   c. select electives that directly relate to the job analysis
   d. build a 9-12 block schedule allowing for alternate calendar options of remedial/enrichment classes during the breaks
   e. select 5-6 competencies from the Kentucky Program of Studies for each course that the student must master in order to perform the job identified in the job analysis.

4. Use the procedure in #3 above to structure the supporting middle school, elementary, and ungraded primary curriculum competencies according to modifications listed by level on Blackboard.

5. Complete an ITP based on the information from the biography, job analysis, and curriculum structure.

6. Provide ONE (1) internet lesson plan for a specific competency for each of the following levels of the curriculum (total of 15 lesson plans):

   Elementary science,
   Elementary social studies,
   Elementary math,
   Elementary language arts,
   Elementary music/art/pe/library

   Middle Grades science,
   Middle Grades social studies,
   Middle Grades math,
   Middle Grades language arts,
   Middle Grades career education

   High School science,
   High School social studies,
   High School math,
   High School language arts,
   High School career education
All competencies identified by subject and grade level (P-12) taken from the Kentucky Program of Studies must include the Program of Studies/Core Content number and enable the hypothetical client to perform successfully in the identified position. These competencies are to be written in the curricular framework presented and practiced in class. Specific materials including computer technology must be annotated and cited in the Bibliography.

Field Observations: 10% of grade or 100/1000 points

**Students are required to complete 20 hours of field work at the Kelly Autism Center (KAP).**

Participation includes completing assigned interventions from EXED 331, 419 and 432, working one on one or in small groups of students, serving as a volunteer for the Caveland Cooperative Transition Fair and other duties as assigned by the KAP/EXED Director. Hours will be scheduled by the KAP/EXED Director. Reactions to the interactions with participants and reflections on knowledge and skills acquired during the semester are presented in a journal which is due either on or before the day of the final examination. See Blackboard for additional information.

Discussion Board: 10% of grade or 100/1000 points

Two discussion boards, each of which is worth 50 points will be posted during the semester. The first discussion board will close on September 29th. The second board will close on November 29th. Please refer to the rubric on the Discussion Board for additional information.

Exams: 40% of grade or 400/1000 points

The exams consist of a midterm and final each of which is 20% or 200/1000 points of the course grade. Both exams contain open-response questions in the format of one of the PRAXIS II exams you will be taking for certification in a few semesters. The final exam covers the chapters following the midterm. Although it is not specifically cumulative, the information on the final is based on the information covered on the midterm.

**Grading Scale:**

940 - 1000 = A  
850 - 930 = B  
750 - 840 = C  
680 - 740 = D

Plagiarism Policy:

To represent ideas or interpretations taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of students must be their own. Students must give the author(s) credit for any source material used. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism. (Source: WKU Faculty Handbook, 16th ed., p. 59)

Participation Policy:

Since this is a web supported course, participation includes posting to and interaction on the discussion board, reading the announcements regularly, and participating in the activities during the face-to-face meetings.

Professionalism Policy:  See Level I WKU Dispositions posted on Blackboard

The EXED Faculty has adopted the following policy for EXED majors. Instead of requiring a text for EXED 334 and 416, students are now required join SCEC as a part of their professional requirement of the WKU Course Dispositions. The journals received as a part of membership are the "texts" that will be used during preblock classes as well as EXED 334 and EXED 416.
Students who are not members of WKU Student CEC 0960, should go to the following link. There are options for paying interest free in three month intervals. Fall, 2007 there will be a membership drive where the membership fee will be reduced by approximately $10.00.

http://www.cec.sped.org/AM/Template.cfm?Section=Membership

Remember, the Chapter Number is WKU 0960.

Disability Accommodations Statement:
Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services (OFSDS).
http://www.wku.edu/aa/SDS/sds.htm

Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

Criminal Check, TB test and a health screening is required prior to any work in the schools or community agencies. Additional information is available in Tate Page Hall 408.