Course Title | Transition Services and Programs for Individuals with Disabilities  
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Course Prefix & Number | SPED 517  (3 hours)  
Course Discipline | Special Education (Exceptional Education)  
Instructor’s Name | J. Dusteen Knotts, Ph.D.  
Semester and Year | 2014  
Instructor’s Office | 1086 Gary Ransdell Hall  
| School of Teacher Education  
| Western Kentucky University  
| 1906 College Heights Blvd. #71030  
| Bowling Green, KY  42101  
Instructor’s Telephone Numbers | WKU Office (270) 745-3747  
| Cell phone (615) 335-2684 for emergency use. Please call at reasonable hours.  
| SKYPE: set up contact with jdusteen.knotts@wku.edu  
| - Do not expect a phone message is received until I answer-  
Instructor’s E-Mail Address | Jdusteen.knotts@wku.edu  
| E-mail is the best way to contact me. Please put the course number, your last name and the assignment on the subject line. Unfortunately, without this information, your e-mail will be returned unread so that you can properly identify yourself and resubmit it. Allow 24 hours for responses during weekdays. Weekends are considered time off and email/phone calls may not be answered.  
Office Hours | University meetings may occasionally interrupt office hours. It is best to make an appointment for an in-person appointment or to SKYPE. Phone calls for on-line course questions are encouraged. Leave your name, number and course if you leave a message.  
| : Dr. Knotts- Office Hours- GRH 1086  
| M | T | W | H | F  
| | | | |  
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| Best to make an appointment!  
| Email: jdusteen.knotts@wku.edu  
Catalog Description & Rationale | SPED 517 TRANS SRVCS INDIV DISABILITIES  3 hours  
| Prerequisites: SPED 516 and SPED 530 and SPED 531  
| Transition planning for individuals with disabilities. Interagency collaboration, vocational assessment, and life-skills competencies within the general curriculum.  
| Rationale:  
| At local, state and national levels there is a critical shortage of teachers for individuals with disabilities. SPED 517 focuses on the involvement of community agencies with students with disabilities, emphasizing post- secondary options and supports.  
| Relationship of the course to University mission and objectives:  
| This course is within the University’s mission of Increasing Student Learning and Improving Institutional Effectiveness. Student learning is increased through the awareness and utilization of the services and procedures of community agencies serving individuals with disabilities. The
University's effectiveness is improved by producing better-trained teachers in a critical shortage area at the graduate level.

**Text(s)**

**Required (1)**


*During the course of the semester, students will be asked to use additional resources found online, in research journals or texts. Additional textbooks may be required.*

**Instructional Methods and Activities**

May include, but is not limited to: media presentations, performance tasks/projects, discussion board, lecture, group and individual activities, website reviews, writing projects, research, observations and journal reviews. Instructor retains the right to modify work assigned.

**Special Instructional Materials**

Access to Blackboard and the Internet

**Course Objectives and outcomes**

Course objectives are part of a comprehensive program to meet KY teacher standards, CEC Advanced Preparation Standards.

Specific learner outcomes for this course are that students will be able to:

1. Define transition, identifying its relationship to career education. (KY #1; CEC 3.3, KFT 1A, 1D)
2. Identify major educational reforms that have affected the development of transition services and vocational-technical education. (KY #1; CEC2.0, 2.2, 3.3, 6.1, KFT 1A, 1D)
3. Identify legislation regarding career counseling and job placement for persons with disabilities. (KY#1; CEC 3.3, KFT 1A, 1D)
4. Articulate the basic functions of system coordination, describing the consumer-centered principles for interagency coordination. (KY #1, 8; CEC 5.0; KFT 1Am 1B, 1C, 1E, 4F)
5. Analyze the quality of transition education programming that currently exists in a local middle/high school. (KY #8, 9; CEC 1.1, 1.2, 3.1, 4.1: KFT 4A, 4E)
6. Describe appropriate vocational/transitional assessment for persons with disabilities. (KY# 2 CEC 1.1, 1.2; KFT 1F, 3D)
7. Develop and critique an Individual Transition Plan/Individual Graduation Plan. (KY#2; CEC 3.0 3.1 3.2 3.3; KFT 1A, 1B, 1C, 1D, 1E, 1F, 3D)
8. Analyze the process for developing and implementing interagency agreements. (KY#1; CEC 7.0 7.2 7.3; KFT 1A, 4F)
9. Describe accommodations in the transition process for individuals with functional limitations and or language difference. (KY#1, 2; CEC 3.4; KFT 1B, 1D, 4D, 4F)
10. Identify and build collaborative relationships with agencies in the local community providing supports to individuals with disabilities. (KY #8; CEC 5.0, 5.3; KFT 1B, 4D, 4F)
11. Identify residential and recreational opportunities in the local community for persons with disabilities. (KY#8; CEC 7.3; KFT 4C, 4D, 4F)

**Topics covered in this course**

Course Topics (some, but not all-inclusive of topics that may be covered during the term):

This online course will be delivered in four modules with a culminating Critical Performance Indicator (CPI).

<table>
<thead>
<tr>
<th>Module 1:</th>
<th>Module 2:</th>
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<tbody>
<tr>
<td>Locating resources</td>
<td>From the classroom; Group survey</td>
</tr>
<tr>
<td>Basic concepts and terminology for transition</td>
<td>Interagency collaboration</td>
</tr>
<tr>
<td>Case Law; Due Process</td>
<td>Social Skills training for transition</td>
</tr>
<tr>
<td>Legislation</td>
<td>Assessment of needs- formal-informal</td>
</tr>
<tr>
<td>KY High School diplomas &amp; KCAS</td>
<td></td>
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<tr>
<td>History of transition</td>
<td></td>
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<tr>
<td>Population needs &amp; opportunities</td>
<td></td>
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</tbody>
</table>

<table>
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<tr>
<th>Module 3:</th>
<th>Module 4:</th>
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<tbody>
<tr>
<td>Teacher’s role as leader</td>
<td>Effective strategies for transition</td>
</tr>
</tbody>
</table>
Components of Transition IEP
- Analyze an IEP, NSTAAC #13, KY #13
- Midterm: Resources for Transition process
- Working with Families
- Measurable goals

Interagency agreements
- Transition planning Application CPI
- NSTAAC #13 evaluation of a plan
- Case studies
- Teacher Dispositions and Professional Development

<table>
<thead>
<tr>
<th>Bibliography/Reference/Websites</th>
<th>Bibliography: Other sources of information students may want to explore</th>
</tr>
</thead>
</table>

**Electronic:**
Resources from these sites will be utilized in this course as well as resources on Blackboard.
- **WKU library:** Use Blackboard link or go to WKU Library,
  - Go to: Services tab; Extended and Off-campus Library Services to learn how to use library
- **Blackboard Tutorials**
  - [https://blackboard.wku.edu/webapps/portal/frameset.jsp?tab_tab_group_id=_42_1](https://blackboard.wku.edu/webapps/portal/frameset.jsp?tab_tab_group_id=_42_1)
- **Blackboard SPED 517:** See External Links for resources gathered for this class
  - WKU’s Homepage [http://www.wku.edu/](http://www.wku.edu/)

**Assignments/Point values:**
All assignments must have your name, date, class/section posted on them. If I print them out to grade while out of the office, they must be clearly marked.
Assignments may include, but are not limited to:

<table>
<thead>
<tr>
<th>Course Obj.</th>
<th>Assignment</th>
<th>% of grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1, 2, 3</td>
<td>Module 1</td>
<td>20%</td>
</tr>
<tr>
<td>4, 6, 8</td>
<td>Module 2</td>
<td>20%</td>
</tr>
<tr>
<td>9, 10, 11</td>
<td>Module 3</td>
<td>20%</td>
</tr>
<tr>
<td>5, 7, 9</td>
<td>Module 4</td>
<td>20%</td>
</tr>
<tr>
<td>all</td>
<td>CPI project, posted and scored</td>
<td>20%</td>
</tr>
<tr>
<td>Total points</td>
<td></td>
<td>100%</td>
</tr>
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</table>

Additional activities may be assigned for clarity but points will not be added for the grade. The instructor retains the right to modify and adjust the assignments and schedule of activities. Please note that the percentage model gives the student a mathematical advantage over straight scores but you must look at the module total to gauge your progress. Zeros are very detrimental.

**Standards Addressed in this course CPI**
Kentucky’s Teacher Standards for Preparation and Certification - Find full explanation of each standard at:
- Comparison of Council for Exceptional Content Standards

KY CPI task focuses on KY standards
Teacher Standards:
- **CEC Content Standards**
- **KY Teacher Standards**
  - 1) Foundations
  - 1. Content Knowledge
  - 2) Development & Characteristics of Learners
  - 2. Designs/Plans Instruction
  - 3) Individual Learning Differences
  - 2. Designs/Plans Instruction
SPED 517 Critical Performance (CPI)– Transition Project
Located at http://edtech2.wku.edu/portfolio/index.php
Students are required to develop a transition or ILP learning plan incorporating interagency supports to demonstrate knowledge of creating a positive learning climate which allows students with disabilities to access the general curriculum as well as transition successfully to independent living according to the content of the AE, CC, and POS.

**Grades for the class will not be posted until candidates have posted the CPI.**

**University/Department policies**

**APA Style**
All papers submitted in this course will be typed and formatted according to the *Publication Manual of the American Psychological Association* (5th ed.). **APA style will not be taught as a part of this course.** Students are individually responsible for obtaining and following APA style conventions, for part of the grade of each applicable assignment will be based upon the extent and accuracy to which these conventions are used. APA’s Publication Manual is on sale at the campus bookstore, and students may also wish to consult the web for information on citing electronic references:

http://www.apastyle.org/elecref.html

**Discussion Board Postings (DBP)**
When posting to the course discussion board, students should: (a) maintain confidentiality regarding schools, school personnel, students, and students’ families and (b) avoid negative evaluations/comments regarding others both in and outside of the course. In addition, students should maintain confidentiality regarding the postings of other students in the course. In other words, the discussion board is not a forum for complaints about the practices of schools and school personnel, neither is it a public forum intended for distribution to those not enrolled in the course. Rather than discussing what someone may be doing wrong in the classroom, use the course content to discuss what educators should do right in the same kind of situation. Deviations from these guidelines will not be tolerated. With that being said, please be aware that, as with any online forum, discussion boards are not private and may be viewed by others who do not have permission to access the board.

**Disabilities Accommodation Statement**
Students with disabilities who require accommodations (academic adjustment and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services, DUC A-200 of the Student Success Center in Downing University Center. The OFSDS telephone number is: (270) 745-5004 for both voice and TDD users. Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services. However, if you are having difficulty with the materials or assignments, do not hesitate to contact me.

Grading
Points are awarded for various tasks/projects/activities during the course. Grades are calculated as a percentage of the total possible points. NO grade below C is accepted in the education program

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Final Grade</th>
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<tbody>
<tr>
<td>93--100 %</td>
<td>A</td>
</tr>
<tr>
<td>85—92.9 %</td>
<td>B</td>
</tr>
<tr>
<td>78—84.9 %</td>
<td>C</td>
</tr>
<tr>
<td>70—77.9%</td>
<td>D</td>
</tr>
<tr>
<td>69% &amp;</td>
<td>F</td>
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</tbody>
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Plagiarism Policy
Student work may be checked using plagiarism detection software.
To represent the 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 and for this class. Students must give the author(s) credit for ANY source material used. Credit must be either at the bottom of the material’s page or in a list of references. To lift content directly from a source, even if it is from a website or friend’s work, without giving credit and/or quoting is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism. Plagiarism or other act of academic dishonesty can and will result in an “F” for the assignment and possible dismissal from the university. All plagiarism must be reported to Student Affairs.

The candidate should scan all papers with appropriate software for plagiarism. New software on Blackboard will evaluate your paper for plagiarism. Papers must be 20% or less “alike” other resources. Please review the Purdue Online Writing Lab for defining and avoiding Plagiarism http://owl.english.purdue.edu/owl/resource/589/01/

Technology Management
Managing student technology is the sole responsibility of the student.
The professor and/or WKU are not responsible for making sure that: (a) student word processing software is compatible with that used by the University; (b) student email software is working properly and that students know how to use it (e.g., to send attachments to the professor); (c) Internet service providers’ equipment and software are installed and working properly in conjunction with student computers; (d) in the event that a student’s computer stops working properly or becomes totally inoperative, the student has another means by which he or she can successfully complete the course; and (e) any other student technology problem or issue gets successfully resolved. It should be understood that, even though periodic travel to a campus classroom may not be required, online courses require more dedication, self-motivation, organization, and planning than many face-to-face courses, and this in part implies that if a student cannot resolve any personal technology difficulties, his or her only workable solution may be to drop the course.

Please note that working, compatible technology (hardware and software) are prerequisites to taking an online course. This includes PowerPoint software. If you are having difficulty, please contact the Help Desk at 270-745-7000, not the professor.

WKU College of Education and Behavioral Science Dispositions
The Educational Professional Demonstrates the following:
Values Learning as evidenced by:
Class Participation
✓ Attendance
✓ Class Preparation
✓ Communication

Values Personal Integrity as evidenced by:
✓ Emotional Control
✓ Ethical Behavior
✓ Values Diversity
✓ Values Collaboration

Values Professionalism as evidenced by:
✓ Respect for school rules, policies and norms
✓ Commitment to self-reflection and growth
✓ Professional Development and Involvement
✓ Professional Responsibility

Deficiencies in any of these areas may warrant a meeting with the professor. Teaching candidates noted as weak in these areas will find difficulty procuring letters of recommendation for employment.

Note: A disposition project is completed in this course.

Course Policies

Assignments or student work
- Assignments become the property of the professor and may not be returned. Keep all work electronically and regularly back up all work. Most class work is helpful for Praxis II study.
- Online course are more difficult than Face-to-Face courses and the learner must be self-driven to schedule time to read, prepare and stay ahead of the due dates. Candidates should schedule at least six (6) hours a week to prepare and complete the work for a three-hour undergraduate course.
- Most assignments will have three allowable opportunities to submit on blackboard. THEREFORE, check it to make sure it opens, it is complete and the final edited version was submitted. Three chances to post it does not negate the due date.

Attendance Policy
Timely participation and punctual assignments are mandatory components to successfully completing this course! Any candidate missing the first 3-4 days of a semester course (or one day of summer course) with no log-on to the course materials will be dropped.

Due dates
Teaching is a profession that requires numerous due dates and strong time-management skills. To better prepare students for effective teaching, due dates will be adhered to. The professor will not pre-view your work but is willing to answer pertinent questions prior to the due dates. Major life crisis are always taken into consideration. Patterns of unpreparedness, neglect or disorganization are not. Work that is due in class is due when the class begins. Work that is due at midnight is considered late at 12:01. Check Module checklists for time work is due. Work may be submitted early.

Participation and Communication: Students in this online course are not expected to attend any class at WKU; however, student class participation is required. You ARE a part of a distributed class, i.e., you and your classmates are spread around the US and even the world! Each time you come to class via Blackboard on the web, please check Announcements for any current or relevant new information. You must discipline yourself to complete assignments on time. It is strongly suggested that the student notify the instructor in advance of a possible absence for more than 10 days.

Students’ participation grade includes completion of class assignments, reading all assigned materials,
maintaining contact with the instructor, use of the Q & A Discussion board to help classmates, and maintaining a positive professional attitude. Your instructor is happy to make an appointment (either in person, by SKYPE or by phone) with any student to help with any assignment or answer any questions. However, it is easier for your instructor to respond more quickly to email than regular postal mail or phone messages.

**E-Mail Communication**

Whole class emails are sent through the blackboard and your WKU email address is what is listed there. Check with the help desk if you want to have your email forwarded or changed. You are expected to check the course site and your email on a daily basis for class notifications/updates.

Email communication can cause communication concerns due to the fact that: (a) it is often difficult to correctly interpret the intended tone of an email message/discussion board posting; (b) it is often too easy to quickly zip off a rude communication to someone without first finding out “the whole story” or thinking through the possible consequences of doing so; and (c) people sometimes will communicate things electronically that they would never say in a face-to-face conversation, students should take care to be polite, to-the-point, professional, and respectful in all communication in this course. In the case that inappropriate/disrespectful student communication is received by the professor or posted on a discussion board, the professor reserves the right to deduct points, delete it without answering questions or responding in any way, retain copies to be used as evidence in student disciplinary proceedings, or take any other appropriate action she sees fit. Please review the following netiquette website for more information about ethical and considerate online behavior: [http://www.albion.com/netiquette/index.html](http://www.albion.com/netiquette/index.html).

**Field Experience**

**Required for all students in this course:** 10 hours - working with a secondary student and he/her parents and creating a practice transition IEP/evaluation and critique.

**Field Experience policies for teacher education**

**MAT LBD, initial certification candidates need to document field hours. 10 hours are required for this course.**

**FIELD HOURS**

The Kentucky Field Experience Tracking System (KFETS) is where students are required to enter all field experiences into the EPSB portal website here [http://www.epsb.ky.gov/](http://www.epsb.ky.gov/)

EPSB provides an explanation of the new requirements and the KFETS system here [http://www.epsb.ky.gov/teacherprep/FieldExperience.asp](http://www.epsb.ky.gov/teacherprep/FieldExperience.asp)

Office of Teacher Services has also created a Field Experience Requirements page to help provide information to students and faculty. This information includes the CEBS Field Experience Tracking Form [http://www.wku.edu/teachservices/field_exp/](http://www.wku.edu/teachservices/field_exp/) This webpage will be updated when more resources or information becomes available.

**Admission to Teacher Education, a Criminal background check, TB test and a health screening are required prior to any work in the schools.** Students are responsible for obtaining and keeping current these through the office of Teacher Education –GRH 2052; (270) 745-4300. There is a fee, which may be paid through cash or check (Payable to KY STATE TREASURER). Contact [http://www.wku.edu/teachservices/teacher_admissions/index.php](http://www.wku.edu/teachservices/teacher_admissions/index.php) for more information. If you have already completed these screenings for another course check your current status with teacher services.

Candidates for initial or advanced certification in professional education are expected to
display conduct and dispositions consistent with the [Kentucky Teacher Code of Ethics](https://www.kentucky.gov/kctsb/Pages/default.aspx), discipline-specific ethical codes, the [WKU Conceptual Framework](https://www.wku.edu/teacher教育部/Teaching/ConceptualFramework.pdf), and the [WKU Student Handbook](https://www.wku.edu/academic/student-handbook/index.html) at all times on campus and in field settings. Falsification of any field work document is grounds for failing the course and not being approved to retake the course.

<table>
<thead>
<tr>
<th>Written work Quality</th>
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<tbody>
<tr>
<td>All submitted work is to be of professional quality. Work that is less than professional will be returned ungraded. A Holistic Writing Rubric will be provided. Student should analyze the rubric and edit work prior to submission. If writing is a weak skill set, please procure an editor/tutor to strengthen this skill.</td>
</tr>
</tbody>
</table>

Please use “people first” language. That means, that you always refer to a person first and the disability as secondary. For example, person with autism is correct –autistic student is incorrect. Points will be deducted for misuse of people first language.

All graduate work should be in 12-point font & double-spaced in APA format. [http://owl.english.purdue.edu/owl/resource/560/01/](http://owl.english.purdue.edu/owl/resource/560/01/)

<table>
<thead>
<tr>
<th>Writing Center Assistance</th>
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<tbody>
<tr>
<td>The Writing Center is located in Cherry Hall 123 on the Bowling Green campus and also offers online consultations for students who live at a distance or who cannot visit during our operating hours. Our writing tutors have been trained to provide helpful feedback to students at all phases of a writing project: they can help you brainstorm ideas, structure your essay, clarify your purpose, strengthen your support, and edit for clarity and correctness. But they will not revise or edit the paper for you. See instructions of the website <a href="http://www.wku.edu/writingcenter">www.wku.edu/writingcenter</a> for making online or face-to-face appointments. Or call (270) 745-5719 during our operating hours (also listed on our website) for help scheduling an appointment.</td>
</tr>
</tbody>
</table>