

Note:

Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.

COURSE SYLLABUS

EDUC 525

COLLABORATING FOR SUCCESSFUL TRANSITIONS

COURSE DESCRIPTION

The study of characteristics of students with intellectual disabilities. Curriculum and techniques will be investigated to enable achievement.

RATIONALE

The field of special education constantly evolves in the context of legal mandates, best practices, understandings of causation and planned instruction, and in services available for support. With IDEA 2004, a renewed focus has been placed in transitional practices for moving students from secondary environments to the worlds of work, independent living, and community living. This course seeks to use tried-and-true methods for developing successful transition plans (strategies and coordination) to meet individual student needs. The legal mandates and the Christian moral mandates are used as a foundation for such important work.

I. PREREQUISITES

EDUC 500 or equivalent.

II. REQUIRED RESOURCE PURCHASES

Click the following link to view the required resources for the term in which you are registered:

<http://bookstore.mbsdirect.net/liberty.htm>

III. ADDITIONAL MATERIALS FOR LEARNING

A. Computer with basic audio and video output equipment

B. Internet access (broadband recommended)

C. Microsoft Word

(Microsoft Office is available at a special discount to Liberty University students.)

IV. MEASURABLE LEARNING OUTCOMES

Upon successful completion of this course, the candidate will be able to:

A. Respond to critical issues in the field, such as current issues and definitions, assessment, diagnosis, and evaluation.

B. Investigate historical foundations and classic studies, including major contributors, and draw preventative and treatment implications from this body of knowledge.

C. Utilize and become familiar with consumer and professional organizations, publications, and journals relevant to this field.

- D. Relate basic programming (behavioral and academic) concepts and effective collaboration to the education of pre-school, school-aged, and adolescents who are disabled.
- E. Identify key transitional stages for persons with disabilities, and discuss related needs such as the need to learn social, life, and self-determination skills.
- F. Communicate professionally in written and oral form utilizing reliance on “people first” terminology.
- G. Apply biblical principles to the process of collaborating for successful transitions.

V. VA DOE COMPETENCIES

A. Collaboration

- 1. Skills in consultation, case management, and collaboration, including:
 - a. Training, managing and monitoring paraprofessionals.
 - b. Involvement of families in the education of their children with disabilities.
 - c. Understanding the standards of professionalism.
 - d. Cooperating with community agencies and other resource providers.
 - e. Models and strategies for promoting students’ self-advocacy skills.

B. Transitioning

- 1. Skills in consultation, case management, and collaboration for students with varying degrees of disability severity, including:
 - a. Coordinate service delivery with general educators, related service providers, and other providers.
 - b. Awareness of community resources agencies and strategies to interface with community agencies when developing and planning IEPs.
 - c. Knowledge of related services and accommodations that pertain to postsecondary transitions that increase student access to postsecondary education and community resources.
 - d. Ability to coordinate and facilitate meetings involving parents, students, outside agencies, and administrators.
- 2. Understand the difference between entitlement and eligibility for agency services as students move to the adult world including a basic understanding of Social Security Income benefits planning, work incentive, Medicaid, and community independent living.
- 3. Recognize uses of technology and seek out technology at postsecondary settings that shall aid the student in their education, work, and independent living.
- 4. Recognize and plan for individual student potential and their capacity to meet high academic, behavioral, and social expectations and the impact of academic and social success on personal development:
 - a. Knowledge of person-centered planning strategies to promote student involvement in planning;
 - b. Knowledge of generic skills that lead to success in school, work and community, including time management, preparedness, social interactions, and communication skills.

5. Understand social skill development and the unique social skills deficits and challenges associated with disabilities:
 - a. Assesses social skill strengths and needs;
 - b. Plans and uses specialized social skills strategies.
 6. Knowledge of use and implementation of vocational assessments to encourage and support students' self-advocacy and self-determination skills.
 7. Knowledge of legal issues surrounding age of majority and guardianship.
- C. Individualized education program implementation.
- Apply knowledge of assessment and evaluation throughout the K-12 grade levels to:
1. Construct, use, and interpret a variety of standardized and nonstandardized data collection techniques, such as task analysis, observation, portfolio assessment and other curriculum-based measures.
 2. Make decisions about student progress, instruction, program, accommodations, placement, and teaching methodology for students with disabilities who are accessing the general education curriculum and the standards of learning.
 3. Demonstrate the use of assessment, evaluation, and other information to develop and implement individual educational planning and group instruction with students with disabilities who are accessing the general education curriculum across the K-12 grade levels.
 - a. Assessments and management of instruction and behavior.
 - b. The ability to prepare students and work with families to promote successful student transitions throughout the educational experience to include postsecondary training, employment, and independent living that addresses an understanding of long-term planning, career development, life skills, community experiences and resources, self-advocacy and self-determination, guardianship, and legal considerations.

VI. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Textbook readings, selected journal articles, and lecture presentations/notes
- B. Class Introductions

In Module/Week 1, candidates will participate in an introductions discussion forum. The introduction thread should include a picture of the candidate alone and general biographical information about the candidate. The candidate will receive points for the assignment for uploading the picture, providing the general information, and maintaining professionalism in the presentation. This assignment is due by 11:59 p.m. (ET) on Sunday of Module/Week 1.

- C. Field Experience Plan

The candidate will submit a paragraph, informing the instructor of the plan for the required 10-hour field experience, including the supervising schools name and other pertinent information. This assignment is due by 11:59 p.m. (ET) on Sunday of Module/Week 1.

D. Discussion Board Forums (6)

Each forum will be completed as follows: Students will post an initial thread (400–500 words) in answer to the prompt provided and post two replies (200–250 words, each) to at least two other classmates' threads. The thread is due by 11:59 p.m. (ET) on Thursday and the replies are due by 11:59 p.m. (ET) on Sunday of the same week.

E. Lesson Plans (3)

Each candidate will complete three lesson plans (one life skills, one social skill, and one combination of life skills & academic) for a student with intellectual disabilities. Each lesson plan is due by 11:59 p.m. (ET) on Sunday of the module/week assigned.

F. Individualized Educational Plan (IEP)

The candidate will develop an IEP for a student with an intellectual disability by following the guidelines and documents provided in Blackboard. This assignment is due by 11:59 p.m. (ET) on Sunday of Module/Week 5.

G. Student Portfolio

The candidate will create a portfolio based upon a case study (include IEP, assessments given, skills checklist, etc.) To complete this assignment, refer to the portfolio template provided in LiveText. This assignment is due by 11:59 p.m. (ET) on Sunday of Module/Week 6.

H. Individualized Transition Plan (ITP)

The candidate will develop a transition plan based upon a case study outlining necessary transition planning for academic, social, vocational, and community skills. This assignment is due by 11:59 p.m. (ET) on Sunday of Module/Week 7.

I. Field Experience Report

The candidate will submit a 2–3-page field experience summary, as well as a Field Experience Evaluation and Field Experience Log as his or her Field Experience Report. This assignment is due by 11:59 p.m. (ET) on Friday of Module/Week 8.

*All field experience placements in Lynchburg and surrounding counties must be approved by Liberty University's field placements director at the beginning of the fall and spring semester (unless the candidate is completing the experience in the school in which he/she is employed). A candidate completing field experience outside the Lynchburg area may make arrangements by submitting the appropriate paperwork directly to the school or school system.

VII. COURSE GRADING AND POLICIES**A. Points**

Class Introductions	25
DB Forums (6 at 25 points each)	150
Field Experience Plan	50
Lesson Plans (3 at 75 points each)	225
Individualized Education Program (IEP)*	100
Student Portfolio*	100
Individualized Transition Plan (ITP)	200
Field Experience Report	150
Total	1000

*Benchmark Assignments for Development Portfolio – Turn in the rubric with each of these assignments (IEP and Student Portfolio). Submit as one document by attaching the rubric to the front of the document. Save copies of the rubric and assignments in your developmental portfolio.

B. Scale

A = 960–1000 A- = 940–959 B+ = 920–939 B = 890–919 B- = 870–889
 C+ = 850–869 C = 820–849 C- = 800–819 D+ = 780–799 D = 750–779 D- = 730–749
 F = 729 and below

C. Late Assignment Policy:

The nature of this course requires that the candidate interact with the material, professor and other students on a weekly basis. Because of this, it is difficult to achieve the fullest experience in this learning environment when assignments are late.

If unable to complete an assignment on time, the candidate must contact the instructor immediately by email to make arrangements for the completion of that assignment. Assignments that are submitted after the due date without appropriate excuse and pre-approval will receive the following deductions:

- Assignments submitted after the due date will receive a 10% deduction.
- Assignments submitted more than one week late receives a 20% deduction.
- Assignments submitted after two weeks late or after the final due date of the class will not be accepted without documentation or extenuating circumstances.

D. Disability Assistance

Candidates with a documented disability may contact the Liberty University Online Office of Disability Academic Support (ODAS) at luoodas@liberty.edu to make arrangements for academic accommodations.

COURSE SCHEDULE

EDUC 525

Textbooks: Flexer et al., *Transition Planning for Secondary Students with Disabilities* (2008).

WEEK/ MODULE	READING & STUDY	ASSIGNMENTS	POINTS
1	Flexer et al.: chs. 1–2 1 presentation	Course Requirements Checklist Class Introductions DB Forum 1 Field Experience Plan	0 25 25 50
2	Flexer et al.: chs. 3–4 1 presentation	DB Forum 2 Academic Lesson Plan	25 75
3	Flexer et al.: chs. 5–6	DB Forum 3 Life Skills Lesson Plan	25 75
4	Flexer et al.: chs. 7–8 1 presentation	DB Forum 4 Combination Lesson Plan	25 75
5	Flexer et al.: ch. 9 2 presentations	DB Forum 5 IEP	25 100
6	Flexer et al.: chs. 10–12 1 article 1 presentation 1 website	DB Forum 6 Student Portfolio	25 100
7	Flexer et al.: ch. 13 3 presentations	ITP	200
8	Flexer et al.: chs. 14–15 2 presentations	Field Experience Report	150
TOTAL			1000

DB = Discussion Board

NOTE: Each course week begins on Monday morning at 12:00 a.m. (ET) and ends on Sunday night at 11:59 p.m. (ET). The final week ends at 11:59 p.m. (ET) on Friday.