Midwestern State University

Gordon T. & Ellen West College of Education

SPED 4523 X-10: Vocational/Transitional Education

Contact Information:
Instructor: Emily N. Smith, EdD

Office Hours: Tuesday 9:30am-11:00am, Wednesday 8:00am – 10:00am, Thursday 9:30am-11:00am

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Course/Catalog Description: A study of the etiology of and concepts relating to exceptional individuals.

Required Text :
No text required. All reading will be provided.

Required Technology:
All students must have internet access and word processing software.

Instructor Response Policy
Please allow 24 hours response time during the semester. I will respond to emails on weekdays, excluding holidays. I prefer you email me through my MSU email account Emily Smith but I also check the email associated with this course each morning.

WCoE Conceptual Framework
The outcomes for graduates of professional programs are based upon knowledge, skills, and dispositions in the following elements:

- **Learner Development** - understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and design and implements developmentally appropriate and challenging learning experiences.

- **Learning Differences** - understand individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

- **Learning Environment -** work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

- **Content Knowledge -** understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

- **Application of Content -** understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

- **Assessment -** understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

- **Planning for Instruction -** plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

- **Instructional Strategies -** understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

- **Professional Learning and Ethical Practice -** engage in ongoing professional learning and use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

- **Leadership and Collaboration -** seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues,
  other school professionals, and community members to ensure learner growth, and to advance the profession.

Objectives The candidate will meet the following standards and competencies relating to special education by the Texas Education Agency (TEA) as required for certification as a special education teacher (EC-12), as well as the relevant Council for Exceptional Children (CEC) knowledge and skills base standards for all beginning special education teachers.

This course provides special education candidates and students with a knowledge base of the environment in which they may teach. Satisfactory completion of the course will document that students have demonstrated the ability to:

Objective	Standards
Students will explore curricula for the development of cognitive, academic, social, language, affective, motor, career, and functional life skills for individuals with disabilities;	1.0Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.
Students will design a learning environment that encourages active participation by students in a variety of individual and group learning activities	3.0 Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.
Students will design a learning environment that encourages active participation by students in a variety of individual and group learning activities	Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well being, positive social interactions, and self-determination.
Students will design a learning environment that encourages active participation by students in a variety of individual and group learning activities	Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

Objective	Standards
Students will collaborate in designing transition plans that meet the identified needs of students with disabilities	Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well being, positive social interactions, and self-determination.
Students will collaborate in designing transition plans that meet the identified needs of students with disabilities	Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.
Students will design a transition plan.	Beginning special education professionals use multiple methods of assessment and data sources in making educational decisions
Students will design a transition plan.	Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.
Students will design and implement an instructional program that addresses instruction in independent living skills,	Beginning special education professionals use multiple methods of assessment and data sources in making educational decisions
Students will integrate affective, social, and career/vocational skills with academic curricula through transition planning.	Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.
Students will integrate affective, social, and career/vocational skills with academic curricula through transition planning.	Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

See Appendix A for a complete list of standards/competencies

Dispositions Students will demonstrate the dispositions of dependability, sensitivity, and a commitment to becoming practitioners and leaders in the profession of education who practice

within the CEC Code of Ethics. Students will be prepared for their students and attend camp each day.

CEC Code of Ethics

- Maintaining a high level of professional competence and integrity and exercising professional judgment to benefit individuals with exceptionalities and their families.

- Promoting meaningful and inclusive participation of individuals with exceptionalities in their schools and communities.

- Practicing collegially with others who are providing services to individuals with exceptionalities.

- Developing relationships with families based on mutual respect and actively involving families and individuals with exceptionalities in educational decision making.

- Using evidence, instructional data, research and professional knowledge to inform practice.

- Protecting and supporting the physical and psychological safety of individuals with exceptionalities.

- Neither engaging in nor tolerating any practice that harms individuals with exceptionalities.

- Practicing within the professional ethics, standards, and policies of CEC; upholding laws, regulations, and policies that influence professional practice; and advocating improvements in laws, regulations, and policies.

- Advocating for professional conditions and resources that will improve learning outcomes of individuals with exceptionalities.

- Engaging in the improvement of the profession through active participation in professional organizations.

- Participating in the growth and dissemination of professional knowledge and skills.

Adopted by the CEC Board of Directors, January 2010

Grading Procedures

Assignment	Details	Points
Transition Coalition Modules	6 Modules 10 points each	60
ARC Volunteer Training		10
WFISD Volunteer Training		10
Vocational Activities	1 Activity	50
ARC Activity	1 Activity	50

Assignment	Details	Points
Student Transition Interview	I Interview	10
Transition Assessment Activities	1 Final paper	50
Individual Transition/Vocational Tasks	1 Task Box	35
Individual Transition Plan	1 plan	100
Quiz	5 Quizzes/25 points a piece	125
Final Exam	Comprehensive Exam	100
Total		600

Grade	Points
A	600-540
B	539-480
C	479-420
D	419-360
F	359 and below

Schedule

Week of	Activity	Notes
08/23/2021	Syllabus/Class Information	
08/30/2021		Introduction to Vocation/Transition (meet in Class)
09/06/2021		**No Class – Labor Day**
09/13/2021	Module 1: Best Practices in Planning for Transition	CEC Meeting WFISD Training Module 1 die Sunday by midnight
09/20/2021	ARC Training	Meet at the ARC
09/27/2021	Student Interviews	Meet in Class

Week of	Activity	Notes
		Quiz Module 1
10/04/2021	Module 2 :Transition Assessment The Big Picture	Online this week Student Interviews and Module 2 Due Sunday by midnight
10/11/2021	Module 3: Working with Families	Meet at the ARC Quiz Module 2 Module 3 due Sunday by midnight
10/18/2021	Module 4: Enhancing Employment Outcomes	Meet at the ARC Module 4 due Sunday by midnight
10/25/2021	Writing Transition Plans	WFISD Training in class Transition Assessment Activities due Sunday by midnight
11/01/2021	Module 5: Strategies for School Completion	Quiz Module 4 Transition Plan due Sunday by midnight Module 5 due Sunday by midnight
11/08/2021	Vocational Activity	Meet in Class
11/15/2021	Module 6: The Essentials of Self-Determination	Meet at the ARC Module 6 due Sunday by midnight
11/22/2021	Individual Transition/Vocational Tasks	Quiz Modules 5 and 6 Individual Transition/Vocational Tasks due in class
11/29/2021		Meet at the ARC
12/09/2021	Final Exam	Must be completed by 10:00pm

Assignments: All written work should be written in a professional manner. Confidentiality will be respected at all times.

Course requirements:

Transition Coalition Modules: 60 points (6 modules 10 points each)

A total of 6 modules will be assigned and completed. Upon completion of each module, you will upload your completion certificate to D2L.

ARC Volunteer Training: 10 points

Training with an ARC representative will be required for this course. You must attend the entire training to receive credit for the training.

WFISD Volunteer Training: 10 points

Training with a WFISD representative will be required for this course. You must attend the entire training to receive credit for the training.

Vocational Activity: 50 points

Each student will create a virtual vocational activity that will last for approximately 30 minutes. These activities will be shared at the ARC with members.

Student Transition Interview – 30 points

During this course, you will conduct an interview with a target student who is already identified as having a disability, receives special education services, and is in the transition process. The interview form will be provided in course materials. If needed, work with student and teacher on appropriate transition goals. The results of this interview may be shared with the classroom teacher, if requested.

Transition Assessment Activities – 50 points

During this semester, you will complete 3 transition assessments on a target student. You will work with one target student who is already identified as having a disability, receives special education services, and is in the transition process. The assessments will be provided in the course materials. You will choose one education assessment, one employment assessment, and one independent living assessment. The results of this interview may be shared with the classroom teacher, if requested. A 2 page paper will be produced to report and analyze findings. The following information will be included in the paper: Student information including personal, school, educational, and diagnosis information, a description and result of each educational assessment, conclusions and recommendations based off the assessments. A rubric for this assignment is posted in D2L .

Individual Transition/Vocational Tasks: 50 points

Students will create a task box that addresses future employment, education, or independent living. Task boxes will include a vocational or transitional task that can be completed independently by a student with a disability. These will be presented in class to classmates and share with students at WFISD. A rubric and sample of task boxes can be located in D2L.

Individual Transition Plan – 100 Points

Students will write an Individual Transition Plan for a secondary student with disabilities. The secondary student included in the transition plan will be the student's target student identified for their transition interview and transition assessments.

Quiz: 125 points (5 quizzes 25 points each)

A total of 5 quizzes will be given throughout the semester. Quizzes will cover information from the Transition Coalition Modules and assigned reading.

Final exam - 100 points

The final exam will be comprehensive for the semester and will be administered via D2L.

Other Class Policies
Extra Credit
Extra credit assignments will not be given in this course.

Late Work
Late will only be accepted in extreme circumstances (death in the family, illness, etc). I must be contacted prior to the assignment due date and appropriate documentation must be provided.

Make Up Work/Tests
Make up work/tests will only be allowed in extreme circumstances (death in the family, illness, etc). I must be contacted prior to the work/test date and appropriate documentation must be provided.

Important Dates
Last day for term schedule changes: August 26th

Deadline to file for graduation: September 28th

Last Day to drop with a grade of "W:" December 4th

Refer to: [Drops, Withdrawals & Voids](#)

Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#)

through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

Attendance

Students are expected to attend all meetings of the classes in which they are enrolled. Although in general students are graded on intellectual effort and performance rather than attendance, absences may lower the student's grade where class attendance and class participation are deemed essential by the faculty member. In those classes where attendance is considered as part of the grade, the instructor should so inform students of the specifics in writing at the beginning of the semester in a syllabus or separate attendance policy statement. An instructor who has an attendance policy must keep records on a daily basis. The instructor must give the student a verbal or written warning prior to being dropped from the class. Instructor's records will stand as evidence of absences. A student with excessive absences may be dropped from a course by the instructor. Any individual faculty member or college has the authority to establish an attendance policy, providing the policy is in accordance with the General University Policies.

Online Computer Requirements

Taking this class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. ***Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.*** Computers are available on campus in various areas of the buildings as well as the Academic Success Center. **Your computer being down is not an excuse for missing a deadline!** There are many places to access your class! Our classes can be accessed from any computer in the world which is connected to the internet. Contact your instructor immediately upon having computer trouble If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into [D2L](#)**.**

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exists in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to Disability Support Services.

College Policies
Campus Carry Rules/Policies

Refer to: Campus Carry Rules and Policies

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by WATC. Adult students may smoke only in the outside designated-smoking areas at each location.

Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Grade Appeal Process

Update as needed. Students who wish to appeal a grade should consult the Midwestern State University MSU Catalog

Notice
Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

References/Scientifically-Based Research/Additional Readings:

Flexer, R. W., Baer, R. M., Luft, P. J., & Simmons, T. J. (2012). Transition planning for secondary students with disabilities.

Johnson, D. R., Stodden, R. A., Emanuel, E. J., Luecking, R., & Mack, M. (2002). Current challenges facing secondary education and transition services: What research tells us. *Exceptional children*, *68*(4), 519-531.

Lattin, D.L., Morningstar, M.E, Field, S., Bjorkman Wade, D.K. & Hu, X. (2010). *The essentials of self-determination* [Online Training Module]. Lawrence, KS: University of Kansas, Department of Special Education. Retrieved from: www.transitioncoalition.org

Morningstar, M.E., Gaumer Erickson, A., Lattin, D.L. & Wilkerson, D. (2012). *Enhancing employment outcomes for youth with disabilities*. [Online Training Module]. Lawrence, KS: University of Kansas, Department of Special Education. Retrieved from: www.transitioncoalition.org

Morningstar, M.E., Lattin, D.L., Erickson, A.G. (2008). *Best practices in planning for transition*. [Online Training Module]. Lawrence, KS: University of Kansas, Department of Special Education. Retrieved from: www.transitioncoalition.org

Morningstar, M.E., Tiemann, G., & Noonan, P. (2005). *Working with families to improve transition services for youth with disabilities.* [Online Training Module]. Lawrence, KS: University of Kansas, Department of Special Education. Retrieved from: www.transitioncoalition.org

National Council on Disability (US). (1996). *Achieving Independence: The Challenge for the 21st Century: a Decade of Progress in Disability Policy Setting an Agenda for the Future*. National Council on Disability.

National Technical Assistance Center on Transition (2016). *Strategies for School Completion.* Heidrich, M.S., Morningstar, M.E., & Lattin, D.L. [Online module]. Lawrence, KS: University of Kansas, Transition Coalition. Available: www.transitioncoalition.org

Noonan, P., Morningstar, M.E., and Clark, G. (2009). *Transition assessment: The big picture.* [Online Training Module]. Lawrence, KS: University of Kansas, Department of Special Education. Retrieved from: https://www.transitioncoalition.org

The IRIS Center. (2007, Rev. 2016). *School counselors: Facilitating transitions for students with disabilities from high school to post-school settings*. Retrieved from https://iris.peabody.vanderbilt.edu/module/cou2/

The IRIS Center. (2016). *Secondary transition: Interagency collaboration*. Retrieved from https://iris.peabody.vanderbilt.edu/module/tran-ic/

The IRIS Center. (2017). *Secondary transition: Student-centered planning*. Retrieved from https://iris.peabody.vanderbilt.edu/module/tran-scp/

The IRIS Center. (2008). *SOS: Helping students become independent learners*. Retrieved from https://iris.peabody.vanderbilt.edu/module/sr/

Yuan, F. T., & Reisman, E. S. (2000). Transition to Adulthood: Outcomes for Graduates of a Non-Degree Post-Secondary Program for Young Adults with Severe Learning Disabilities. *Learning Disabilities: A Multidisciplinary Journal*, *10*(3), 153-63.

Appendix A: Standards/Competencies

Special Education EC-12 Standards

Pedagogy and Professional Responsibility Standards

CEC Initial Preparation Standards

Professional Preparation Standards

High Leverage Practices

WCOE Standards (InTASC):
The outcomes for graduates of professional programs are based upon knowledge, skills, and dispositions in the following elements:

• Learner Development - understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and design and implements developmentally appropriate and challenging learning experiences.

• Learning Differences - understand individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

• Learning Environment - work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

• Content Knowledge - understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

• Application of Content - understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

• Assessment - understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

• Planning for Instruction - plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

• Instructional Strategies - understand and use a variety of instructional strategies to encourage learners to develop deep understanding of

content areas and their connections, and to build skills to apply knowledge in meaningful ways.

• Professional Learning and Ethical Practice - engage in ongoing professional learning and use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

• Leadership and Collaboration - seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Appendix B: Note about COVID

Scientific data shows that being fully vaccinated is the most effective way to prevent and slow the spread of COVE-19 and has the greatest probability of avoiding serious illness if infected in all age groups. Although MSU Texas is not mandating vaccinations in compliance with Governor Abbot's executive orders, we highly encourage eligible members of our community to get a vaccination. If you have questions or concerns about the vaccine, please contact your primary care physician or health care professional. Given the recent rise in cases, individuals are also strongly encouraged to wear facial coverings when indoors among groups of people, regardless of vaccination status. Although MSU Texas is not currently requiring facial coverings, they have been an effective strategy in slowing the spread.