

EDUC 619

Collaboration and Transition: The School and the Community

ONLINE

Graduate Programs in Education



**CROSS-CATEGORICAL
SPECIAL EDUCATION
LICENSE # 801**

Course Information

Course Title, Number, Section Number: Collaboration and Transition: The School and the Community, EDUC 619,001

Term & Year:

Number of Credits: 3 Credits

Course Location: Online

Instructor Information

Instructor	
Office	
Contact Information	
E-mail Address	
Online Office Hours	
Instructor's Response Policy	

Course Description

This course explores the activities inside and outside of school which develop collaborative problem solving in special education. It provides an overview of IDEA requirements for students on the Autism Spectrum, and roles and responsibilities of families in the educational process. Transition is the process to identify desired outcomes after high school and to plan for transition and achievement of those goals. If the "end" we have in mind is "educated employees" then the transition planning is the "beginning." It establishes the education course for middle and secondary students with disabilities that leads to access to adult services, postsecondary education, and the world of work.

Methods of Instruction

Teaching and Learning Strategies: This course will include multiple forms of instruction (e.g., interactive discussions, projects, reflections, research, interviews, phone conferencing, etc) to address multiple styles of student learning. Many of the best practice teaching strategies identified for use with students with a disability will be modelled in this course.

Required and Recommended Course Materials

Required:

Text and Other Required Materials:

- Herr, Cynthia M, PhD & Bateman, Barbara D. PhD, (2012). *Writing Measurable Functional and Transition IEP Goals*. Verona, WI: Attainment Company.
- There is a documentary called "Neurotypical" by Adam Larsen. You can stream it on Amazon Prime or some PBS.org locations, or can purchase it.
- You will need to choose one book from Temple Grandin or John Robison about their experiences with autism. Many are available on Kindle or as an audio book.

Optional:

- American Psychological Association (2009). *Publication Manual of the American Psychological Association, Sixth Edition*. Washington, D.C.

Optional Materials: Text, Professional Journals, or Websites:

- *Teaching Exceptional Children*. Presents articles suggesting classroom teaching strategies, reports of materials, a teacher idea exchange, and other information designed to assist the teacher of exceptional children. This journal is published quarterly by the Council for Exceptional Children (CEC), 1920 Association Drive, Reston, VA 22091 - 1589.
- *Exceptional Children*. This is the official journal of the Council for Exceptional Children (CEC). Publishes articles regarding professional issues of concern to special educators and articles about the education and development of exceptional students. The articles are designed to assist all professionals who work with exceptional children. The journal is published six times per year by the Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091 - 1589.

Websites for this course include:

- National Center on Secondary Education and Transition <http://www.ncset.org/>
- National Alliance for Secondary Education and Transition
- <http://www.nasetalliance.org/>
- DPI- Transition and Planning for Students with Disabilities [http://sped.dpi.wi.gov/sped_transition and](http://sped.dpi.wi.gov/sped_transition_and)
- <http://sped.dpi.wi.gov/files/sped/pdf/tran-cbto.pdf> and Student Transition Portfolio <http://sped.dpi.wi.gov/files/sped/pdf/at-wati-student-portfolio.pdf>
- Autism Speaks, Why a Transition Plan? http://www.autismspeaks.org/sites/default/files/documents/transition/transition_plan.pdf

Course Bibliography:

Adamson, L.B., Bakeman, R., Deckner, D.F., & Romiski, M. (2009). Joint engagement and the emergence of language in children with autism and Down syndrome. *Journal of Autism and Developmental Disorders*, 39, 84-96. Doi:10.1007/s10803-0080601-7

Bellini, S., & Hopf, A. (2007). The development of the autism social skills profile: A preliminary analysis of psychometric properties. *Focus on Autism and Other Developmental Disabilities*, 22, 80-87. Doi:10.1177/10883576070220020801

Causton-Theoharis, J., Ashby, C., & Cosier, M. (2009) islands of loneliness: Exploring social interaction through the autobiographies of individuals with autism. *Intellectual and Developmental Disabilities*, 47, 84-96. Doi:10.1352/1934-9556-47.2.84

Conroy, M., Stichter, J. P., & Gage, N. (2011). Current issues and trends in the education of children and youth with autism spectrum disorders. In J.M. Kauffman & D.P. Hallahan (Eds.), *Handbook of Special Education*. New York:Routledge.

Murray, D.S., Creaghead, N.A., Manning-Courtney, P., Shear, P.K., Bean, J., & Prendville, J. (2008). The relationship between joint attention and language in children with autism spectrum disorders. *Focus on Autism and Other Developmental disabilities*, 23, 5-8. Doi:10.1177/1088357607311443

Simpson, R.L (2004). Finding effective intervention and personnel preparation practices for students with autism spectrum disorders. *Exceptional Children*, 70, 135-144.

Simpson, R. L., de Boer-ott, S. R., & Smith-Myles, B. (2003). Inclusion of learners with autism spectrum disorders in general education settings. *Topics in Language Disorders*, 23, 116-133. Doi:10.1097/00011363-200304000-00005

Viterbo University Mission

The mission of Viterbo University is *to prepare students for faithful service and ethical leadership.*

Franciscan Core Values:

- Contemplation, as we practice thoughtful reflection that invites us to uncover truth and meaning in our knowledge, actions, and decisions
- Hospitality, as we open ourselves to our guests, students, and co-workers with respect and reverence for each person's human dignity
- Integrity, as we embrace goodness, justice, and ethical conduct in all that we do, personally and institutionally
- Stewardship, as we practice prudent and responsible use of all resources in our trust
- Service, as we act and lead for the common good in the spirit of humility and joy

Viterbo University is committed to the integration of the liberal arts and professional studies and considers the preparation of teachers to be a responsibility of the entire university.

Mission Statement of Graduate Programs in Education

In keeping with the mission of Viterbo University, the School of Education has as its mission the *preparation of educators who are grounded in Franciscan values and possess the knowledge and skills to be reflective decision makers for the 21st century*

Graduate courses are intended to provide each learner with an opportunity to extend and broaden professional knowledge. The learner will use personal skills of listening, communication, collaboration, and inspiration to further deepen his or her knowledge and to extend his or her preparation for leadership.

School Counseling Program Mission

The mission of the Viterbo University Master of Science in School Counseling graduate program is to prepare professional counselors to be interpersonally skilled and culturally competent in meeting the diverse needs in a K-12 school environment by assisting in resolving academic, vocational and social/emotional concerns. The program educates counselors who will integrate the values of contemplation, integrity, hospitality, stewardship, and service into their personal and professional lives

Course Student Learning Outcomes

The curriculum is also designed to enhance a student's professional identity and ability to work in a school environment. The Student Learning Outcomes for this course are aligned with CACREP standards, the WI Standards for Special Education, Cross-categorical Special Education and School Counseling and explicated through specific assignments as noted below. As a result of successfully completing this course, the student will:

EDUC 619 Student Learning Outcomes: The student who completes this course demonstrates that he/she:

1. Engages students who have been identified for special education services in individual and cooperative learning activities (CACREP 5.G.3.f.)

2. Assesses individual and group performance in order to design instruction that meets learners' current needs in each domain and that leads to the next level of development (CACREP: 5.G.3.c., 5.G.3.d.)
3. Understands the characteristics, uses, advantages and limitations of different types of assessments (CACREP: 5.G.1.e)
4. Evaluates students' progress and performances in order to modify teaching and learning strategies (CACREP: 5.G.3.n)
5. Designs instruction, intervention, or support based upon the results of assessments (CACREP: 5.G.3.n.).
6. Understands how factors in environments outside of school affect student learning (CACREP: 5.G.3.h.)
7. Understands laws related to students rights and responsibilities (CACREP: 5.G.2.m., 5.G.2.n.)
8. Understands legal and ethical rationale for transition planning. (CACREP: 5.G.2.m., 5.G.2.n.)
9. Understands substantive and procedural compliance and best practice for transition planning (CACREP 5.G.3.g. and WI SC #7)

Cross-categorical Special Education Program Outcomes: All students who complete the special education cross-categorical endorsement at Viterbo University will demonstrate the following outcomes:

10. Develop pedagogical skills and instructional expertise in their area of choice (CACREP: 5.G.3.c)
11. Develop communication, collaboration and intervention skills to accomplish their work. (CACREP: 5.G.3.l. and WI SP #7)
12. Develop professional dispositions of inquiry, collaboration, problem-solving, advocacy and continuous improvement (CACREP: 5.G.2.a., 5.G.3.c. and WI SP #5)
13. Develop, implement, and interpret accountability and outcome-based systems using assessment data (CACREP: 5.G.3.n., 5.G.3.o.)
14. Connect theory, practice, and research to inform educational decisions and foster inclusive learning environments that support diverse learners (CACREP: 5.G.3.h.)

EDUC 619 Standards/Alignment Chart

The curriculum is also designed to enhance a student's professional identity and counseling knowledge and skills. The Student Learning Outcomes for this course are aligned with CACREP standards and explicated through specific assignments as noted below.

Student Learning Outcomes	CACREP Standards	Assignments/Activities
1. Engages students who have been identified for special education services in individual and cooperative learning activities	<i>5.G.3.f. techniques of personal/social counseling in school settings</i>	<i>Parental Interview</i>

2. Assesses individual and group performance in order to design instruction that meets learners' current needs in each domain and that leads to the next level of development	5.G.3.c. <i>core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies</i> 5.G.3.d. <i>interventions to promote academic development</i>	Instructional Strategy List
3. Understands the characteristics, uses, advantages and limitations of different types of assessments	5.G.1.e. <i>assessments specific to P-12 education</i>	Case Study
4. Evaluates students' progress and performances in order to modify teaching and learning strategies	5.G.3.n. <i>use of accountability data to inform decision making</i>	Case Study
5. Designs instruction, intervention, or support based upon the results of assessments	5.G.3.n. <i>use of accountability data to inform decision making</i>	Case Study
6. Understands how factors in environments outside of school affect student learning	5.G.3.h. <i>skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement</i>	Interview with a Parent who has a child with a disability.
7. Understands laws related to students rights and responsibilities	5.G.2.m. <i>legislation and government policy relevant to school counseling</i> 5.G.2.n. <i>legal and ethical considerations specific to school counseling</i>	Course readings, discussion posts.
8. Understands legal and ethical rationale for transition planning	5.G.2.m. <i>legislation and government policy relevant to school counseling</i> 5.G.2.n. <i>legal and ethical considerations specific to school counseling</i> 5.G.3.g. <i>strategies to facilitate school and postsecondary transitions</i>	Transition Plan, Course readings.
9. Understands substantive and procedural compliance and best practice for transition planning	5.G.3.g. <i>strategies to facilitate school and postsecondary transitions</i> WI SC #7	Transition Plan, Course readings
10. Develop pedagogical skills and instructional expertise in their area of choice	5.G.3.c. <i>core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies</i>	Instructional Strategy List
11. Develop communication, collaboration and intervention skills to accomplish their work.	2.F.5.k. <i>Strategies to promote client understanding of and access to a variety of community-based resources</i>	Community Agency Handbook

	<i>5.G.3.l. techniques to foster collaboration and teamwork within schools</i> <i>WI SP #7</i>	
12. Develop professional dispositions of inquiry, collaboration, problem-solving, advocacy and continuous improvement	<i>5.G.2.a. school counselor roles as leaders, advocates, and systems change agents in P-12 schools</i> <i>WI SP #5</i>	Community Agency Handbook.
13. Develop, implement, and interpret accountability and outcome-based systems using assessment data	<i>5.G.3.n. use of accountability data to inform decision making</i> <i>5.G.3.o. use of data to advocate for programs and students</i>	Case Study
14. Connect theory, practice, and research to inform educational decisions and foster inclusive learning environments that support diverse learners	<i>5.G.3.h. skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement</i>	Interview parents of a child with disability.

The curriculum is also designed to enhance a student’s professional skills, knowledge and dispositions to successfully work in a P-12 educational environment. The Student Learning Outcomes for this course are aligned with WI Student Pupil Service Standards and the WI School Counseling Licensing Program Guidelines and explicated through specific assignments as noted below.

Student Learning Outcomes	Standards (WI Student Pupil Service Standards)	Assignments
12. Develop professional dispositions of inquiry, collaboration, problem-solving, advocacy and continuous improvement	5. The pupil services professional understands the organization, development, management and content of collaborative and mutually supportive pupil services programs within educational settings.	Community Agency Handbook.
11. Develop communication, collaboration and intervention skills to accomplish their work	7. The pupil services professional interacts successfully with pupils, parents, professional educators, employers, and community support systems such as juvenile justice, public health, human services and adult education.	Community Agency Handbook.
Student Learning Outcomes	Standards (WI School Counseling: Licensing Program Guides)	Assignments
9. Understands substantive and procedural compliance and best practice for transition planning	7. Demonstrate knowledge of developmental approaches to assist all students and parents at points of educational transition such as, home to elementary school, elementary to middle to	Transition Plan

	high school, and high school to a variety of postsecondary options	
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WI Teaching Standards and Council for Exceptional Children Standards:

WES #1, 2, 3, 4, 6, 7, 8, 9, 10

CEC #1, 2, 3, 4, 5, 6, 7

Evaluation Method

Grading Scale:

This is a course that is based on the standards identified above, allowing for mastery learning. On any assignment, feedback will be provided and corrections allowed in order for a student to demonstrate mastery of the standard. For example, a student that earns a C on a task initially may make corrections, and the grade can be changed to an A. Once your final percentage is calculated, the final grade will be based on the following scale:

<u>Grade:</u>	<u>Overall Percentage:</u>
A	95-100%
A/B	90-94%
B	85-89%
B/C	80-84%
C	75-79%
C/D	72-74%
D	70-71%

Credit Hour Equivalents

All courses are required to meet the required credit hour standards by a combination of instructional time and outside work. A three-credit course will require a minimum of 7,650 minutes (Refer to Appendix 5).

Credits	Instructional Time	Outside Time
3	37.5 clock hours or 2250 minutes	90 clock hours or 5400 minutes

Policies & Resources

Attendance Policy

Students must log onto Moodle and participate in the Introduction on the first day of the course or risk being dropped from the course. Students are expected to access the Moodle course site a minimum of three days per week.

Late Work Policy

Late work may be accepted if a request including rationale is made at least 24 hours in advance. In an emergency situation notice should be provided as soon as possible. Based on the circumstances, the instructor will determine an appropriate extension, if any. Refer to the weekly assignment in Appendix 1 to plan work time in order to meet

assignment due dates. **Late work will not be accepted past the deadline for the end of the course.**

Academic Integrity Policy

Maintaining a standard of academic honesty is a responsibility shared by the students, faculty and administration at Viterbo University. The faculty has the responsibility to create an atmosphere in which students may display their knowledge. This atmosphere includes sufficient safeguards to control dishonesty including an orderly testing room, restrictions on text messages, etc. Students have the responsibility to understand academic misconduct and to refrain from it.

Viterbo students are expected to follow a policy of academic honesty. The willful violation of these standards will result in actions being taken against students who are caught engaging in such unethical conduct. Violations of that integrity may include cheating, plagiarism, falsification of information, and other similar or related conduct. Please visit the Master of Education website at <http://www.viterbo.edu/mae.aspx?id=11264&terms=academic%20honesty> for a detailed explanation of this policy.

Electronic Submissions Policy

Anti-plagiarism software: You may be required to submit some of your written work via an anti-plagiarism software package called Turn It In. Turn It In is an anti-plagiarism software package that checks your work against internet databases and an institutional database of other student papers. The work that you submit via Turn it in will automatically become part of the Viterbo institutional database – it will not be accessible to other students, however, if someone uses your work in the future, Turn It In will report there is a matching student paper in the database. If you have technical problems using this software, you will be required to provide your instructor with an electronic copy of your written work.

Course Support Services

Graduate writing assistance is available from the Academic Resource Center (ARC). Students may access writing resource materials online through the Academic Resource Center or email gradwriting@viterbo.edu to schedule individual support.

You may access student support services directly from your Moodle course page; go to the banner across the top to access the Library, Academic Resource Center, and Student Services.

Where to Get Help: Additional Policies and Resources for Students

- [Viterbo Speaks Up](#): Report crimes, worrisome behaviors, harassment, sexual violence or assault, hate/bias discrimination, or violations of the Viterbo University Code of Student Conduct
- [Chosen First Name Policy](#)
- [Concerns or Complaints Regarding Instruction](#)
- [Moodle & Technology Guides](#)
- [Sex Discrimination, Sexual Harassment, and Sexual Misconduct Policy](#)
- [Student Disability Policies and Procedures](#)
- [Student Resources](#)
- [Technology Requirements](#) and [Technical Support](#)

Please review additional items noted in the Policies and Resources block in the Moodle course site.

Course Website

You are responsible for checking Moodle and your Viterbo email for important class information. Course documents, slides, and announcements will be posted on Moodle.

Disability Statement

The Academic Resource Center provides services to students who have indicated that they have a disability. Students who have a diagnosed disability and require legitimate accommodations must complete an Application for Accommodations Based on Disability-Related Need and should contact the Academic Resource Center. Located at 332 Murphy Center, or you can call: 608-796-3190.

Electronic Submissions Policy

Assignments are to be submitted via the assignment tab on Moodle. A failure to turn in submissions because of “technology issues” is not acceptable unless clearly documented or an area wide outage.

Grade Appeals

- Should you have a strong and solid objection to a grade you receive, you have one week after it is assigned to appeal it. For appeals to be considered, they must be submitted to your instructor by email.
- The instructor will meet with you individually to discuss the grade and your appeal before any (if any) action is taken.
- After this one-week period you still have the option to appeal formally through the University’s grade appeal process.

Late Work Policy

Work turned in late will receive a 5% late penalty for being late and 5% for each day it is late (up to 50%). If you have a valid reason (personal emergency) that is supported with the appropriate documentation, contact your instructor. The instructor will determine exceptions to the late work policy on a case-by-case basis (given that documentation is provided).

Syllabus Statement on Sex Discrimination, Sexual Harassment, and Sexual Misconduct

Viterbo University seeks to ensure that campus community members learn and work in a hospitable and inclusive environment. To this end, Viterbo policy and Title IX prohibit sex discrimination, sexual harassment, and sexual misconduct including, but not limited to sexual assault, sexual exploitation, dating violence, domestic violence, and stalking. As a faculty member, I am required to report incidents of sexual misconduct and thus cannot guarantee confidentiality. I must provide our Title IX Coordinator with relevant details such as the names of those involved in the incident. Viterbo is legally obligated to respond to reports of sexual misconduct, and therefore we cannot guarantee the confidentiality of a report, unless made to a confidential resource. Although I have to report the situation, you will still have options about how your case will be handled, including whether or not you wish to pursue a formal complaint. Viterbo's goal is to make sure you are aware of the range of options available to you and that you have access to the resources you need.

- Viterbo encourages anyone who has experienced sexual misconduct or relationship violence to get support and assistance from one of the confidential or non-confidential resources listed at this link: <http://www.viterbo.edu/sexual-misconduct/make-report-or-file-complaint>
- Please visit [this website](#) for the complete Viterbo University Sex Discrimination, Sexual Harassment, and Sexual Misconduct Policy with resources, procedures, and flowchart.