

WILLIAM PATERSON UNIVERSITY
College of Education
Department of Special Education and Counseling

COURSE SYLLABUS
SPC 5800-80

Winter 2018/2019

*Preparing Inquiring Educators for Diverse Settings: Developing Knowledge, Applications,
Dispositions*

Instructor: Alex Chambers, Ph.D.

Skype/Facetime: alexwc74 (Please email me to set up a Skype or Facetime meeting)

E-mail: Chambersa5@wpunj.edu (Please put SPC 5800 and your last name in the subject line)

This syllabus is a guide only. Requirements/assignments/due dates may change. Students will be given advance notice if changes are necessary.

A. Course Title: SPC 5800 Collaboration with School, Home and Community
Credits: 3

B. Course Description: The course examines political, economic and cultural beliefs towards school and schooling of individuals from diverse backgrounds, focusing on students with disabilities. The course extends from preschool through transitions leading to post-secondary adjustments and quality of life. Positive communication models are discussed between home, school, community and agencies. Life span issues affecting all individuals are reviewed. Proven practices to engage students with special needs in self-advocacy, notably for student centered transition planning are presented. Alternative perspectives are provided on ways home, school and community and agencies interact to facilitate learner's transitions from preschool through school completion. Candidates learn to access services provided through school, community, state and federal agencies that contribute to all students' meeting the goals of education.

Please note: Students enrolling in this course **must** have reliable internet access to use Blackboard from the start date of **12/26/17** to the end date **1/14/18**. Assignment due dates will be strictly enforced. Students enrolling in this course must be aware of all assignment due dates and prepare to complete assignments by the due date. Also, students must be prepared to devote time daily to this course, **no exceptions**.

1. All assignments must be submitted through blackboard.
2. No assignments will be accepted via email nor will late assignment be accepted after the date/time assignments are due. All assignments (this includes blackboard discussions as well) are due no later than 11:59 pm of the due date.

3. You must save all assignments as a word document (preferred) or PDF; Please do not submit Google docs, pages, or files of any other format.
4. Assignments also must be saved with your full last name and the name of the assignment.

Example: Chambers_Critique of Research Article

C. Prerequisites:

- Cumulative GPA of at least 3.0

D. Course Objectives:

1. Gain insight into own attitudes and beliefs, and their root, as foundations to understand individuals from diverse cultures and ability levels.
2. Understand the impact on the individual of his/her cultural norms, beliefs, values, customs and language.
3. Develop awareness of career development as a life-long process.
4. Demonstrate skill facilitating students' transitions between educational levels and classroom settings, e.g., preschool to kindergarten, self-contained special education classroom to in-class support.
5. Understand the lifetime consequences of physical, cognitive, social and psychological disabilities on individuals and families across cultures.
6. Develop understanding of long-range planning necessary to provide a lifetime of care for the person with disabilities, including finances, living arrangements, guardianship, and leisure activities.
7. Demonstrate professional judgment by evaluating current research on the long-term impact of some aspect of "different-ness" on educational, social/emotional, vocational, residential, and leisure activities engaged in by the "different individual".
8. Understand the stages that all families experience caring for a child, focusing on families of children with disabilities.
9. Develop skills to work with colleagues, parents, and students with disabilities to identify concerns, set goals, select interventions, and monitor progress.
10. Review the legal requirements for post-secondary transition planning, including IDEA 2004 and N.J.A.C. 6A:14.
11. Understanding key collaborations associated with transitions, and the roles of important players.
12. Develop knowledge of post-secondary transition models, formal, informal and authentic assessment procedures, and best practices.
13. Access private and public agencies that support and empower families by providing services and care-giving, e.g., respite, employment, health.
14. Use assistive/adaptive technologies to foster independence.

E. Student Learning Objectives: Teacher Candidates will be able to. . .

1. Demonstrate application of how culture affects attitudes towards disabilities, differences and schooling
2. Apply knowledge of transition issues by developing a transition plan to assist a student make a transition (a) from one school to another, (b) from one school level to another, or (c) from school to a post-secondary setting; and

3. Demonstrate the ability to create a career development plan for a K-5 classroom using the NJ CCCS for Workplace Readiness.

Teacher Candidate Learning Outcomes	CEC (2012)	ACEI (2007)	NJPTS	NJ CCCS
1. Diversity Paper	1.1, 1.2, 3,5, 6.3,	2.4, 3.1, 3.2	2, 3	6.3, 9.1
2. Transition Plan	1.2,2.1, 2.2, 5.1, 5.5, 7	1, 2.4, 3.1, 3.2, 5.2	4, 7, 9	9.1, 9.3
3. Career Development Plan	1.2, 2.1,2.2, 5.1,,5.5, 7	2.4, 5.2,	4, 7, 9	9.1, 9.3

F. Course Content:

1. Effects of multicultural issues on schooling
2. Communication and collaboration with families from diverse cultures
3. Legal requirements and models for transition planning
4. Orientation to career education
5. Effects on families when a family member has a disability
6. Long-range transition planning for individuals with disabilities
7. Development of Individual Transition Plans
 - a. Daily Living Skills
 - b. Personal-Social Skills
 - c. Occupational Guidance and Preparation
8. School/community resources to support transitions
9. Technologies to support independence
10. Collaboration with colleagues, families, and agencies to support self-advocacy and self-determination

G. Teaching / Learning Methods:

1. Online Lecture/Discussion
2. Blackboard technology to augment lectures
3. Technology: Internet research/Videos

H. Performance Based Assessment: Teacher Candidates will . . .

1. Demonstrate understanding of how culture affects attitudes toward disabilities, differences, and schooling as assessed by a critique of an article from a professional journal (SLO 1)
2. Apply knowledge of transition issues by developing a transition plan to assist a student make a transition (a) from one instructional placement to another, (b) from one school level to another, or (c) from school to a post-secondary setting as assessed by Teacher Candidate's development of an Individual Transition Plan. (SLO 2)
3. Create a career development plan for a K-5 student using the NJ CCCS Career Education and Consumer, Family, and Life Skills.(SLO 3)

I. Required Text

[Test, D.W., Aspel, N.P., & Everson, J.M. \(2006\). *Transition methods for youth with*](#)

J. Bibliography:

- Samuels, C. (2009). Charting a course after high school. *Education Week*, 28(25), 18-21.
- Phillips, S., Blustein, D., Jobin-Davis, K., & White, S. (2002). Preparation for the school-to-work transition: The views of high school students. *Journal of Vocational Behavior*, 61(2), 202. doi:10.1006/jvbe.2001.1853.
- Overton, J. (2009). Early childhood teachers in contexts of power: Empowerment and a voice. *Australasian Journal of Early Childhood*, 34(2), 1-10.
- Wasburn-Moses, L. (2005). Roles and responsibilities of secondary special education teachers in an age of reform. *Remedial & Special Education*, 26(3), 151-158.
- Skerrett, K. (2005). Journey with intent: A program of personal growth and discovery. *Journal of Creativity in Mental Health*, 1(2), 45-52. doi:10.1300/J456v01n02_05.
- Durán, L., Roseth, C., & Hoffman, P. (2010). An experimental study comparing English-only and transitional bilingual education on Spanish-speaking preschoolers' early literacy development. *Early Childhood Research Quarterly*, 25(2), 207-217. doi:10.1016/j.ecresq.2009.10.002.
- Margetts, K. (2007). Preparing children for school--benefits and privileges. *Australian Journal of Early Childhood*, 32(2), 43-50.
- Dail, A., & McGee, L. (2008). Transition to kindergarten: Reaching back to preschoolers and parents through shared summer school. *Childhood Education*, 84(5), 305-310.
- Liu, K. (2008). Bridging a successful school transition. *Childhood Education*, 84(3), 158A-158O.
- Dorl, J. (2007). Increase your teaching power. *YC: Young Children*, 62(4), 101-105.
- Clark, P., & Zygmunt-Fillwalk, E. (2008). Ensuring school readiness through a successful transition to kindergarten: The Indiana ready schools initiative. *Childhood Education*, 84(5), 287-293.
- Ferguson, A., Ashbaugh, R., O'Reilly, S., & McLaughlin, T. (2004). Using prompt training and reinforcement to reduce transition times in a transitional kindergarten program for students with severe behavior disorders. *Child & Family Behavior Therapy*, 26(1), 17-24.

Course Schedule:

Date	Topic	Assigned Reading	Assignment Due Date
December 26 th	Introductions Transitions and Changes	Dec 26 th reading listed in Blackboard Course Materials	Discussion Question DQ 1 Watch Video: Life after high school
December 27 th	Diverse cultures	Dec 27 th readings listed in Course Materials (three chapters)	DQ 2 Watch Video: Engaging Diverse Families
December 28 th	Toddlers and Preschoolers - Transition from IDEA Part C (Early Intervention birth-3) to IDEA Part B (school age 3-21)	Dec 28 th readings listed in Course Materials (article, NJ Turning 3 PowerPoint, and NJ Early Intervention Transition)	DQ 3 Watch Video: Transition from Early Intervention to Preschool Presentation
December 31 st	Transitions Overview / Best Practices	Text Chapter 1 and 2	DQ 4 Watch Video: Transition Basics
January 1 st	Assessing for Transition	Text Chapter 3	DQ 5 Watch Video: Age Appropriate Transition Assessment
January 2 nd	Planning for Transition / Interagency collaboration	Text Chapters 4 and 5	DQ 6 Watch Video: Agency Collaboration
January 3 rd	Postsecondary Education for Students with Disabilities	Text Chapter 6	DQ 7 Watch Video: Transition to Post Secondary Learning
January 4 th	Research / Literature Review		Critique of Paper due by midnight
January 7 th	Preparing Students for Employment	Text Chapters 7 and 8	DQ 8 Watch Video: Preparing Students for Careers
January 8 th	Independent Living and Community Participation	Text Chapter 9 and 10	DQ 9 Watch Video: Selecting and Successfully Teaching Independent Living Skills to Adults with

			Developmental Disabilities
January 9 th	Transitioning Students with Autism	Jan 10 th reading listed in Course Materials	Watch Video: Giving adults with autism the skills to build independent lives
January 10 th	Career Development Plan		Due by Saturday night Jan 14th by midnight
January 11 th	Transitional Plan		Due by Sunday night Jan 14th by midnight

Assignments:

Blackboard Discussion Questions (DQs) (10 @ 20 pts. each)

Online courses rely heavily upon interactive discussion as a means of instruction. Students are expected to be familiar with the readings. In general, questions and comments are encouraged. Comments should be limited to the important aspects of the earlier posts made, and reflect the knowledge of the readings. Grading of the discussion board is somewhat subjective, but will rely upon completion of assigned tasks, familiarity with the required readings, relevance and insight reflected in the questions.

Because this is a winter session class, the topics will go by quickly. Each day will have its own topic. The class goes from midnight to midnight – **but by 9pm** of each day the class meets (see schedule in the syllabus), the student will create and post their initial response to the discussion board question. Your initial post is required by 9pm in order to allow all other students to read and respond. If you post your initial response at 11:50pm, there would be little chance for any other student to respond. Therefore it is critical that you make sure your **initial response is posted by 9pm on the day it is assigned**. This initial post is also weighted heavier than the other posts you will do.

- This original post must cite the readings / videos of the week. If the readings are not referred to then you will not get the full points.
- You may post other examples you wish to share with the class.
- If you quote materials, you must use APA 6th edition format.

Once you have posted your original responses, Blackboard will allow you to see what others have posted and you can begin to discuss what other classmates have written. After 9pm please go back to the discussion board to see if anyone has asked you a question that you need to answer.

By the end of the night you must post at least three times, **your original post and at least two replies**. Back and forth discussions (it is a discussion board...) with at least one member of the class are important to share ideas and to supplement being in a face-to-face class. You do not have to reply to or start a discussion with *every member* of the class, but over the course of this class, your goal should be to engage with as many of your classmates as possible. I have found

that the more students engage on the discussion board, the more all students benefit from the sharing of ideas, perspectives and resources.

Please do not wait until the last minute to post. You will be risking your grade if there is no one left to have a back and forth discussion with. If you need to, you can get ahead of yourself and post your original post a day or two early, but the back and forth discussions **MUST** take place on the day assigned on the syllabus. Discussions not done on that day will not be graded, even early discussions will not be counted towards your grade. I do not always participate in the discussions on the board, but I am reading them every night.

Discussion Questions are worth 20 points each week. (2 points will be deducted for replies less than two. 1 reply = 2 points, zero replies = 4 points) **You must have a minimum of 4 posts each week to even be eligible to get the 20 points. Quality of the posts is what earns the grade, but I need enough quantity so I can see you understand the topic of the week. Just having 4 posts will not automatically get you with 20 points.

Post Scoring Rubric: Point total = 20 points

AREA	EXEMPLARY 4 points	ADVANCED 3 points	SATISFACTORY 2 points	UNSATISFACTORY 1 points
Demonstrates an understanding of the discussion questions or writing prompt.	Displays an excellent understanding of the assigned readings, course materials, and the underlying concept being discussed. Uses assigned readings, course materials and other information to support important points.	Displays understanding of most the assigned readings, course materials, and the underlying concept being discussed. Uses examples from assigned readings, course materials and other information to support points most of the time, but not always.	Displays some understanding of the assigned readings, course materials, and the underlying concept being discussed. Limited use of assigned readings, course materials and other information to support points.	Displays little understanding of the assigned readings, course materials and the underlying concept being discussed. No reference to assigned reading of course materials to support points.
Demonstrates an understanding of the concepts under discussion.	Displays an excellent understanding of the concepts under discussion by: <ul style="list-style-type: none"> • Citing relevant research or, • Asking a new related question or, • Making an oppositional statement supported by personal experience or related research. 	Displays understanding of most the concepts under discussion by: <ul style="list-style-type: none"> • Citing relevant research OR, • Making affirming statements and citing some research OR, • Making an oppositional statement somewhat supported by personal experience or related research. 	Displays some understanding of the concepts under discussion by: <ul style="list-style-type: none"> • Making affirming statements and citing some research or, • Making an oppositional statement somewhat supported by personal experience or related research. 	Displays little understanding of the concepts under discussion as evidenced by: <ul style="list-style-type: none"> • No affirming statements or references to relevant research or • Asking no related questions or, • Making no oppositional statement supported by any personal experience or related research.

Connections to professional practice	Evidence of strong reflective thought pertaining to personal perspectives and professional development. Reflective statements go beyond what takes place in a classroom to include a theoretical rationale underlying the use of specific strategies or materials.	Evidence of moderate reflective thought pertaining to personal perspectives and professional development. Reflective statements contain most of the theoretical rationale underlying the use of specific strategies or materials.	Evidence of some reflective thought pertaining to personal perspectives and professional development. Reflective statements contain some of the theoretical rationale underlying the use of specific strategies or materials.	Little evidence of some reflective thought pertaining to personal perspectives and professional development. Few, if any, reflective statements go beyond what takes place in a specific classroom. Little, if any, theoretical rationale underlying the use of specific strategies or materials included.
Quality of writing	Written responses are free of grammatical, spelling or punctuation errors. The style of writing facilitates communication. Written response is formatted using APA 6 th edition without error.	Written responses have less than 3 grammatical, spelling or punctuation errors. The style of writing generally facilitates communication. Written response is formatted using APA 6 th edition with minor errors.	Written responses have less than 6 grammatical, spelling or punctuation errors. The style of writing generally facilitates communication. Written response is formatted using APA 6 th edition with minor errors.	Written responses contain more than 6 grammatical, spelling or punctuation errors. The style of writing does not facilitate communication. Written response is not formatted using APA 6 th edition or used with significant or repeated errors.
Quality of response	Responses have rich and through detail, demonstrating an exceptional ability to analyze and synthesize student posts; asks meaningful as well as expansive questions.	Responses have moderate detail demonstrating an acceptable ability to analyze other student posts; ask meaningful questions.	Responses have little detail due to some basic ability to comment on other student posts; ask meaningful questions.	Responses lack detail due to below basic and limited ability to comment on other student posts; asks no meaningful questions.

SLO #1 Written Critique of Journal Article (1 @ 10 pts)

Assignment: Prepare a written critique of one paper /article on how culture affects attitudes towards disabilities, differences and schooling. Choose one article selected from a special education journal by the professor. **You will find several articles in the course material on blackboard to choose from, (course material. research articles) pick any one you want. If you have a journal article you would like to use, please email it to me first for approval.**

Article Selection:

1) Select one of the articles found on blackboard in the Course Documents for this critique.

Content of the Written Critique: three parts

- 1) Introduction: One paragraph describing the issues or problems the article addresses; the first sentence needs to summarize the problem which the article addresses; the rest of the paragraph expands on the first sentence by providing a preview of what the author of the article will be discussing; please do not simply summarize the information contained in the introduction in your article; your introduction needs to present the main idea of the article;

For example:

This article explores the use of technology during cooperative learning assignments. Technology in combination with small group activity would appear to be very appealing to students, but at this point, there is no evidence that such a combination is in widespread use. The authors attempt to remedy this situation by providing guidelines and suggestions for including research on the Internet as a component of cooperative learning tasks.

- 1) Summary of the contents of the article:
 - a) 3-4 paragraphs describing the authors' ideas, findings, recommendations, etc.
 - b) If your article is long and detailed, please use judgment. Some points you may want to explain fully; other points may be referred to only briefly.
- 2) Conclusion: your reaction to this article; the following are suggested directions your reaction may take (it's not required that you respond in all five areas; also you may choose a different area than the ones listed below)
 - i) Criticisms of the article: are some parts of the article confusing; do the authors make recommendations that wouldn't work in the classroom; do the authors draw invalid conclusions, etc.?
 - ii) Have you had any personal experience with the ideas or recommendations contained in the article? Have you observed others applying them or applied them yourself? How did they work out?
 - iii) Can you compare or relate the ideas in this article to information contained in other articles or books you have read?
 - iv) Could the recommendations be applied to a particular setting or situation (other than the ones the authors suggest)? Why?
 - v) Is there a group that especially needs to read this article (again, other than the ones the authors suggest)? Why?

Basics - MUST be completed in APA 6th edition format. This should be about 2-3 pages of content, **If you need help with APA please see the Purdue website**
<http://owl.english.purdue.edu/owl/resource/560/01/>

Grade: your critique will be assessed in light of the following criteria:

- 1) Introduction: does the introduction express the problem or issue that the article addresses?
- 2) Summary of the contents of the article: is the description of the article understandable, well-organized, and thorough? Is the transition between ideas made clear through such phrases as "for example," "on the other hand," "next," "then," "in addition," "first... second...," "as a result," and "however"? Are the major points included? Is the summary organized by paragraphs with a main idea and supporting details?

- 3) Conclusion: does the conclusion reflect some original and in-depth thinking about the article; are the ideas in your reaction sufficiently developed and supported with detail?
- 4) **Notes on the grade – make sure this journal critique is primarily in your own words, please limit the use of direct quotes.

SLO #2 Transition Plan (1 @ 20 pts)

Planning for the transition to Adulthood must start by age 14 in New Jersey. As a part of this course you will be required to complete one comprehensive transition plan that is to be included in the IEP. You must choose one of the case studies of a high school student. **You will find the case studies in the course material on blackboard, pick any student you want.**

I have provided you a template for the plan (in Course Documents) similar to the one used in NJ and around the country. There is also a **partially** completed example

- The example has only one or two goals per section. You will need at least 2 goals per section unless you can justify that goals for that section are not applicable at this time. 2 goals per section is the **minimum** and you will not earn all 20 points with just the **minimum**
- As you can tell by the sample, I have made things up for the plan that was not explicitly written in the limited case study. Be creative with this – make it a little bit fun for me to read ☺. You have creative license with this, but it has to make sense. My example, Taylor, was a bit of a wild child, so it is not unreasonable for him to perhaps have trouble with speeding tickets. It does not make sense that Taylor needs help brushing his teeth.

Basics – this is as long as it needs to be. No minimum or maximum length. You can choose to fill out the template or do it all in a Word document. It needs to be saved in either a .doc or a .docx format only!!!

Grade: your critique will be assessed in light of the following criteria:

- 5) Introduction: does the introduction express the problem or issue that the case study addresses?
- 6) Goals: 1.) Are the goals written in an observable and measureable manner? 2.) Do they make sense in relation to the case study? 3.) Are the goals comprehensive or are obvious goals missing?
- 7) Overall: does the plan reflect the coursework and readings?

SLO #3 Career Development Plan (1 @10 pts)

New Jersey has CCCS for Career Education and Consumer, Family, and Life Skills (found at - http://www.nj.gov/education/cccs/2004/s9_career.pdf - OR - in Course materials on Bb. Read the document and write a narrative plan for how you would develop a career development plan for either a lower elementary (k-4) or a upper elementary/middle school (5-8) class. Think of this like a unit you would do with your class. You do not have to write all the lesson plans, but

write an overall proposal of what you think is important to teach them at this age based on the standards.

Basics - this should be between 4-6 pages. You can choose make it all in narrative paragraphs or put it in bullets where appropriate. It does need to be in APA 6th ed. format (1 inch margins, Times New Roman 12 point etc...). It needs to be saved in either a .doc, .docx or PDF format only.