Central Washington University  
The Center for Teaching and Learning  
Department of Language, Literacy, and Special Education  
Special Education Program

**Course Title:** EDSE 432 Career Education for Students with Disabilities (3)

**Faculty Information:**
Instructor: 
Telephone: 
Office: 
E-mail: 

**Course Description:**
EDSE 432, Career Education for Students with Disabilities (3). Career Awareness, prevocational, and vocational education.

**Prerequisites:** EDF 302, EDSE 310, EDSE 311, EDSE 410, and EDSE 411, and EDSE 422.

**Course Rationale:** The purposes of this course are consistent with the University’s mission, “by teaching we learn”, the Center’s mission, “facilitating the learning for a diverse world”, and the Department’s mission. The major thrust of the teacher education program at Central Washington University is to prepare committed individuals as facilitators of learning for a diverse world, consistent with WAC 180-78 and 180-79 and with the objectives with the Department Programs, this course, using the constructivist model of learning, will provide an opportunity to acquire knowledge derived from theoretical bases pertinent to the competencies listed below.

This course is designed to introduce students to the wide scope of transitional phases that individuals with special needs experience and provide teaching and learning tools to aid in those transitions.

**Course Materials:** There is not a required text.

- Please download: **Early School Transitions and the Social Behavior of Children with Disabilities:** Selected Findings from the Pre-Elementary Education Longitudinal Study Wave 3 Overview Report from the Pre-Elementary Education Longitudinal Study (PEELS)
  (Your instructor will email to you; you do not need to print this document unless you want a hard copy)

Students will be required to locate articles pertaining to the subject matter and print them.

Other reading materials will be given to you in class.
Specific Learner Outcomes
The aim of EDSE 432 is to assist students in the development of career and vocational goals for students with disabilities. This course provides the background needed to develop secondary and postsecondary vocational programs. It includes instructional methods, assessment techniques, litigation, and funding sources. Information will be provided on Public Law 101-476, Individuals with Disabilities Education Act of 1990 (IDEA) specifically as it pertains to the transition process. Based on this aim, the specific learner outcomes include:

- **WA-COMP.SE.S5.17** Use strategies that facilitate all transitions for individuals with disabilities.
- **WA-COMP.SE.S5.17.1** early intervention to preschool
- **WA-COMP.SE.S5.17.2** preschool to elementary
- **WA-COMP.SE.S5.17.3** elementary to middle level
- **WA-COMP.SE.S5.17.4** middle level to high school
- **WA-COMP.SE.S5.17.5** high school to beyond
- **WA-COMP.SE.S5.17.6** individualized alternative settings to school

- **WA-COMP.SE.K3.1** Impact of learners’ academic and social abilities, attitudes, interests, and values on instruction and career development.
- **WA-COMP.SE.K3.2** Variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with disabilities, family, and schooling.
- **WA-COMP.SE.K3.3** Cultural perspectives influencing the relationships among families, schools, and communities as related to specially designed instruction.
- **WA-COMP.SE.K5.13** Model career, vocational, and transition programs for individuals with disabilities.
- **WA-COMP.SE.K5.13** Model career, vocational, and transition programs for individuals with disabilities.
- **WA-COMP.SE.K5.2** Scope and sequence of general and special curricula, and materials, including the EALRs
- **WA-COMP.SE.K4.1** Basic terminology used in assessment of individuals with disabilities.
- **WA-COMP.SE.K4.2** Legal provisions and ethical principles regarding assessment of individuals.
- **WA-COMP.SE.K4.3** Childfind screening, pre-referral, referral, and eligibility procedures.
- **WA-COMP.SE.K4.4** Use and limitations of instruments and procedures for assessing individuals with disabilities including young children.
<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
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<tbody>
<tr>
<td>WA-COMP.SE.K4.5</td>
<td>Assessment accommodations, modifications, and alternatives and when to apply each.</td>
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<tr>
<td>WA-COMP.SE.K4.6</td>
<td>Use of technology to conduct individualized assessment.</td>
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<tr>
<td>WA-COMP.SE.K7.3</td>
<td>Social skills needed for education, community living, and other environments.</td>
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<td>WA-COMP.SE.K4.1</td>
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<td>WA-COMP.SE.K4.6</td>
<td>Use of technology to conduct individualized assessment.</td>
</tr>
<tr>
<td>WA-COMP.SE.K1.10</td>
<td>Definitions and issues related to the identification of individuals with disabilities.</td>
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<td>WA-COMP.SE.K1.11</td>
<td>The legal, judicial, and educational systems to assist individuals with disabilities.</td>
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<td>WA-COMP.SE.K1.12</td>
<td>Laws and policies related to provision of specialized health care in educational settings.</td>
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<td>WA-COMP.SE.K1.13</td>
<td>Factors that influence the overrepresentation of culturally/linguistically diverse students in programs for individuals with disabilities.</td>
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<tr>
<td>WA-COMP.SE.K1.15</td>
<td>Federal and state legislation that affects children, families, and programs for young children (IDEA Part B, C, 619, ADA, ESA)</td>
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<tr>
<td>WA-COMP.SE.K1.2</td>
<td>Washington Administrative Code for Special Education</td>
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</table>
WA-COMP.SEEK.6 Understand the need for general education and special education staff to coordinate learning programs to meet students’ needs.

WA-COMP.SEEK.7 Strategies related to accessibility and acceptance of individuals with disabilities.

WA-COMP.SEEK.8.2 Concerns of families of individuals with disabilities and strategies to help address these concerns.

WA-COMP.SEEK.8.3 Roles of families, school and community personnel, and individuals with disabilities, in identifying, assessing, and providing services to individuals with disabilities.

WA-COMP.SEEK.8.4 Apply family systems theory and knowledge of dynamics, roles, and relationships within families and communities.

WA-COMP.SEEK.8.5 Laws, policies/regulations, and ethical principles related to confidentiality.

WA-COMP.SEEK.8.6 Models and strategies of consultation and collaboration.

WA-COMP.SEEK.8.7 Family/community education programs that provide information and resources concerning individuals with disabilities.

WA-COMP.SEEK.8.9 Strategies for collaborating with families of and service providers to individuals who are chronically or terminally ill.

WA-COMP.SEEK.9.6 Methods to remain current regarding state and federal policy, professional standards, and research-validated practice.

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WA-COMP.SEEK.5.11 Technology for planning and managing the teaching and learning environment.

WA-COMP.SEEK.9.6 Methods to remain current regarding state and federal policy, professional standards, and research-validated practice.
Course Topics and Content:
1. Early childhood transitions
2. Elementary transitions and transitions within a school day
3. Secondary transition and career education

Methods of Instruction: The methods of instruction of this course will include but not be limited to direct instruction, lectures, presentations, films/videos, class discussions, class group work, speakers, class activities and demonstrations. There will be group and individual assignments, both in and out of class.

Assessment:

Performance Indicators
1. Article reviews; due weekly: 5 pts each, 40 total
Article Assignment: Due 1/12, 1/19, 1/26, 2/2, 2/9, 2/16, 2/23, 3/2
Please find one article in each of these three areas:
1: Early childhood transitions
Examples:
- Part C to Part B transition (IFSP to IEP)
- Transition from preschool to kindergarten
- Entering kindergarten from home
- Half-day kindergarten to full day school

2. Transitions within the school day
Examples:
- Switching from gen-ed to pull-out service
- Start of day transitions
- Returning from recess
- Moving within the school: transitions to specialists

3. Secondary school to out of school
Examples:
- Life skill training
- Work place transition programs
- Job interview and resume skills
- Financial planning

Assignment: Be prepared to discuss in class and:
Paper component: APA citation, Summary (brief), a reflection (also brief), note regarding how this applies to student learning, and copy of the article.
2. **Mid-term reflection**  
**Due: 2/9  20 pts**  
This is a reflective assignment:  
Consider the research materials that you have collected and that have been presented in class. Answer the following, based on, and citing those materials:

- How is transition defined?
- What are the legal requirements regarding transition (as defined by IDEA)?
- When does transition begin?
- How do parents fit in the transition process?

3. **Participation/professionalism**  
**Ongoing graded process  10 pts possible**  
This class will involve presentation of your ideas, support of those ideas, questioning, and reflecting on presented materials, and interaction with guest speakers. You are expected to behave as if you are part of an active professional learning community.

4. **Transition Plans**  
**Due: Finals week: 10pts each: 30 pts total**  
Each student will prepare three transition plans:  
- Transition from IFSP to IEP  
- Transition plan for target behavior/time during a school day  
- Secondary IEP transition  
These will be presented in class as your final.

**Class Policies:**

1. **Professionalism**: One measure of acceptable teaching is being professional. This means (among other things) honoring your commitments; turning in assignments on time, being prepared for class, being on time and ready to participate, and submitting neat, accurate, and well prepared materials. This also includes being coherent in your writing, being professional articulate, source specific and accurate in your verbal contributions in class. Professionalism also means involvement. Involvement in discussions, sharing ideas, listening to others, respecting others though difference of ideas there maybe--while maintaining your integrity are indicators of acceptable professional behaviors. Typewritten assignments are required.

2. **Attendance**: Class attendance is imperative; please be on time. Daily roll is taken; more than **one unexcused absence** will automatically reduce your grade by one-half grade. Also, there may be times when you will need to be absent from class. All emergency absences are to be reported to the Office of the Dean of Students. It would be to your advantage, during your absence, to have a classmate collect class materials and or take notes. CWU 2004-05 catalog.
3. **American with Disabilities Act (ADA)**

Students who have special needs or disabilities that may affect their ability to access information and or material presented in this course are encouraged to contact the instructor during the first week of classes so that appropriate modifications can be provided. You may also wish to contact the CWU ADA Officer at the ADA Affairs and Students Assistance on campus at 963-2171 for additional disability related educational accommodations.

4. **Incomplete**

Please refer to the CWU Catalog. Please do not request an incomplete for any other reason. The instructor reserves the right to make decisions about individual student competence based on professional judgment of the student's performance in all aspects of the course. As per the 2004-2005 CWU catalog, an Incomplete is defined as: Incomplete: an “I” (incomplete) when recorded, is not a qualitative grade. Rather, it is a symbol, which means: “This student was not able to complete the course by the end of the term, but had satisfactorily completed a sufficient portion of it and can be expected to finish without having to reenroll in it.” To earn a grade, work of the course must be completed as prescribed by the instructor on forms filed in the appropriate department office. If it is not completed within one calendar year, the “I” will be changed to an “F”.

5. **Submitting Late Assignments**

Late assignments will result in a maximum of 50% of total points possible per assignment. Note: Due dates indicate that assignments are to be submitted before class starts on the day the assignments are due. Requests for extensions will be discussed in class.

**Grading**

Grades are interpreted in the 2004-2005 CWU Catalog, as follows: A "C" grade indicated that the student has made substantial progress toward meeting the objectives of the course and has fulfilled the requirements of the course. The grades above "C" are used for those students who have demonstrated some degree of superiority. **The highest grade "A", is reserved for those students who have excelled in every phase of the course.** The "B" grade is for students whose work is superior but does not warrant the special distinctiveness of the "A". The "D" is a grade for those students who have made progress toward meeting the objective of the course but who have fulfilled the requirements in a substandard manner. The “F” is reserved for students who have failed to meet or have accomplished so few of the requirements of the course that they are not entitled to credit.

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<tr>
<th>Grade</th>
<th>Equivalence</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>equals</td>
<td>95-100 pts</td>
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<tr>
<td>A-</td>
<td>equals</td>
<td>90-94</td>
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<td>B+</td>
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<td>86-89</td>
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<td>B</td>
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<td>83-85</td>
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<tr>
<td>B-</td>
<td>equals</td>
<td>80-82</td>
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<tr>
<td>C+</td>
<td>equals</td>
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<tr>
<td>C</td>
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<td>Grade</td>
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<td>D+</td>
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<td>D</td>
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<td>D-</td>
<td>60-62</td>
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<tr>
<td>F</td>
<td>59 and below</td>
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**COURSE CALENDAR**

**Week 1-2:**
Early Childhood Transitions  
Parent Perspective: Guest speaker; Amy Kocher  
Article sharing/ Review data searches

**Week 3:**
The IFSP transition pages  
Preparing for preschool  
Article sharing

**Week 4:**
Preschool to kindergarten  
Daily routines and transitions at The Big School  
Article sharing

**Week 5:**
Elementary school transitions  
Guest speaker; Peggy Kelleher: Valley View Elementary  
Article sharing

**Week 6:**
*Midterm reflection due*  
Transitions and instructional time;  
Article sharing

**Week 7:**
The Middle School challenge  
Guest speaker: Joan Smith; Morgan Middle School  
Article sharing

**Week 8:**
Transition from middle to high school  
Changes in the IEP  
Article sharing

**Week 9:**
Self determination in transition  
Guest speaker(s): Carla Thomas  
Article sharing

**Week 10:**
Leaving the nest: beyond school  
Parent perspective; Guest speaker  
Article sharing

**Finals Week:**
Final:
Bibliography:

Contemporary References


Classic References


Professional Journals and Periodicals

Academic Therapy
American Education Research Journal
American Journal of Mental Deficiency
Behavior Therapy
Career Development for Exceptional Individuals
The Clearing House
Education Digest
Educational Leadership
Exceptional children
Gifted Child Quarterly
Intervention in School and Clinic
Journal of Applied Behavior Analysis
Journal of Educational Research
Journal of Learning Disabilities
Journal of Reading
Journal for Vocational Special Needs Education
KAPPAN
Language Arts
Learning Disability Quarterly
Mental Retardation
The Reading Teacher
Remedial and Special Education
Research in Childhood
The Science Teacher
Teaching Exceptional Children