**SES/ENT 396: Transition Planning and School-Based Enterprise**

**INSTRUCTOR**

Debra G. Holzberg, Ph.D.

**CONTACT INFORMATION**

Phone: 336-334-5000 (please leave a message and I will get back with you) Cell: 704-771-4330 (please text first with your name or I may not answer) email\*: dgholzbe@uncg.edu \*email is the *fastest* way to get a response!

**COURSE TIME & LOCATION**

Online - Synchronous

Thursdays from 6:30 pm – 8:00 pm (there will be additional online activities/independent activities)

**OFFICE HOURS**

Location: SOE 422

Monday: 1:00 pm – 3:00 pm Tuesday: 1:00 pm – 3:00 pm and by appointment

I welcome you to see me during office hours; however, if my office hours conflict with your work or your other classes, please feel free to email me to set up an appointment.

\*Please note, office hours may need to be adjusted from time to time; if that is the case, an announcement with alternate office hours will be posted in Canvas.

**SES/ENT 396**

**Transition Planning and School****-Based Enterprise**

**FOR WHOM PLANNED:**

Junior standing.

Students interested in learning more about secondary transition and school-based enterprise as a means of improving postsecondary outcomes for students with disabilities .

**COURSE PURPOSE/RATIONALE:**

According to data from the National Longitudinal Transition Study – 2 (NLTS-2; 2011), individuals with disabilities continue to experience less positive post -school outcomes compared with their peers without disabilities. Often skills needed for successful post-secondary living are not directly taught in traditional courses of study. Therefore, teaching daily living skills, self-determination skills, money management, soft skills, and social integration skills are crucial for full inclusion in society.

**CATALOG DESCRIPTION:**

This course will provide a background in transition planning for students with disabilities. Emphasis is placed on career development and transition services and entrepreneurial efforts in schools and communities.

**NOTE:** If you would like a more accessible format for the syllabus (i.e., audio or video -recorded explanation, please let me know.) This document should be compatible with screen reading technology.

# TEACHER ACADEMY CONCEPTUAL FRAMEWORK MISSION STATEMENT

"The mission of professional education at The University of North Carolina at Greensboro is to ensure ‘*Access to Opportunities through Teaching, Learning and Caring*.’ This requires excellence in all our programs through alignment to state and national standards; explicit connections between research, theory and practice; candidates’ acquisition of the knowledge, skills and dispositions of their disciplines; detailed evaluation of our candidates’ continual professional growth; collaboration among stakeholders; ongoing self-study; and an overriding commitment to fostering beliefs and actions that promote education for all. Toward these ends, our Unit and programs focus on six areas: leadership, professional knowledge, professional practice, educational environments, data-informed decision making, and professional growth to support the learning of all children in the context of 21st century complexity and dynamic change."

Professional education programs at UNCG emphasize dispositions that drive application of the knowledge base and we believe that we must model and monitor these dispositions as conscientiously as we provide opportunities for building the knowledge base. Candidates should display behaviors that are:

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| · ·  ·  · ·  · | reflective ethical inclusive  engaged in and committed to professional practice dedicated to life-long learning | · self-efficacious  · receptive to feedback  · affirming of diversity  · professionally responsible  · collaborative |

SES/ENT 396 addresses the following North Carolina 21st Century Professional Teaching Standards

1. Teachers demonstrate leadership
2. Teachers establish a respectful environment for a diverse population of students
3. Teachers know the content they teach
4. Teachers facilitate learning for their students
5. Teachers reflect on their practice

SES/ENT 396 also addresses the following NC professional standards for teacher candidates in special education: general curriculum.

Standard 1: Special Education: General Curriculum teacher candidates know the policies, process and procedures for providing special education services.

Standard 5: Special Education: General Curriculum teacher candidates have the knowledge and skills to teach students to use behaviors that promote success in the learning environment, which include the development of social competence.

Standard 6: Special Education: General Curriculum teacher candidates collaborate and consult with families, general education teachers and other professionals to further the academic and social development of students.

# COURSE GOALS

**Course Goals and/or Objectives/Student Learning Outcomes:**

* Explain the history of transition and the related laws
* Identify appropriate transition strategies for students with disabilities (varying in range and severity level)
* Describe postsecondary educational opportunities for students with disabilities
* Define self-determination and demonstrate strategies to enhance self-determination for individuals with disabilities
* Explain evidence-based practices and predictors of postsecondary success for students with disabilities
* Describe and create entrepreneurial business opportunities (e.g., school-based enterprise) for secondary students with disabilities
* Evaluate appropriate business opportunities for school-based enterprises for students with disabilities
* Identify the entrepreneurial skills for maintaining a school-based enterprise (e.g., purchasing, accounting, marketing)

# TEACHING STRATEGIES

A variety of teaching methods and resources will be used, including lecture and discussion, electronic supplemental course activities and materials (Canvas), small-group activities (e.g., cooperative learning), case studies, reading reflections, and student presentations.

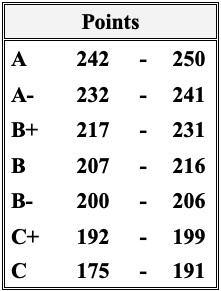
# GRADING

Grades will be based on a point system for each assignment or project. In addition, grades will be based on required attendance, participation in in-class activities, opportunities to engage in professional development, and the *quality of written work*.

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| **Assignment** | **Points Possible** |
| Class Participation (including disposition [in and out of class]) and Attendance | 20 |
| History of Transition and Transition-Related Laws | 30 |
| School-Based Enterprise Project and Presentation | 100 |
| University Program Awareness Assignment | 30 |
| Vocational Rehabilitation and Self-Advocacy in the Workplace Paper | 40 |
| Interview Reflection (Chez Genèse) | 10 |
| Final Reflection | 20 |
| **Total Points Possible:** | 250 |

# GRADING SCALE

Grades will be computed according to the UNCG Grading Scale. Below, find the number of points you need to earn the corresponding grade.



# FORMATTING SUBMISSIONS

Submissions should be uploaded to Canvas (as a Word document) unless otherwise specified. All work should follow APA format (the exceptions are the School Based Enterprise PowerPoint and the University Program Awareness Assignment). Please name your file as follows:

Last name, first name\_assignment

Example: Lott, Noah\_Transition History Assignment

PLEASE be sure to save your files according to the required format. There are times when assignments have to be downloaded and if they do not have your names on them (the file), it makes it challenging to identify them!

**REQUIRED TEXTS/READINGS**

Course readings (i.e., articles) will be posted on Canvas and are due by class time.

# *University Procedures and Policies*

## ACADEMIC INTEGRITY

Each student is expected to be familiar with and to abide by the Academic Integrity Policy, which is online at https://osrr.uncg.edu/academic-integrity/. Assignments in this class are for individual work, unless explicitly stated otherwise. General Concepts and material covered in class may be discussed with other students or in study groups, but specific assignments should not be discussed and any submitted work should be entirely your own. It is expected that class articles, websites, or other resources will be used as a reference, and should be cited accordingly (in APA style). Any incidents of academic dishonesty will be handled strictly, resulting in either a zero on the assignment or an F in the class, depending on the severity of the incident(s), and incidents will be reported to the appropriate UNCG office. By submitting assignments, you have implicitly signed the Academic Integrity Pledge, which states, “I have abided by the UNCG Academic Integrity Policy on this assignment or submission.”

**Plagiarism** is the representation of another’s work or ideas as one’s own, whether deliberate or intentional. It includes unacknowledged word for word use (more than 4 words in a row without quotes or citation) and/or paraphrasing of another person’s work, and/or the inappropriate unacknowledged use of another’s ideas. In accordance with University rules

(http://academicintegrity.uncg.edu/complete/#four ), if plagiarism has occurred, the student’s work will receive an automatic grade of 0. If you have any questions, please do not hesitate to ask. Beware:

plagiarism is easy to commit with the Internet at our fingertips.

## PROFESSIONAL CONDUCT

Student Conduct: By enrolling in this course, students agree to conduct themselves according to the values of honesty, trust, fairness, respect and responsibility as outlined in the Student Code of Conduct at http://studentconduct.uncg.edu/policy/code/conduct.code.

Disruptive Behavior Policy: The instructor may withdraw a student from a course for behavior that is deemed by the instructor to be disruptive to the class. The grade assigned will be “W” if the behavior occurs before the deadline for dropping a course without academic penalty, and the instructor has the option of giving a “W” or a “WF” if the behavior occurs after the deadline. The Disruptive Behavior Policy can be viewed in its entirety at http://deanofstudents.uncg.edu/policy.

## ADA AND STUDENTS WITH DISABILITY ACCOMMODATIONS

Should you require any individual accommodations to help you be success with your student teaching experience, please contact the instructor for a confidential conference. If you require any information concerning accommodations for students with disabilities, please contact OARS on campus.

**NOTE:** If you have not accessed your accommodations, please contact OARS to arrange for your accommodations. **If you have any questions or concerns, please see the instructor.**

## EMERGENCY PREPAREDNESS AT UNCG

UNCG wants you to be informed of emergency events that have a significant impact on the campus community. There are several ways you can be notified, including text messages, computer pop-up messages, classroom intercoms, and emails. Listen to all warnings, fire alarms, and emergency notifications. In the event of an emergency, follow the directions given by University Police and other emergency personnel. Make sure you know the location of evacuation routes, designated assembly areas, and severe weather shelter areas. You should develop a plan of action before an emergency occurs. Talk with your instructor or contact the Office of Emergency Management (O: 256-8639 or Email: BeReady@uncg.edu) if you have any questions or concerns. To learn more about how to receive emergency alerts or what to do in an emergency, visit http://emg.uncg.edu. Remember: If you experience any emergency while on campus, contact University Police at (336) 334-4444.

## INCLEMENT WEATHER POLICY

If you have a question on whether classes are delayed, canceled, or if the university is closed, call (336) 334-4400 or (336) 334-5000. A recorded message will give you the most accurate information. In addition, delays and closings are always communicated to local television and radio. If classes are NOT cancelled, please check your email or Canvas to see if the instructor has made a decision to cancel the class. If classes are not canceled, students should use their own discretion as to whether or not they can get to class. If you are student teaching or are working at a practicum school, follow the decision made for that school district.

## STUDENT RESOURCES

Success as a Student: UNCG cares about your success as a student. We recognize

students often balance many challenging personal issues and demands. Please take advantage of the University resources designed to help. For assistance accessing these resources contact the Dean of

Students Office at 334-5514 or Student Academic Services at 334-5730. The Counseling and Testing Center is available for mental health assistance, 334-5874. You may also visit them during their office hours

Policy Statement of Equal Treatment and Disabilities: The instructor and students in this course will act with integrity and strive to engage in equitable verbal and non-verbal behavior with respect to differences arising from age, gender, race, physical ability, and religious preferences.

It is the policy of UNCG’s School of Education to make reasonable accommodations for qualified individuals with disabilities. If you are registered with UNCG’s Office of Disability Services (also known as OARS), please make an appointment with the instructor as soon as possible to discuss any course accommodations that may be necessary. If you are a person with a disability but have not contacted the Office of Disability Services, please call 336-334-5440 or visit their website

(http://ods.dept.uncg.edu) to register for services. The Office of Disability Services (ODS) offers a variety of services and resources or students with physical and learning disabilities. In order for students to request accommodations, they must:

1. Register with the Office of Accessibility Resources and Services (OARS; the link is above)
2. Put any request in writing to the appropriate faculty member

**NOTE:** If you have not accessed your accommodations, please contact OARS to arrange for your accommodations. **If you have any questions or concerns, please see the instructor as soon as possible so your accommodation plan can be implemented in a timely manner.**

Speaking Center: The University Speaking Center provides reactive and proactive services for any UNCG student. Services are designed to empower students with communication, confidence and competence. Assistance is offered in the preparation and delivery of speeches, development of knowledge and skills in interpersonal communication, and overall success in group or team communication situations. Check out the website at www.uncg.edu/cst/speakingcenter or call 2561346.

Writing/Writing Center: The Writing Center offers free, individual consultations to any UNCG student at any stage of a writing assignment. Formal written assignments are expected to reflect university standards with regards to organization, appropriate format, grammar, punctuation, and spelling. For more information go to www.uncg.edu/eng/writingcenter or call 334-3125.

Student Success Center: The Student Success Center is composed of two academic support offices: Tutoring and Academic Skills Program (TASP) and Special Support Services (SSS). TASP is an academic support program that provides services such as tutoring, academic skills instruction and workshops to help students with study skills, course content, etc. SSS is a support program designed to maximize academic performance for UNCG students who are first generation, from most modest incomes or who have a disability and demonstrate an academic need for services. The SSS is located in the McIver building and more info can be found here: http://success.uncg.edu/index.php.

## PROFESSIONAL DISPOSITIONS FOR PROFESSIONAL EDUCATION PROGRAMS

Dispositions include the values, commitments, and ethics expected of professional educators and will be evaluated throughout your academic and professional preparation. Education is a demanding profession that requires candidates to act in a professional manner at all times, be collegial with peers and supervisors, and conscientiously attend to job-related details. Showing proper initiative and following through on tasks in a timely manner are also critical. Establishing habits supportive of these dispositions is an important part of each candidate’s career preparation and as such will be emphasized throughout this course and the program.

## UNIVERSITY/FEDERAL REGULATIONS

FERPA and Privacy: As a student, your educational records are considered confidential. Under FERPA (Family Educational Rights and Privacy Act), your records are confidential and protected. Under most circumstances your records will not be released without your written and signed consent. However, some directory information may be released to third parties without your prior consent unless a written request to restrict this is on file. You can learn more about student rights to privacy at http://www.uncg.edu/reg/Policy/Ferpa/index.html. In this course, you may be working with third party applications online (i.e. wikis, blogs and other Web 2.0 applications). The different proprietors of these sites may or may not have privacy guarantees and the FERPA policy at UNCG does not apply to these sites. It will be your responsibility to read the privacy documentation at each site. There are many other options to protecting your information at these sites.

FERPA as related to confidentiality for interns and student teachers (from Western Carolina University): Interns and Student Teachers will be privy to personal information about their students that must be kept confidential. Early in the semester, interns and student teachers should consult with their cooperating teachers about school policies regarding access to cumulative records of Pre-K-12 pupils. These records must not be viewed without the approval of public school personnel. Access to exceptional children’s records is also limited and permission from school personnel must a lot so granted for access to these. A breach of confidentiality is a breach of professional ethics and FERPA can lead to immediate termination of the placement.

Also, FERPA means students should avoid biased, subjective, slanderous criticism (i.e., personal opinion) of school districts, schools, cooperating teachers, the University and academic professors/faculty members, instructors, and supervisors, and the community. The Code of Ethics to define standards of professional conduct for NC Educators can be accessed at the following URL: http://www.ncpublicschools.org/docs/effectiveness-model/ncees/standards/code-of-ethics.pdf.

For more information, please visit and obtain the U.S. Department of Education website. Below is the URL. Family Educational Rights and Privacy Act (FERPA) http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html.

Religious Observance at UNCG. UNCG policies allows for a limited number of excused absences each academic year for religious observances required by the faith of the student. Students must notify the instructor for this course of religious observance two weeks prior to the date and indicate the nature of the religious observance in writing by an official of the religious organization. A minimum of two excused absences under this policy will be allowed. All assignments missed due to these absences must be made up and you are responsible for getting notes from classmates.

***Course Policies***

## UNIVERSITY EMAIL

*Please note I will* ***NOT*** *reply to emails sent outside the UNC System network (i.e., other email accounts). Please check and read your email account regularly.*

 **Saying you have not read your emails will *not* be an acceptable excuse for missing important information.**

## ATTENDANCE

You are expected to attend class, be prepared for class by having read the assigned material, participate in class activities, and be prepared for all assignments. If you are absent, you are responsible for getting information and assignments presented during an absence. An absence does not relieve you of the responsibility of turning in an assignment on time. *If you are going to be absent, send any assignments due for that class period to the instructor via email by the beginning of class on the due date*. Attendance is important and excessive absences may negatively affect your grade.

## LATE ASSIGNMENTS

Assignments are due on the established due dates. An assignment is considered late if it is not submitted by the specified day and time. Late submission of work will result in a deduction of 10% of the possible total points for that assignment **each day** it is late. Late work will not be accepted after five (5) days.

## PROFESSIONAL QUALITY

All work should be completed neatly and of professional quality (i.e., no errors in grammar or spelling, no typos). Directions for assignments should be carefully followed. If you do not understand the requirements of an assignment, it is **your responsibility** to contact the instructor prior to the session in which the assignment is due. Points will be deducted if assignments are not completed with professional quality or if they do not meet requirements.

## ELECTRONIC DEVICES

Cell phones buzzing and ringing during class can be distracting to the learning environment. Therefore, all cell phones should be silenced and put away during class unless you have an emergency situation. In this case, please inform the instructor of your situation.

## COMMUNICATION

You may contact the instructor by email or by telephone. **Email will be responded to faster than voicemail.** *Emails should be written with attention to clarity, professional etiquette, standard academic language, and the use of full words (i.e., do not use “text” language).* Emails requiring a reply will be replied to within approximately 24 hours (usually sooner). If a reply has not been received after 24hours, please re-send the email (sometimes technology has a glitch, sometimes the instructor has a glitch!).

 Please consult the syllabus and/or Canvas before emailing. In other words, please be sure to check the answer to your question is not in the syllabus!

## CLASSROOM ETIQUETTE AND ENVIRONMENT (for face-to-face classes)

Please be on time. If you come in late or must leave early, please do not interrupt the class. Also, out of respect, please do not engage in conversations when either the instructor or other students are speaking.

Consistent tardiness may also result in grade reduction since the student will be held accountable for any announcements, date changes, etc. he/she may have missed at the beginning or end of a class session. In the event a student needs to leave early or arrive late, please notify the instructor

prior to class.

It is an expectation in this class that all students feel safe to express their opinions, make statements and ask questions. Students come from varied backgrounds and have different learning preferences. I encourage you to recognize your differences and identify your learning preferences. You are expected to use respectful language when addressing individuals that differ in opinion and learning styles from your own. I will make an effort to present information in a way that addresses your learning needs. You are expected to ask questions for clarification, participate in class discussions, and attend to those speaking.

## PARTICIPATION

Class participation is expected and will be factored into the course grade. Participation requires more than being present in class. Students are expected to work on their own course goals (licensure competencies) and to significantly contribute to their classmates’ achievement of course goals. Absences from class directly affect participation grade, as you cannot effectively participate if you are not present in class. (Homework is included here.)

## PROFESSIONAL DISPOSITIONS

Students are expected to conduct themselves in a professional manner in relationship to the opinions, ideas, and values of fellow classmates. Examples of in class behaviors/dispositions that are considered by the instructor to be unprofessional include:

1. carrying on side conversations during class instruction and/or while another individual is speaking,
2. arriving late to class and disrupting others already engaged in the session’s activities,
3. not coming to class prepared causing a lack of meaningful participation and/or effort on the part of the candidate,
4. demonstrating disrespect towards responses and/or opinions of others in the class, and
5. using technology (e.g., cell phones, computers) for reasons not related to class assignments.

Students demonstrating unprofessional behavior during class sessions may be requested by the instructor to exit the class.

## CONFIDENTIALITY

In this class it is expected that you will protect the rights to confidentiality afforded to students with disabilities and their families. Often in class we will discuss individual students, assessment situations, and outcomes. Your experience with students with disabilities and their families is helpful in adding to content and understanding of issues in applied settings. However, when discussing an individual student with whom you are working or have in the past, **please do not reveal any information that would allow other people in class to identify the student (e.g. name, school, age, parents’ names, etc.)**.

## APPROPRIATE LANGUAGE

Students are expected to use appropriate language in class discussion and in written work. People with disabilities are just that: people who happen to have physical, sensory, behavioral, or intellectual disabilities. Please avoid phrases like “the handicapped,” “ED kids,” “severely retarded,” “autistic student” or other statements that highlight the disability rather than the individual. Instead, speak and write in a way that puts “people first,” for example, “the student with a severe disability,” “the program for students with behavior disorders.” This small change emphasizes the humanity and individuality of the person and clarifies that disability is only one of many characteristics (and not necessarily the most important!) that people possess.

# *Course Requirements and Grading*

The following requirements/assignments will be the basis on which students are graded:

**1. Attendance and participation (20 points)** Show up and participate!

Excessive absences may result in a reduction of grade

## 2. History of Transition and the Related Laws (30 points)

 Student(s) will select from a variety of options (e.g., paper, infographic) to depict the key dates and legislation that shaped transition services for students with disabilities. A detailed description and rubric will be provided

## 3. School-Based Enterprise (100 points)

 Students will design/develop and present one project or service appropriate for a School-Based Enterprise. The format for this assignment is in **Appendix B.** The scoring rubric for this assignment can be found in **Appendix B**.

## 4. University Program Awareness Assignment (30 points)

Using an electronic platform, design a visual that will raise students’ awareness about and interest in two of the five North Carolina (State) university programs for students with disabilities. More information and the rubric for this assignment can be found in **Appendix C.**

**5. Vocational Rehabilitation and Self-Advocacy in the Workplace Paper** **(40 points)**  **Information forthcoming (after we discuss)!**

## 6. Interview Reflection (10 points)

* You will interview Kathryn Hubert from Chez Genèse about her journey to becoming the owner of an amazingly awesome, truly inclusive restaurant in Greensboro!
* After the interview, you will write up what you learned about entrepreneurship and working with individuals with disabilities in the form of a reflection. There is no required length – it should be as short or as long as it takes for you to express what you learned and how it will

inform your studies/work, etc. moving forward.

**7. Final Reflection (20 points)**  This is your chance to reflect on what you learned over the course of the semester and how it will inform you as you move forward.

\*Any student in danger of receiving below a C in the class, will be scheduled for an instructor/student conference.

***NOTE:* You should hold off on printing the Course Schedule is it is *NOT* the final version.**

**\*REMEMBER – ALL assignments should be uploaded to Canvas by 11:59pm on the specified due date unless otherwise stated.**

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|  | **Course Schedule – SES/ENT 396**  **\*Please note, assignments/dates are subject to adjustment\***  **\*This document is fluid and may change; however, due dates will not be moved earlier and there will not be any surprises!**  **ALSO: Please note, readings and/or videos may be added to this document (and to Canvas).** | |
| **Day/**  **Date** | **Topic** | **Assignments Due**  **(by 11:59 pm on the specified date)**  **ALL assignments should be submitted to Canvas unless otherwise stated.** |
| **WEEK 1** |  | |
| **TR 1/17** | * Introduction  Overview of course * History of the treatment of adults with disabilities  History of transition   Translation legislation | **None!** |
| **WEEK 2** |  | |
| **TR 1/24** |  Transition legislation  Post-school outcomes | **None!** |
| **WEEK 3** |  | |
| **TR 1/31** | No Class – CEC Conference! | **None!** |
| **WEEK 4** |  | |
| **TR 2/7** |  Post-school outcomes – the data speak volumes (NLTS-2 [2005, 2011]) |  |
| **WEEK 5** |  | |
| **TR 2/14** |  Best practices in secondary transition  Transition assessment |  |

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| **WEEK 6** |  |  |
| **TR 2/21** |  Transition planning – student and parent involvement  Transition and the IEP |  History of Transition and TransitionRelated Laws – Due on 2/23 by 11:59 pm |

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| **WEEK 7** | |  |
| **TR 2/28** |  Principles of entrepreneurship and school-based enterprise |  University Awareness Program Project – Due on 3/2 by 11:59 pm |
| **WEEK 8** | |  |
| **TR 3/7** | **UNCG Spring Break!** |  |
| **WEEK 9** | |  |
| **TR 3/14** | **UNC Chapel Hill Spring Break!** |  |
| **WEEK 10** | |  |
| **TR 3/21** |  Person-centered Planning  Self-determination and self-advocacy  Interagency collaboration and teamwork |  |
| **WEEK 11** | |  |
| **TR 3/28** |  Employment preparation (school-based) and school-based enterprise  Employment preparation (community-based) |  Interview Reflection –Due on 3/30 by 11:59 pm |
| **WEEK 12** | |  |
| **TR 4/4** | * Preparing students for postsecondary education * Transition planning for culturally and linguistically diverse (CLD) students |  Vocational Rehabilitation and SelfAdvocacy in the Workplace Paper –  Due on 4/6 by 11:59 pm |
| **WEEK 14** | |  |
| **TR 4/11** |  Evidence-based practices for secondary transition  NTACT website tour |  |

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| --- | --- | --- |
| **WEEK 15** | |  |
| **TR 4/18** |  Entrepreneurship in secondary schools  Present your School-Based Enterprise Project |  School-Based Enterprise Project - Due by class time (present in class) |
| **WEEK 16** | |  |
| **TR 4/25** | **To be determined…** |  Final reflection - Due by 4/27 at 11:59 pm |

**NOTE:** Readings will be added to Canvas at which time an announcement will be posted!

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**Appendix A**

**History of Transition and Transition-Related Laws (30 points)**

**Due:** Saturday, February 23rd, 2019, by 11:59 pm

**Objective:**

Gain a comprehensive understanding of the key dates and legislation that shaped transition services for students with disabilities.

**Assignment:**

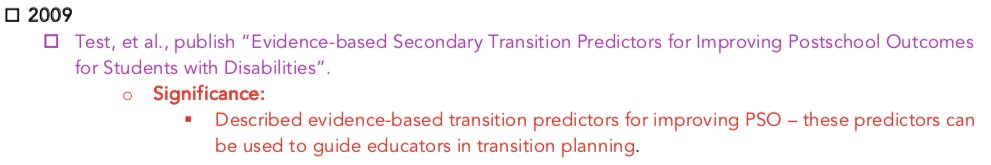
Create a timeline or other visual that depicts key dates and a very brief description of legislation that shaped transition services for students with disabilities.

* **Include information from the following years** (at least; i.e., you must have a minimum of 10 key dates/legislation)**:**

 1968  1973  1975  1979  1985  1990  1992  1994  1997  2004

* **Describe the legislation and the impact** (i.e., significance) it had on students/individuals with disabilities.

**Example** (for format and depth of content; this is an example of an event as opposed to a law)**:**



**See below for the rubric.**

**Appendix A**

**Rubric**

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| --- | --- | --- | --- | --- |
| **Element / (Points)** | **Strongly Evident** | **Evident** | **Not Evident** | **Points Earned** |
| **Legislation selected (13 points)** | * Relevant to transition * Included at least 10 laws/pieces of legislation (i.e., all of the included legislation is not related to transition [postsecondary outcomes])     *(13 points)* | Not all included legislation is relevant to transition (i.e., some of the included legislation is not related to transition [post-secondary outcomes])  *(8 – 12 points)* | Three or more included pieces of legislation are not related to transition and/or legislation is not related to transition  [post-secondary outcomes])      *(0 – 7 points)* |  |
| **Description**  **(13 points)** | Described the relevance of the legislation (for each date/law) and how it impacted transition services for students with disabilities      *(13 points)* | The descriptions cover most of the main points, but do not clearly describe the relevance and impact on transition services for students with disabilities  *(8 – 12 points)* | The description was not clear and/or did not connect to the relevance of the legislation to transition services for students with disabilities    *(0 – 7 points)* |  |
| **Mechanics (i.e., spelling, grammar,**  **APA)**  **(4 points)** | * Free from spelling and grammatical errors * APA is formatting is correct and free from errors   *(4 points)* | * Descriptions contain minimal spelling and grammatical errors * More than two errors in APA formatting   *(2-3 points)* | Multiple errors in spelling, grammar, and/or APA formatting    *(0-1 points)* |  |

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# Appendix B School-Based Enterprise Project (100 points)

**Note**: This assignment will be presented to the class through a PowerPoint presentation in addition to being uploaded as an assignment on Canvas.

The following elements must be included:

1. **Name of Product/Service**: Indicate a “catchy” name that can be used in advertising the product or service.
2. **Type of Project**: Indicate if the project involves manufacturing a product for sale or delivering a service. In other words, what are you doing/selling. This has to be feasible in the context of a school-setting.
3. **Target Population**: Describe the group of students (disability and age) who will be making the item or performing the service.
4. **Brief description of product/service**: In 200 words or less provide a description of the product/service.
5. **Planning**: What strategies will be used to determine the marketability and feasibility of the product/service? How are you going to determine if your product/service will be successful?
6. **Materials/supplies/equipment needed to implement project/service**: List all equipment and materials needed (do not make assumptions about what will be available).
7. **Advertising**: How will you advertise the product/service? Who will be responsible for creating the advertisements?
8. **Steps for implementing the project/service**: The actual steps of making the product/delivering the service should be similar to a task analysis (i.e., how are you going to get it done? Think about who does what, when things need to get done, etc.)
9. **Cost of implementing the project or performing the service**: Include cost of items that will have to be purchased. Do not include the cost of non-consumable items (e.g. stove, scissors, etc.) that would be readily available in the classroom/school).
10. **Amount to be charged for the project/service:** Provide a complete listing of products/services and the amount to be charged for each.
11. **Profit**: Indicate the anticipated profit for each product or service.
12. **Two vocational skills that students can learn from this product/service and how the skill will be learned**: Use the OCS Occupational Preparation curriculum – Be specific about the

Standard/Objective.

1. **Two academic skills that students can learn from this product/service and how the skill will be learned**: Use the OCS English, Math or Science curriculum – Be specific about the Standard/Objective.
2. **Accommodations and modifications for the project/service**: Choose at least ONE disability (e.g. visual, physical, hearing, non-reader, etc.) and describe at least two accommodations/modifications to the product/service that will be used to ensure participation by students with this disability.
3. **Method of student evaluation**: How will the students’ performance be evaluated? When will it be evaluated? Who will perform the evaluation? What type of instrument will be used?

# Appendix B

**School-Based Enterprise Project Rubric (100 points)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **\*Please see the Project Description (above) for the requirements for each content item.** | | | | | | |
|  | **Content** | **Possible Points** | **Strongly Evident** | **Evident** | **Not Evident** | **Points Earned** |
| 1. | Name of Product/Service | 3 |  |  |  |  |
| 2. | Type of Project | 3 |  |  |  |  |
| 3. | Target Population | 3 |  |  |  |  |
| 4. | Brief description of product/service | 5 |  |  |  |  |
| 5. | Planning | 8 |  |  |  |  |
| 6. | Materials needed to implement project/service | 8 |  |  |  |  |
| 7. | Advertising | 9 |  |  |  |  |
| 8. | Steps for implementing the project/service | 10 |  |  |  |  |
| 9. | Cost of implementing the project or performing the service | 7 |  |  |  |  |
| 10. | Amount to be charged for the project/service | 5 |  |  |  |  |
| 11. | Profit | 3 |  |  |  |  |
| 12. | Two vocational skills that students can learn from this product/service and how the skill will be learned | 10 |  |  |  |  |
| 13. | Two academic skills that students can learn from this product/service and how the skill will be learned | 10 |  |  |  |  |
| 14. | Accommodations and modifications for the project/service | 10 |  |  |  |  |
| 15. | Method of student evaluation | 6 |  |  |  |  |
| **Total Points:** | | | | | | /100 |

# Appendix C University Program Awareness Assignment (25 points)

1. Choose two of the following postsecondary university programs for students with disabilities.
   * Western Carolina University
   * Appalachian State University (there are two different programs at Appalachian State)
   * University of North Carolina – Greensboro
   * East Carolina University

1. Research your chosen programs on the Internet to gather the following information for each program:
   * The program name
   * The primary criteria for admission
   * Services/supports offered
   * Course of study
   * Housing for students
   * Outcomes for attending the program
   * How to learn more about the program
   * Cost/Financial aid options

1. Choose any web-based tools (e.g., Piktochart, Voki, Glogster, free choice)

1. Using the web-based tool you chose design a visual that will raise students’ awareness about and interest in two of the five North Carolina university programs for students with disabilities. Ensure all required information is included in your visual presentation.

# Appendix C

**University Program Awareness Assignment Rubric (25 points)**

|  |  |  |  |
| --- | --- | --- | --- |
| **University Program Awareness Assignment** | **Strongly Evident** | **Not**  **Evident** | **Points Earned** |
| **Criteria for admission**  Primary criteria for admission are provided *(3 points)* |  |  |  |
| **Services/supports offered**  The available services/supports are clearly described *(3 points)* |  |  |  |
| **Course of study**  Information about the course of study is clearly described *(3 points)* |  |  |  |
| **Housing**  Information about housing options is clearly described *(3 points)* |  |  |  |
| **Outcomes as a result of attending the program**  At least five (5) outcomes that result from the program are clearly described *(5 points)* |  |  |  |
| **Program information**  Resources for learning more about the program are included and accurate  *(3 points)* |  |  |  |
| **Cost of attendance/financial aid options**  Information about the program costs are included and are current *(2 points)* |  |  |  |
| **Web-Based Tool - Organization and Clarity**  Information is clear and organized in a logical manner on the web-based tool; information is grammatically correct *(3 points)* |  |  |  |
|  | **Total Points:** | |  |