

Syllabus: SPED 6520: Practicum in Competitive and Supported Employment

Credits: 2

Schedule: Flexible

Location: Field-based

University Supervisor: Tim Riesen, Ph.D

Communications: 385 646-5570 (ext. 7776) tim.riesen@usu.edu

Office: USU Extension, 5th floor, 2500 S. State, SLC

Transition Grant Principal Investigator: Bob Morgan, Ph.D.

Communications: 797-3251 (office), 797-3572 (fax), bob.morgan@usu.edu (email)

Office: Educ 324, Department of Special Education and Rehabilitation, Utah State University, Logan, UT. 84322-2865

Required Text and Readings: See SPED 6510: Seminar in Competitive and Supported Employment

PRACTICUM DESCRIPTION

The purpose of the SPED 6520 practicum is to teach transition teachers the skills to be competent in facilitating successful transition for young adults with disabilities from school to employment. The goal is to provide the transition teacher with experiences leading to proficiency in assessment, student-focused transition planning, program structure, interagency collaboration, family involvement, student development, and professionalism.

SPED 6520 is a two-credit practicum that is typically completed in conjunction with SPED 6510 (Seminar in Supported and Competitive Employment). To satisfy requirements of the practicum, transition teachers will work in a supported or competitive employment setting performing assessment, job coaching for individuals with disabilities, developing “natural supports” among co-workers and employers, or promoting integrated employment.

ABSENCES AND LATE ARRIVALS

Absences due to health-related concerns, doctor’s appointments, emergencies, and employment obligations are considered excused absences. However, for absences to be excused, the transition teacher must contact the university supervisor *and* site supervisor *prior to* scheduled practicum time to report absences. Failure to report an absence prior to arrival will constitute an unexcused absence. The accepted mode of contact is a telephone call. Keep the university supervisor’s and site supervisor’s phone number accessible at all times.

Employment and school schedules require on-time arrival of employees and students in order to maintain efficiency and productivity. Arriving at a practicum site more than 15 minutes after scheduled arrival constitutes late arrival. Two late arrivals are considered equivalent to an unexcused absence.

ATTENDANCE POLICY

Any more than one unexcused absence will affect your practicum course grade. The second unexcused absence will result in a drop of one letter grade. Each subsequent absence will result in a 10% reduction in the total points used to calculate your final grade.

KEY PRACTICUM ATTRIBUTES

The practicum experience will:

1. Require that the transition teacher work on measurable, goal-directed plans for two students in transition. That is, the transition teacher should have measurable goals outlined in the Individual Practicum Agreement as well as the students with whom the teacher works.
2. Be designed to increase the probability of successful transition for two students from their current level to that level which is more employable and independent, skilled, or less supported.
3. Be consistent with the student's transition plan in terms of goals/objectives and/or services. The Individual Practicum Agreement may be viewed as an additional service to meet existing goals/objectives in the IEP or ITP.
4. Extend the transition teacher's daily IEP or ITP-driven activities with her/his existing caseload by carrying out specific transition activities in community employment and or postsecondary education settings.
5. Represent a significant learning experience for the transition teacher beyond that which is available in the teacher's existing classroom.
6. Extend for a period of 4 hours minimum per week for 15 weeks (or 60 hours allocated as necessary).
7. Be monitored by the site supervisor.
8. Be supervised by the university supervisor.

COMPETENCIES AND INTEGRATED THEMES

The practicum experience is based upon a framework of competencies set forth by the Division on Career Development and Transition (Blalock et al., 2000), and Kohler's Transition Taxonomy (Kohler, 1996). Competency domains include:

1. Assessment
2. Student-Focused Transition Planning
3. Student Development
4. Program Structure
5. Interagency Collaboration
6. Family Involvement
7. Professionalism

Transition teachers are expected to apply knowledge acquired and to demonstrate skills related to the competencies above. Application, demonstration, and modeling of effective practices in all competency domains will be evaluated based upon observation, program data collection, and assessment by the university supervisor.

MEASURES AND OUTCOMES

Measure of Teacher Performance

Transition teacher performance will be measured by

1. Periodic observations by the university supervisor (scheduled about every other week starting with Week 3).
2. Review of assessments, job development logs, task analysis, instructional programs, and other relevant material by the site supervisor (arranged as needed). The university supervisor will correspond with the site supervisor regarding these measures of performance.

Practicum Outcomes

Outcomes for Student in Transition - Employment Specific

Students selected to participate in the employment practicum should engage employment-planning activities that are aligned with their IEPs/ITPs. While it is understood that paid employment may not be obtainable during the practicum experience, each student should become actively engaged in the process that leads to employment. Depending on the skills of the student and goals addressed in the IEP/ITP, specific student outcomes may include (a) becoming more knowledgeable about employment interests, (b) engaging in meaningful community-based job-sample/situation assessments, (c) becoming more independent and knowledgeable of community public transportation or other features of community activity accessed by all citizens, and/or (d) engaging in competitive or paid employment.

Outcomes for Transition Teacher - Employment Specific

The transition teacher should learn that developing employment for students with disabilities is a complex, dynamic, and fluid process that is unique for each student with a disability. The outcome for the teacher, therefore, is to understand the steps necessary to develop competitive or supported jobs for transition-aged students with disabilities. These steps include (a) conducting individualized, functional employment assessments; (b) creating positive employment profiles; (c) developing partnerships with businesses in the community; (d) conducting proper job and task analysis; (e) using empirically validated teaching procedures; and (f) developing formal and informal supports.

PRODUCTS (For more information, see Assignment Descriptions, 6520 web site)

Transition teachers will develop three practicum products as a part of their work with students in transition. Each of these products will be described and submitted for points in the Transition Seminar SPED/REH 6510, which, for most transition teachers, is scheduled the same semester as the practicum. Products include:

1. Assessment Report.
2. Community-Based Instruction Report.
3. Cumulative Transition Product: The Electronic Transition Portfolio.

GRADING POLICY

50% of total grade = Meeting/exceeding practicum competencies

40% of total grade = Professionalism

10% of total grade = Attendance (but see policy on unexcused absences below)

Grading Scale

| <u>Percent</u> | <u>Grade</u> | <u>Percent</u> | <u>Grade</u> |
|----------------|--------------|----------------|--------------|
| 94 - 100 | A | 76 - 78 | C |
| 91 - 93 | A- | 73 - 75 | C- |
| 88 - 90 | B+ | 70 - 72 | D+ |
| 85 - 87 | B | 67 - 69 | D |
| 82 - 84 | B- | below 67 | F |
| 79 - 81 | C+ | | |

Transition Teacher Responsibilities: As members of the academic community at Utah State University, transition teachers share responsibility for its growth and continued well-being and for maintaining an environment which encourages free inquiry and expression. Transition teachers are expected to engage in reasonable and substantial preparation for their coursework, to follow and to complete all academic exercises with integrity. All interactions with faculty members, staff members, and other transition teachers shall be conducted with courtesy, civility, decency and a concern for personal dignity. These responsibilities are the foundation of the University's Standards of conduct (the Honor System – see: section V-3. – Misconduct – see: section V – 3).

Accommodations: Students with ADA-documented physical, sensory, emotional or medical impairments may be eligible for reasonable accommodations. Veterans may also be eligible for services. All accommodations are coordinated through the Disability Resource Center (DRC) in Room 101 of the University Inn, (435) 797-2444 voice, (435) 797-0740 TTY, or toll free at 1-800-259-2966. Please contact the DRC as early in the semester as possible. Alternate format materials (Braille, large print or digital) are available with advance notice.

Academic Honesty: Please read through USU Honor System Guidelines on the Course Content page under Introduction & Policies. For more information, refer to <http://www.usu.edu/stuserv/SCode/article6.html#sec5>.

The legitimacy of group work has become an issue in recent classes. In the past, situations have arisen in which group work could have been considered cheating or plagiarism. “Legitimate” group work is defined as teacher-authorized activity that takes advantage of consultation with your peers, providing you with ideas, suggestions, and corrections, which you take into consideration in the development of your unique and individual product. Group work is encouraged for the Portfolio assignment.

Reading the text and writing answers to the weekly quiz items, then working closely with other students, comparing quiz answers, and attempting to resolve different understandings is an

excellent learning technique and is strongly encouraged. However, failing to do the reading and memorizing answers that another student has written for the quiz is not legitimate group work; it is considered cheating.

Drafting the assignments, then comparing specific aspects of your product to others' and discussing teaching situations and SPED issues is legitimate and encouraged. Copying someone else's quizzes or assignments is not legitimate; it is considered cheating.

As always, if you are unsure about boundaries of legitimate group work, please (1) ask for clarification from the instructor, and (2) make full disclosure so that there is no question about your intentions. The instructor will talk about these boundaries and work with you to maximize your learning and maintain individual accountability.

USU AND DEPARTMENT OF SPECIAL EDUCATION AND REHABILITATION POLICIES

USU INCOMPLETE POLICY

Executive Memorandum 79-15

A student who has been unable to complete the work of course assignments, examinations, or reports due to extenuating circumstances such as illness, death in the family, etc. - but not due to poor performance of his/her work - and who has completed most of the coursework, may petition the instructor of the course for time beyond the end of the quarter to finish the work. If the instructor agrees, the instructor will place two grades on the final grade list for the student, an "I" and a letter grade for the course computed as if the missing work were zero. The student is then required to complete the work in the manner and by the time agreed upon with the instructor, but, in any case, within 12 months of the end of the quarter in which the "I" was given. When the grade change is submitted by the instructor within the prescribed time, both the "I" and the grade submitted with the "I" will be removed from the student's record, the new grade placed on the record, and the GPA adjusted accordingly. If no change of grade is submitted by the instructor within the prescribed period, the "I" will be removed and the grade submitted with the "I" will remain as the permanent grade for the course. Research and thesis courses taken for graduate work are exempted from this policy.

STUDENTS WITH DISABILITIES

If a student has a disability that will likely require some accommodation by the instructor, the student must contact the instructor and document the disability through the Disability Resource Center, preferably during the first week of the course. Any requests for special considerations relating to attendance, pedagogy, taking of examinations, etc. must be discussed with and approved by the instructor. In cooperation with the Disability Resource Center, course materials can be provided in alternative formats--large print, audio, diskette or Braille. If you have additional questions or concerns, please contact the head of the Department of Special Education and Rehabilitation. All accommodations must be coordinated through the DRC located in the Taggart Student Center, Room 104 (797-2444).

DEPARTMENT POLICIES

GRADING GUIDELINES

1. Criteria for the awarding of each letter grade should be specified in the course syllabi for all courses.
2. Grades given in all courses should truly reflect differences in student performance, not just meeting minimum criteria.

GRADE POINT REQUIREMENTS

1. Certification/Undergraduate Students - Students must maintain a grade point average of 2.75 after being admitted to the Teacher Education Program and while taking courses in the major.
2. Graduate Students - All graduate students must maintain a 3.0 grade point average to remain an active student in the graduate program.

STUDENT BEHAVIOR & ACADEMIC HONESTY

Student behavior in accordance with USU's Student Code of Conduct/Rights is expected during all interactions with faculty and peers. It is expected that students' work will conform to the highest standards of academic honesty. Incidences of academic dishonesty (e.g., cheating on tests, plagiarism, lying to supervisors and cooperating teachers) will be referred to program committees for disciplinary action.