

**Agenda**  
**EPSY Department Meeting**  
**December 4, 2015 – 9:30 a.m. to 11 a.m. – Gentry 144**

1. Welcome
2. Corrections to November Minutes (Attachment)
3. Announcements
  - a. Introduction – Rashea Hamilton
  - b. Conceptual Framework - Chafouleas (see Attachment)
  - c. DDS Update—Brown (see Attachment)
  - d. GA Description of Duties (see Attachment)
  - e. Technical Writing Class – Sanetti (see Attachment)
  - f. Graduate Student Fellowship in Engaged Scholarship (see Attachment)
  - g. Spring Sabbaticals – Olinghouse & Kehle
  - h. MEA Course Scheduling Change – McCoach
  - i. Holiday Party December 17 at Del and Betsy’s
  - j. NSoE Holiday Party Today
  - k. Other
4. Committees Issues
  - a. C&C –Secondary Transition Certificate; Practicum in Secondary Transition; and Advanced Topics in Secondary Transition -- Lombardi (see Attachment)
  - b. Sunshine Committee (Bray)
  - c. Other
5. Other
6. Adjourn

**EDUCATIONAL PSYCHOLOGY DEPARTMENT  
FACULTY MEETING MINUTES  
November 6, 2015**

**Attendees: R. Beghetto, A. Bellara, M. Bray, N. Card, R. Colbert, J. Goldstein, J. Gubbins, T. Kehle, C. Little, A. Lombardi, B. McCoach, B. Montrosse-Moorhead, N. Olinghouse, C. Rhoads, J. Rogers, L. Sanetti, D. Siegle, B. Simonsen, H. Swaminathan, J. VanHeest, M. Young, and Renee Gilberte (guest)**

**1. Welcome**

**The meeting commenced at 9:30 am.**

**2. Minutes**

**The October minutes were accepted as presented.**

**3. Announcements**

- a. Alumni Award nominations are due on November 10, 2015.**
- b. The nominations for the 2015 Neag Research Awards are due on December 4, 2015.**
- c. The letter of intent for the 2016 Internal Funding Opportunities for the Neag School is due on February 5, 2016.**
- d. The letter of intent for the Research Excellence Award is due on November 20, 2015.**
- e. The DDS deadline is on December 10, 2015.**
- f. Graduate Assistants who are consulting do not need to get permission to do so because GAs are in a different union than professors.**
- g. Spring classes need to have an enrollment of 10 or more. Otherwise, the class may be cancelled. Before hiring an adjunct professor for the spring, we need to consider class enrollments and faculty teaching loads.**
- h. There may be up to five professors selected as Distinguished Scholars. The Provost has allocated monies for these possible new hires who can be nominated by their Deans.**
- i. The Dean's office is interesting in receiving the names of graduating students who have interesting backgrounds for human interest stories.**
- j. The Office of Vice President for Research grants and contracts report showed that EPSY was the major contributor of grants for the School of Education**
- k. Renee Gilberte from the McNair Institute came to speak to the department about the McNair Scholars Program.**
- l. Other – It was shared with the department that Jonathan Plucker will be leaving the university in January. He will be going to Johns Hopkins. We wish him well.**

**There will be a holiday party at Del and Betsy's home on December 17, 2015.**

**Betsy McCoach is on the dean's search committee. The committee is moving forward. There will be three candidates coming to the University in early December after airport interviews have been completed. The search committee is disbanded**

after airport interviews. The final decision will come from the Provost Office.

4. **Committee Issues**

- a. A new PTR document was unanimous approved except for one abstention.
- b. B. Montrosse-Moorhead explained to the faculty the objectives and goals of the Professionalism Committee.
- c. Sunshine Committee is still requesting a contribution of \$40.00.
- d. Other – Nothing.

5. **Other**

Nothing

6. **Adjournment**

C. Rhoads motioned to adjourn the meeting. It was seconded by N. Card at 11:15 am.

# Conceptual Framework Focus Group Summary

Fall 2015



Committee Members: Sandy Chafouleas, Mary Ann Doyle, Michele Femc-Bagwell, Dan Volk, Jennie Weiner

**UConn**  
NEAG SCHOOL OF EDUCATION

## Overview

### Background

- In spring of 2015, the larger assessment committee was tasked with revising the Assessment Plan for the Neag School.
- A subcommittee was formed to address the conceptual framework, with the following purpose: *“To revise the conceptual framework, aligning with changing directions and providing a contemporary look and feel that can be utilized (and embraced) at programmatic and unit levels”.*

### Process

- It was decided that stakeholder feedback formed an important step in the revision.
- Five focus group meetings were held, with approximately 40 participants attending across the various dates and times.
- A common semi-structured interview was used.
- Responses were recorded, and the subcommittee leaders met to review information and summarize themes.

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# Findings

The results are organized around the areas probed and including an overall summary statement along with supporting comments from participants.

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## Areas Probed:

Familiarity and Reasons for Conceptual Framework

### **Familiarity**

- Familiarity limited, with most becoming familiar as part of the preparations for the NCATE visit or as told to use in Syllabus
- Not used as a “lived document” as a central part of their teaching

### **Reasons for Conceptual Framework**

- Needs to exist beyond accreditation purposes, as a shared vision that can be used across all, but with actualization to specific program needs
- Should align with University but not be driven by University Ideals, rather it should be matched to ideals after initial formation

### **Key Quotes**

*“it would feel more real to have a standard for the organization, regardless of accreditation”*

*“it would be helpful to have something more concrete to be used as a foundation”*

*“ideally you want it to be applicable broadly but practically”*

*“if we have one for the school, it could encompass accreditation but not be driven by it”*

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## Areas Probed:

### Reactions to the document's title

*"Learning, Leading and Lighting the way: Cultivating Reflective Analytical Professionals- A conceptual Framework for Preparing Future Leaders in Education"*

#### **Summary of Findings:**

- Consensus was that the current title is much too long and potentially misleading in not representing who we are nor the whole school.

#### **Key Quotes**

*"doesn't reflect the brand of a top school".*

*"I'm not sure that it is inclusive of all that is going on, in spite of it being very long".*

*"there is no emphasis on scholarly work".*

*"the title is stuck in a time period that does not reflect the conversations we are having around social justice and equity. The term currently positions a power dynamic that counters what we are discussing".*

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## Areas Probed:

### Knowledge Base – Reflective Analytical Professional

#### **Summary of Findings:**

- The content narrowly targets teacher ed. and thus does not apply broadly across programs.
- The terms are not well-defined throughout... often circling around and around (e.g., professional).

#### **Key Quotes**

*"when you say educator preparation, is that everybody?"*

*"there is a lot of public school reference – it should be bigger and should include both formal and informal learning environments".*

*"there is nothing in here about myself, my own identify, and how I am working. There are definitions of professionalism that could be used".*

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## Areas Probed:

The 3 L's– How Learning, Leading and Lighting the Way fit together

### Summary of Findings:

- The alliteration is interesting in working together, but lighting the way is problematic.
- Leading and lighting the way seem to have overlap.

### Key Quotes

*"lighting the way is nebulous – it doesn't hang together with the others".*

*"the themes are irrelevant – although we certainly hope that we do learning".*

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## Areas Probed: Learning

### Summary of Findings:

- The document seems to work well for external audiences but internally it does not feel like it represents us.

### Key Quotes

What Does "Learning" mean to you?

*"change in behavior".*

*"lifelong interest – it's a lifestyle, not a diet".*

*"difference between being a consumer of information and actually applying it".*

Does this document reflect "Learning"?

*"some things feel like nods rather than commitments so it doesn't seem real".*

*"the level of specificity speaks to me but that might be different depending on if I am speaking to educators or researchers. How can the document play both roles?"*

*"there is not an integration of theory and research with professional practice".*

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## Areas Probed: Leading

### Summary of Findings:

- Much of the content is outdated in defining leadership. There is a need to consider contemporary language and to extend beyond the school context to encompass multiple facets of leadership.

### Key Quotes

What Does "Leading" Mean to You?

*"creating conditions for other people to grow, learn, develop, succeed".* *"innovating and inspiring".*

*"the question of leading is always situated in the context... so much as currently written is about individualistic rather than the collective".*

*"Leaders can be considered Change Agents".*

Does this document reflect "Leading"?

*"people lead in different arenas – you can't just focus on the classroom"*

*"transformative may be a key word to use but there is a lot of jargon rather than specifically science right now".*

*"who's morals? Why are they tied to American democracy?"*

*"not so much leading as sticking with the past from 30 years ago!"*

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## Areas Probed: Lighting The Way

### Summary of Findings:

- This "L" was the most controversial due to ambiguity which resulted in limited consensus regarding its meaning. This "L" seemed forced or as a catch-all to cover what might be considered missing in other sections.

### Key Quotes

What Does "Lighting the Way" mean to you?

*\*Participants could not clearly define\**

Does this document reflect "Lighting the Way"?

*"lighting the way should be apparent... we're forcing it".*

*"can't disentangle it from learning and leading – needs better integration".*

*"is lighting the way the end or reciprocal?"*

*"is this supposed to be social justice?"*

*"I think it can relate to diversity in various ways. Maybe what they meant by inspiration was the notion of advocacy or that you can cast light... advocacy and innovation".*

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## Areas Probed: Assessment of the Framework

### Summary of Findings:

- Assessment does not belong in the framework.
- It should be separate, for the whole school and/or individual programs – streamlined yet flexible.
- Confusion on how assessment of the framework connects to the actual work of programs involving accreditation and beyond.

### Key Quotes

*“how can we make it well-coordinated across the programs?”*

*“assessment of the conceptual framework seems like a bizarre activity”.*

*“Why would we want to create a central focus in assessment given the many masters at programmatic levels?”*

*“if it helps with accreditation to have this to write reports, then great in terms of practical reasons. But it hasn’t been helpful at the SPA level – could the unit collect assessments that help?”*

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## Areas Probed: Recommendations for “Describing” Words

*“tension between vision and reality – need to plant the seeds in this rather than think students will emerge complete with all”*

*“inquiry, impact, influence”*

*“global, engaged”*

*“innovation”*

*“advocacy”*

*“service”*

*“Words that reflect more of where we want to be, not necessarily where we are”*

*“responsibility, rigor, research, reflective, relational, responsive”*

*“community”*

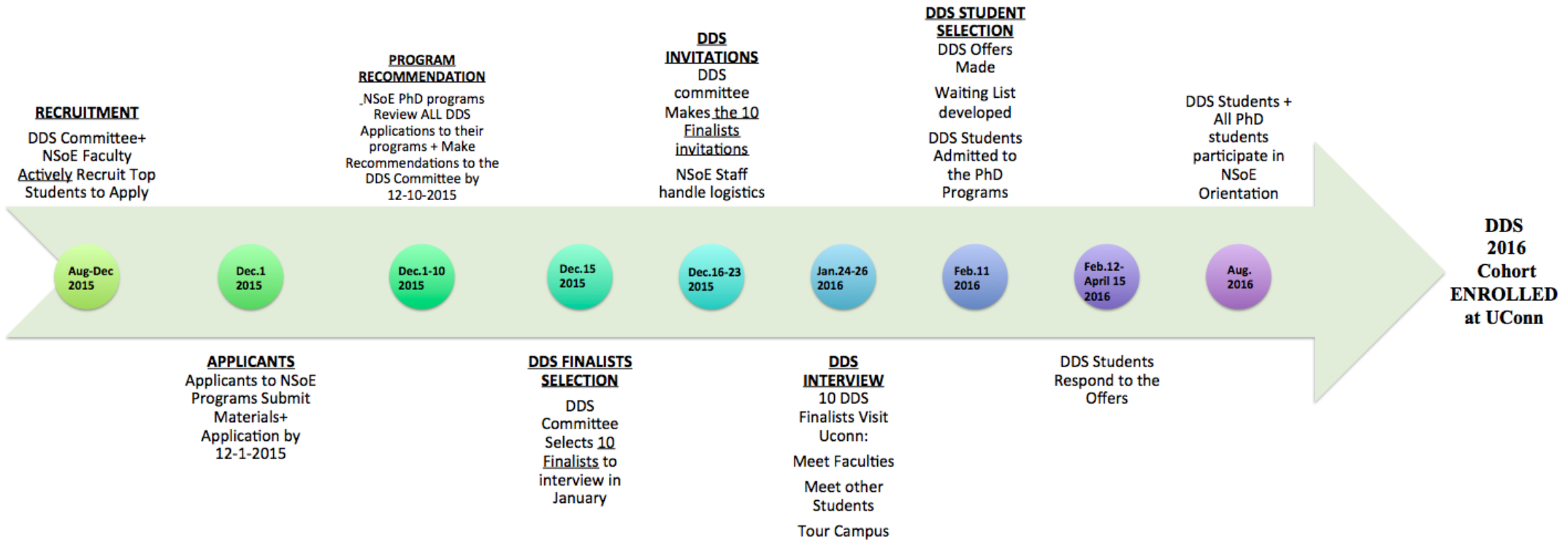
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## Summary Recommendations

1. Create a new document that reflects a streamlined approach to a flexible vision that could be implemented school-wide.
2. Remove the assessment pieces, placing the school-wide and individual program needs in a separate document (aka The Neag School Assessment Plan).
3. Eliminate the three “Ls” as the guide to the conceptual framework as it is dated and too ambiguous.
4. Consider elements to include in a new conceptual framework that will help to create shared vision across all programs. This will require a longer discussion across the school as to what this will look like, including faculty, staff, alumni, and students.
5. When established, ensure that it becomes a “lived document” through simplicity and branding, professional development, and use in everyday work.

## UConn NSoE Dean's Doctoral Scholars Program 2015-16 Timeline



## Research Assistant Job Description

<b>RA Name:</b>	
<b>Appointment Period:</b>	
<b>Grant Name &amp; Number:</b>	
<b>Principal Investigator/Supervisor:</b>	

Check all duties that apply to this individual:

- |   |  |
|---|--|
| <input type="checkbox"/> Prepare materials for Human Subjects Review Board<br><input type="checkbox"/> Recruit subjects<br><input type="checkbox"/> Interview subjects<br><br><input type="checkbox"/> Prepare materials for Animal Care Review Committee<br><input type="checkbox"/> Feed and care for subject animals<br><input type="checkbox"/> Clean animal cages<br><input type="checkbox"/> Monitor subject animals<br><input type="checkbox"/> Administer drugs, hormones or other chemicals<br><input type="checkbox"/> Perform surgical procedures<br><br><input type="checkbox"/> Prepare materials for lab sessions<br><input type="checkbox"/> Run experiments<br><input type="checkbox"/> Prepare chemical or other solutions<br><input type="checkbox"/> Request or acquire necessary equipment<br><input type="checkbox"/> Develop and construct lab equipment<br><input type="checkbox"/> Clean laboratory and equipment<br><input type="checkbox"/> Wash glassware<br><input type="checkbox"/> Order equipment<br><input type="checkbox"/> Oversee budget | <input type="checkbox"/> Analyze data<br><input type="checkbox"/> Write articles, reports and/or presentations<br><br><input type="checkbox"/> Review literature<br><input type="checkbox"/> Prepare grants materials for submission<br><input type="checkbox"/> Prepare materials for experimental use<br><input type="checkbox"/> Keep accurate records of experimental data<br><input type="checkbox"/> Provide ready access to all experimental data for P.I. and/or supervisor<br><input type="checkbox"/> Manage and respond to experiment-related e-mail<br><input type="checkbox"/> Prepare website materials<br><input type="checkbox"/> Maintain (update) webpage materials<br><input type="checkbox"/> <sup>A</sup> Supervise undergraduate students<br><input type="checkbox"/> Maintain records on individual students' assignment completion<br><input type="checkbox"/> Maintain student attendance records<br><input type="checkbox"/> Act as liaison/mediator between undergraduate student and professor<br><br><input type="checkbox"/> Attend lab meetings<br><input type="checkbox"/> Attend area seminars<br><input type="checkbox"/> Attend other courses as required |
|---|--|

Other specific duties:

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RA Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Teaching Assistant Job Description

<b>TA Name:</b>	
<b>Appointment Period:</b>	
<b>Course Name:</b>	
<b>Faculty Supervisor:</b>	

Check all duties that apply to this individual:

- |   |   |
|---|---|
| <input type="checkbox"/> Attend lectures [all__, most__]<br><input type="checkbox"/> Conduct quiz section meetings<br><input type="checkbox"/> Facilitate discussions<br><input type="checkbox"/> Prepare lectures for quiz sections<br><input type="checkbox"/> Prepare review materials for quiz sections<br><input type="checkbox"/> Hold extra review sessions for exams<br><input type="checkbox"/> Obtain room for review sessions<br><input type="checkbox"/> Request or acquire necessary equipment<br><input type="checkbox"/> Hold regular office hours _____ hrs/wk<br><input type="checkbox"/> Tutor students<br><input type="checkbox"/> Manage and respond to course-related e-mail<br><input type="checkbox"/> Prepare webpage for course materials<br><input type="checkbox"/> Maintain (update) webpage for course materials<br><input type="checkbox"/> Develop and maintain electronic bulletin boards, discussion sites, etc.<br><br><input type="checkbox"/> Prepare test questions<br><input type="checkbox"/> Proctor exams<br><input type="checkbox"/> Score exams<br><input type="checkbox"/> Maintain grading records<br><input type="checkbox"/> Prepare course attendance records | <input type="checkbox"/> Maintain course attendance records<br><input type="checkbox"/> Maintain records on individual students' assignment completion<br><input type="checkbox"/> Calculate quarter grades<br><input type="checkbox"/> Request student assessments for course<br><input type="checkbox"/> Coordinate with OEA for course evaluations<br><br><input type="checkbox"/> Prepare lecture materials<br><input type="checkbox"/> Present lectures<br><input type="checkbox"/> Prepare overheads<br><input type="checkbox"/> Prepare handout materials<br><input type="checkbox"/> Review literature<br><input type="checkbox"/> Place course materials on library reserve<br><br><input type="checkbox"/> Attend instructor/TA meetings<br><input type="checkbox"/> Act as liaison/mediator between student and professor<br><br><input type="checkbox"/> Review textbooks for use<br><input type="checkbox"/> Order textbooks |
|---|---|

Other specific duties:

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TA Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
 Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Are you a **graduate student** who needs to know **APA Publication Style** & who might need some reminders about **grammar rules**?

Yes!

Great! You should register for **EPSY 5914-003: Technical Writing** this spring with Dr. Lisa Sanetti! It's only **1 credit**!

Hmmm...

8:45-9:45am Wednesdays:  
Master APA Style.  
Master Grammar.  
Get fewer edits from your advisor.

Fewer edits?!  
I'll be there!

*introducing*

EPSY 5914-003: Technical Writing

Wed 8:45-9:45

1 credit

Dr. Lisa Sanetti

## Graduate Student Fellowship in Engaged Scholarship

### Overview

The University of Connecticut's [Office of Public Engagement](#) (OPE), established in 2010, fosters engagement in a variety of forms across the University community. **Engaged Scholarship, Community Outreach** and *Service Learning* is an essential component of UConn's land-grant mission. Under the leadership of Director, E. Carol Polifroni, the OPE coordinates, advocates, and builds capacity for all facets of engagement: scholarship, community based learning, civic engagement, and community outreach. Through these efforts to develop programs, partnerships and scholarship that are **Relevant, Reciprocal** and **Responsible**, the OPE extends the transformational impact of the University throughout the state and beyond our geographical borders

In partnership with the *UConn Graduate School*, the OPE offers the **Graduate Student Fellowship in Engaged Scholarship (GSFES)**. This program awards five fellowships annually, of \$1500 each, to UConn graduate students who wish to pursue community-based engaged scholarship. Graduate students from all academic departments are welcomed to apply. The program provides the opportunity for student fellows to engage in rigorous, academically relevant work in a context of collaboration and reciprocity with the community beyond the University. It allows student fellows to explore the intersection between the scholarly pursuit of knowledge and community needs and to collaborate with the larger community "for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity" (Carnegie Community Engagement Classification).

With particular focus on Ernest L. Boyer's concept of "[Scholarship of Application](#)," student fellows will learn and practice the science of engaged, community-based scholarship. Through a supportive network of graduate student peers and the valuable resources of the OPE and experienced faculty, the GSFES will introduce the student fellows to this dynamic, academically rigorous, scholarly activity and will prepare them for future academic/career pursuits.

## Benefits to Graduate Fellows

- Professional development training in the science of community-based engaged scholarship
  - A supportive scholarly cohort of graduate student fellows with a common interest in community-based engaged scholarship
  - Access to valuable resources through the Office of Public Engagement
  - Individual monthly meetings to support, critique, and guide scholarly work
  - Monetary stipend (paid by semester and additional support for summer is available pending project)
  - Culminating product for: publication, further scholarly inquiry, career advancement
- 

## GSFES Program Requirements

- Background check completed and approved
  - Complete a day long training program on the Scholarship of Application based in the community (may be offered in modules)
  - Commit to 3-5 hours per week working with the Office of Public Engagement / 10 week semester total 30-50 hours per semester on engaged scholarship
  - Participate in monthly 1-hour student fellow cohort group meetings with OPE designate
  - Participate in a minimum of 4 activities per year from list of activities provided by OPE
  - Meet individually with mentor monthly
  - Participate in one of the following:
    - Assist a *Faculty Fellow* in SL course
  - **OR**
  - Engage in community-based scholarship with a Graduate faculty advisor.
  - Produce a scholarly final product (manuscript, publication, project for the community, presentation with either poster or PowerPoint) based on your work
  - Design and participate in a culminating program showcase in collaboration with student fellow cohort
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## Graduate Fellows Application Requirements

*Applicants must be currently enrolled in a UConn graduate program, completed at least 9 credits, and have at least 2 semesters until program completion.*

- Completed GSFES application form
- Personal Essay
- Curriculum vitae or résumé
- Unofficial transcript
- Letter of recommendation from MAJOR ADVISOR
- Application deadline January 15, 2016
- Submit to [engagement@uconn.edu](mailto:engagement@uconn.edu) as a single pdf **OR** sent hard copy to:

The Office of Public Engagement  
368 Fairfield Way, Unit 4201  
Storrs, CT 06269-4201

### Personal Essay

*Address each of the following three questions in your essay. Maximum 2 pages total*

1. Explain why you are applying for the Graduate Student Fellowship in Engaged Scholarship and what you hope to gain from it.
  2. Describe your previous experience with community engaged scholarship as a student, teacher or scholar or your experience with service learning, internship, volunteering or community activism and indicate what effect (if any) these experiences have had on your interest of community-based engaged scholarship .
  3. Tell us your goals for the future, and how you feel this fellowship will further those goals.
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## Application

Applicant's Name: \_\_\_\_\_ Email Address: \_\_\_\_\_

UConn Student ID# : \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

Phone (check the best way to reach you):  Cell: \_\_\_\_\_  Home: \_\_\_\_\_

UConn Graduate Program: \_\_\_\_\_

Expected Date of Program Completion: \_\_\_\_\_

List all post-secondary institutions attended:

_____	_____
_____	_____
_____	_____

Student / Professional Organizations: \_\_\_\_\_

\_\_\_\_\_

Academic and Community Awards and Honors: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Relevant work/internship/volunteer experiences: \_\_\_\_\_

\_\_\_\_\_

Other relevant academic/community experiences: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
**Applicant Signature**

\_\_\_\_\_  
**Date**

## Request for New/Modified UConn Academic Degree Program or Name Change

### General Information

Name of proposed academic degree program (If solely a Name Change, indicate old and new names): Secondary Special Education and Transition to Adulthood

Name of sponsoring Department(s):  
Educational Psychology

Name of sponsoring School(s) and/or College(s):  
Neag School of Education

Campuses (Storrs and/or regional[s]) proposed to offer this degree program:  
Storrs

Contact person and contact details:  
Allison Lombardi, Ph.D.  
Assistant Professor of Educational Psychology  
Neag School of Education  
UNIT 3064  
allison.lombardi@uconn.edu  
Phone: 860 486-2213

Nick Gelbar, Ph.D.  
Research Director  
A.J. Pappanikou Center for Excellence in Developmental Disabilities  
Assistant Professor of Community Medicine  
University of Connecticut Health Center  
263 Farmington Ave. MC6222  
Farmington, CT 06030  
Phone: (860) 679-1541  
[Gelbar@uchc.edu](mailto:Gelbar@uchc.edu)

Phone Number

Type of Proposal (New/Modified/Name Change/Discontinuation):  
New

Type of Program (B.A./B.S./M.S./Ph.D./Certificate, ETC):  
**Certificate**

Anticipated Initiation Date:  
Fall 2016

Anticipated Date of First Graduation:  
Spring 2017

CIP Code:

DHE Code (if available):

**Submittal Information**

Name of Department Head(s):  
Del Siegle, Ph.D.

Department(s):  
Educational Psychology

Signature of Department Head(s):

Date:

Name of Dean:  
Richard Schwab

School/College:  
Neag School of Education

Signature of Dean:

Date:

Name of Document Recipient in Provost's Office:

Date:

**Please include the following applicable documents upon delivery to Provost's Office:**

Course and Curriculum Committee Minutes (One set for all involved departments)

Undergraduate Program Review Committee Minutes (Undergrad Only)

Graduate Faculty Council Executive Committee Minutes (Grad Only; not for the Law School)

Board of Trustees Resolution (Template available on Provost's website)

The Provost's Office will submit the proposal to the Council of Deans, the Board of Trustees, the Advisory Committee on Accreditation (if necessary), and the Board of Regents.

**Program Proposal Instructions**

Please populate the following fields with all applicable information for your proposed program, modification, or discontinuation. The information below will be shared with the Council of Deans, the Board of Trustees, the Connecticut Board of Regents and the Advisory Committee in Accreditation (if necessary). If you have any questions, please contact the Provost's Office.

Please submit the Program Proposal in WORD format.

Further instructions are available here: <http://policy.uconn.edu/?p=1024>

### CONSENT CALENDAR

Institution: University of Connecticut

Item:

Date:

### **Background & Description**

Historically, students with disabilities are less prepared to adjust to adult life as compared with their peers without disabilities. Particularly, these disparities are apparent in employment and postsecondary education outcomes. Students with disabilities have lower employment rates than their peers without disabilities (The National Collaborative on Workforce & Disability for Youth, 2014), and when employed, earn lower wages (Sanford et al., 2011). In postsecondary education, students with disabilities have lower retention rates and lower degree completion rates (Horn, Berkold, & Bobbit, 1999; Murray, Goldstein, Nourse, & Edgar, 2000), take longer to complete degrees (Wessel, Jones, Markle, & Westfall, 2009), and face a number of significant challenges adjusting to higher education environments (Sitlington, 2003).

Despite these differences, 11% percent of college students now report having a disability (United States Department of Education, 2015; Newman et al., 2011), and 88% of postsecondary institutions state they serve students with disabilities (Raue & Lewis, 2011). Although the increase in number of college students with disabilities suggests change in a positive direction, overall students with disabilities continue to lag behind their peers without disabilities with regard employment and postsecondary education outcomes. These findings suggest their transition to adult life could be challenging and more complicated due to disability diagnosis. Thus, students with disabilities are a population in need of unique support and attention in the area of secondary transition.

The University of Connecticut is uniquely positioned to offer such a program as two established centers have expertise in these areas. The Connecticut University Center for Excellence in Developmental Disabilities (UCEDD) has been conducting research and providing technical assistance in Connecticut for over 30 years to support individuals with developmental disabilities

and their families. The Center for Postsecondary Education and Disability (CPED) has a similar history of supporting individuals with disabilities as they transition into higher education through research activities for a similar length of time. CPED already runs an online certificate program focused on preparing higher education staff to work with individuals with disabilities and this program has a course focused specifically on transition from the K-12 education system to higher education system.

The program being proposed in this application would serve a documented need and would combine the expertise of existing resources at the University of Connecticut. This program would be a four course (12 credit) graduate certificate offered entirely online and would target working educational professionals. Specifically, special education teachers, school psychologists, school social workers, and transition coordinators would be the target market for this program.

### **Reasons for the Proposed Program/Modification/Discontinuation**

Schools have a need for personnel trained to work with individuals to facilitate the transition to adulthood. Currently, there are few programs that train educational professionals about adolescents with disabilities and even fewer that are focused on the needs of these individuals as they transition from the K-12 system to the adult world. Thus, this proposed program is well-positioned to offer a venue for training school-based professionals in meeting this challenge.

### **Curriculum & Program Outline**

The Council for Exceptional Children (CEC) is the national organization for Special Education professionals. CEC accredits special education programs and develops program standards. CEC has developed program standards for specialty programs training individuals to work with students in transitions. The curriculum for this UConn certificate is based on the CEC specialty standards for training individuals to work with individuals during the transition.

The proposed certificate has four courses. Two of these courses are new courses: Advanced Topics in Secondary Transition and Practicum in Secondary Transition. The two existing courses are EPSY 5119 Policy, Law, and Ethics in Special Education and EPSY 5140 Transition Planning for Students with Disabilities. Two courses are currently taught by Dr. Lombardi (EPSY 5119 and 5140), and two courses will be taught by Dr. Gelbar (the two proposed new courses).

Overall, this program is based on the principles of adult learning and utilizes active learning strategies. The courses utilize discussion boards to promote student engagement as well as case studies to allow students to apply acquired knowledge to real world situations. Further, one course (Practicum in Secondary Transition) is a practicum that requires students to utilize the skills learned in three courses with actual students in a supervised setting that allows them to demonstrate their competence. These active approaches will create a sense of community among the students and allow them to generalize the knowledge and skills acquired from the coursework when working with individuals with disabilities.

### **Learning Outcomes**

At the conclusion of this program, students will be able to:

1. Conduct comprehensive transition assessments to develop individualized transition plans for individuals with disabilities.
2. Provide instruction to adolescents with disabilities to assist their development of adaptive, functional, learning, and social skills in school- and community-based settings.
3. Utilize the tenets of person-centered and/or student-directed planning when developing transition programs for adolescents with disabilities.
4. Assist individuals with disabilities in developing self-advocacy skills.

### **Enrollment & Graduation Projections**

#### **Enrollment**

The \$750/credit hour comprehensive fee applies to enrollments in this certificate program.

It is anticipated that the program will have approximately 40 enrollments per year. This figure is based on approximately 10 students in each of the four courses offered per year. It is expected that the revenue generated by program enrollments will cover expenses incurred. Enrollment will be reserved for students matriculated in the graduate certificate program with seats made available to other matriculated graduate students on the basis of availability.

#### **Graduation Projections**

The typical student will be able to complete all requirements for the certificate in one year.

#### **Financial Resources**

The Transition to Adulthood graduate certificate program will be coordinated by the Educational Psychology Department within the Neag School of Education.

eCampus will provide instructional design support and stipends to course developers. A portion of the revenue generated by student fees will be returned to the Neag School of Education, allowing the program to be self-sustaining.

#### **Facilities//Equipment/Library/Special Resources**

Students in the program will have access to UConn library resources and other resources available to all other matriculated students (HuskyCT, technical support, etc.)

As an online certificate program, no other facilities or resources are required other than those provided by UConn eCampus.

#### **Program Administration**

The program administration will be provided by Nicholas Gelbar and Allison Lombardi.

#### **Faculty**

Allison Lombardi

Assistant Professor of Special Education

Department of Education Psychology

Nicholas Gelbar

Assistant Professor Community Medicine  
Courtesy appointment in Educational Psychology is pending.

**Similar Programs in Connecticut or Region**

eCampus will fill in this section, but feel free to add other information.



## Syllabus

### EPSY 5XXX- Practicum in Secondary Transition

**Excluding materials for purchase, syllabus information may be subject to change. The most current syllabus is located within the course in HuskyCT.**

#### Program Description

This is a three-credit graduate level course that is a part of a four course certificate titled: Transition to Adulthood. The course is offered through the [University of Connecticut Health Center's University Center for Excellence in Disability Disabilities](#), the [University of Connecticut Center on Postsecondary Education and Disability](#), and run in conjunction with the [University of Connecticut's eCampus](#).

#### Course and Instructor Information

**Course Title:** Practicum in Secondary Transition

(EPSY 5XXX)

**Credits:** 3 credits

**Prerequisites:** EPSY 5XXX- Advanced Topics in Secondary Transition

**Format:** Online via HuskyCT

**Instructor:** Nicholas Gelbar

**E-mail:** gelbar@uchc.edu

**Telephone:** 860-679-1541

**Online Office Hours:** Students can reach the instructor via e-mail for most requests. If necessary, the instructor will utilize synchronous web platforms, such as Skype, to hold office hour appointments and will make arrangements with students via e-mail. The instructor will attempt to answer all e-mail messages within 24 hours when received Monday through Friday and within 48 hours when received on the weekend. The instructor will be available from 9-11 on Monday mornings for online office hours.

#### Course Description

This course serves as a capstone for the Transition to Adulthood graduate certificate. It provides students the opportunity to independently design and complete activities to demonstrate specific transition competencies through the creation of a portfolio. This project has been designed as a vehicle for ensuring that all students in this certificate program have mastered the teaching and administrative competencies necessary for implementing a successful secondary transition program for individuals with disabilities.

## **Course Objectives**

By the conclusion of the course, students will demonstrate their ability to independently:

1. Develop transition programming for individuals with disabilities.
2. Assess the effectiveness of individualized transition programming for individuals with disabilities and make modifications based on this data.
3. Support students with disabilities in inclusive-settings.
4. Provide instruction on adaptive/functional skills in both community and independent living settings.
5. Provide instruction on self-regulation and learning/study strategies.
6. Provide academic instruction based on an individual's area of interest.
7. Provide instruction on self-determination/self-advocacy.

The course goals and objectives are aligned with the following standards set forth by Council for Exceptional Children's (CEC) "Specialty Set: Advanced Special Education Transition Specialist" (see Table 1 at the end of the syllabus).

## **Required Course Materials**

Cook, B. G., Tankersley, M., & Landrum, T. J. (Eds.). (2015). *Transition of Youth and Young Adults* (Vol. 28). Emerald Group Publishing.

Wehmeyer, M. L., & Webb, K. W. (Eds.). (2012). *Handbook of adolescent transition education for youth with disabilities*. Routledge.

## **Minimum Technical Skills**

To be successful in this course, you will need the following minimum technical skills:

- Use electronic mail (such as e-mail) with attachments.
- Save files in commonly used word processing program formats.
- Copy and paste text and graphics.
- Work within two or more browser windows simultaneously.
- Run and access audio and video clips from the Internet.
- Open and access PDF files.

## **Evaluation of the Course Instructor**

Students will be provided an opportunity to evaluate instruction in this course using the University's standard procedures, which are administered by the Office of Institutional Research.

## **Course Etiquette and Expectations**

As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. This section provides a brief overview to important standards, policies and resources.

### **Academic Integrity and Student Code**

As a member of the graduate student community at the University of Connecticut, you are expected to adhere to the policies and procedures outlined in the University *Policy on Academic Integrity in Graduate Education and Research*. The policy can be found at <http://catalog.grad.uconn.edu/>. Please refer to pages 237-239. You are also responsible for acting in accordance with the University of Connecticut's Student Code, available at [http://www.dosa.uconn.edu/student\\_code.cfm](http://www.dosa.uconn.edu/student_code.cfm). The *Policy on Academic Integrity in Graduate Education and Research* is also reiterated in the Student Code.

Cheating and plagiarism are taken very seriously at the University of Connecticut. As a student, it is your responsibility to avoid plagiarism. If you need more information about the subject of plagiarism, use the following resources:

- [Plagiarism: How to Recognize it and How to Avoid It](#)
- [Instructional Module about Plagiarism](#)
- [University of Connecticut Libraries' Student Instruction](#) (includes research, citing and writing resources)

**Note: Students must use appropriate citations (in APA format) when referencing the work of others in discussion posts as well as papers and presentations.**

### **Policy on absences due to religious beliefs**

Connecticut law states that no person shall be expelled from or refused admission as a student to an institution of higher education for the reason that he is unable, because the tenets of his religion forbid secular activity on a particular day or days or at a particular time of day, to attend classes or to participate in any examination, study or work requirements on such particular day or days or at such time of day. Any student in an institution of higher education who is unable, because of such reason, to attend classes on a particular day or days or at a particular time of day shall be excused from any examination or any study or work assignments on such particular day or days or at such particular time of day. The University Senate requires that students anticipating such a conflict should inform their instructor in writing within the first three weeks of the semester, and prior to the anticipated absence, and should

take the initiative to work out with the instructor a schedule for making up missed work. For conflicts with final examinations, students should, as usual, contact the Office of Student Services and Advocacy (formerly the Dean of Students' Office).

### **Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships**

The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors. Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect. All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment. In addition, inappropriate Romantic relationships can undermine the University's mission when those in positions of authority abuse or appear to abuse their authority. To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate Romantic relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University.

More information is available at <http://policy.uconn.edu/?p=2884>

### **Copyright**

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### **Netiquette and Communication**

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- Matriculated students should add or drop a course through [Peoplesoft](#).
- Non-degree students should refer to [Non-Degree Add/Drop Information](#) located on the registrar's website.

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- [Graduate Catalog](#)

### **Academic Calendar**

The University's [Academic Calendar](#) contains important semester dates.

### **Academic Support Resources**

[Technology and Academic Help](#) provides a guide to technical and academic assistance.

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Blackboard measures and evaluates accessibility using two sets of standards: the WCAG 2.0 standards issued by the World Wide Web Consortium (W3C) and Section 508 of the Rehabilitation Act issued in the United States federal government.”

(Retrieved March 24, 2013 from

<http://www.blackboard.com/Platforms/Learn/Resources/Accessibility.aspx>)

## **Course Grading and Requirements**

### **Summary of Course Grading**

<b>Course Components</b>	<b>Points</b>
Competency Portfolio	100 points
Weekly readings with Blackboard postings and responses to peer postings on the discussion board	30 points (3 points per posting)

### **Assignments**

Language Reminders: On all assignments and online discussions, the true identities of people and places (i.e., children, families, professionals, schools, towns) should not be used. Strict respect of confidentiality and privacy should be utilized at all times.

Language used in all writing should reflect person first language (i.e., “he has autism” not “he is autistic”) and remain nonjudgmental (i.e., “she has autism” not “she suffers from autism”). Keep in mind the many positive aspects of every individual with which you interact and reflect that in your writing.

Competencies: Students are required to complete all 10 course competencies prior to the end of the course. The 10 competencies will be assessed by the creation of a portfolio documenting each competency. Weekly contact with the instructor will assist with successful completion of each competency.

Students in this course will be assessed by the creation of a portfolio documenting their competency in the following areas:

- Individualized transition planning
- Supporting inclusion
- Data collection and evaluation
- Social skills instruction
- Generalization of skills
- Adaptive/functional life skills (focused on independent living skills)
- Adaptive/functional life skills (in community-based settings)
- Self-regulation and/or study/learning strategy instruction
- Interest-based lesson planning
- Self-determination/self-advocacy instruction

Step 1: Developing a contract and identifying a mentor (Due by Week 2)

Students will create a contract with the instructor that will detail how they will demonstrate each competency. Each competency will be demonstrated in a real-life context with at least one person with a disability. If the student does not have access to individuals with disabilities for this practicum, they will make alternate arrangements with the instructor. These arrangements will be determined on a case by case basis. Students will propose the criteria by which their products will be evaluated and how many points (out of 100) they would like assigned to each competency. University regulations stipulate that a three credit graduate level independent study should involve 90-120 hours of study so students will describe how they plan to complete the required amount of time to complete the practicum. Students will also identify a mentor (a colleague or supervisor), who will also sign the contract indicating that they will attest that the student completed these activities.

Step 2: Documenting Competencies (Due by Week 14)

Students will provide documentation indicating how they achieved each competency. Each student's competencies and the required documentation will vary based on their contract, but all competencies highlighted in turquoise below (numbers 5-10) will include the following items (unless specified otherwise in the contract):

1. An assessment of the student's baseline skills in the target area, utilizing data.
2. A description of the curriculum or approach being utilized and how this curriculum/approach meets the criteria of being an evidenced-based practice.
3. An assessment of the student's post-intervention skills, utilizing data.
4. A reflection based on any changes noted between pre- and post-intervention data.
5. A self-assessment of the competency based on the criteria indicated in the contract

**Sample Contract**

<b>Competency Number</b>	<b>Category</b>	<b>Task Documentation</b>	<b>Allotted Points</b>
1	Individualized Transition Planning		
2	Supporting Inclusion		
3	Data Collection and Evaluation		
4	Providing professional development		
7	Adaptive/Functional Lifeskills		
8	Work-based learning		
9	Self-regulation and/or study/learning strategy instruction		
10	Self-determination/self-advocacy		

	instruction		
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Readings and Discussion Postings: For 10 of the 14 weeks of the semester, students will complete readings related to the 10 competencies and post reactions to the readings on the course Blackboard discussion board. Students are expected to incorporate information from their practicum experience into their responses to share ideas with colleagues within the course. Students are also expected to offer comments and replies to their colleague’s postings each week. Each weekly discussion board session is worth 3 points for a total of 30 points across the 10 weeks of readings. Postings are to be completed by 11:59p.m. EST on the Friday of the week indicated.

### Course Outline

Please note that all assignments are due by 11:59 p.m. EST the Monday of the week indicated. The next week's materials will be released at 12:00 p.m. EST each Tuesday.

Week	Topic	• Readings	Assignments Due
1	Individualized Transition Planning	<ul style="list-style-type: none"> <li>• Wehmeyer &amp; Webb Ch. 3-4</li> <li>• Peterson, L. Y., Burden, J. P., Sedaghat, J. M., Gothberg, J. E., Kohler, P. D., &amp; Coyle, J. L. (2013). Triangulated IEP Transition Goals: Developing Relevant and Genuine Annual Goals. <i>TEACHING Exceptional Children</i>, 45(6), 46-57.</li> </ul> Optional: <ul style="list-style-type: none"> <li>• Stenhjem, P., Institute on Community Integration, U. M., National Center for the Study of Postsecondary Education Supports (RRTC), U. H.</li> </ul>	<ul style="list-style-type: none"> <li>• Online blackboard posting and response to postings of others</li> <li>• Communicate competencies progress with instructor</li> </ul>



		<p>(RRTC), University of Hawaii, TransCen, I., PACER, C., National Association of State Directors of Special, E., &amp; U.S. Department of Education, O. P. (2005). Youth With Disabilities in the Juvenile Justice System: Prevention and Intervention Strategies. Examining Current Challenges in Secondary Education and Transition. Issue Brief. Volume 4, Issue 1. National Center on Secondary Education and Transition, University of Minnesota (NCSET).</p> <ul style="list-style-type: none"><li>• Doren, B., Flannery, K. B., Lombardi, A. R., &amp; Kato, M. M. (2013). The Impact of Professional Development and Student and Teacher Characteristics on the Quality of Postsecondary Goals. Remedial And Special Education, 34(4), 215-224.</li><li>• Hogansen, J. M., Powers, K., Geenen, S., Gil-Kashiwabara, E., &amp; Powers, L. (2008). Transition Goals and Experiences of Females With Disabilities: Youth, Parents, and Professionals.</li></ul>	
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		Exceptional Children, 74(2), 215-234.	
2	Supporting Inclusion	<ul style="list-style-type: none"> <li>• <a href="http://www.scerts.com/docs/Inclusion%20Notebook_Rev%206.12.pdf">http://www.scerts.com/docs/Inclusion%20Notebook_Rev%206.12.pdf</a> (The Inclusion Notebook,6(1))</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Online blackboard posting and response to postings of others</li> <li>• Communicate competencies progress with instructor</li> </ul>
3	Data Collection and Evaluation	<ul style="list-style-type: none"> <li>• Cook, Tankersley, &amp; Landrum Ch. 5</li> <li>• <a href="http://www.transitioncoalition.org/wp-content/originalSiteAssets/files/docs/VAassessmentplanningsummary1213220295.pdf">http://www.transitioncoalition.org/wp-content/originalSiteAssets/files/docs/VAassessmentplanningsummary1213220295.pdf</a></li> <li>• <a href="https://intra.wps60.org/transition/staff-development/27html">https://intra.wps60.org/transition/staff-development/27html</a></li> <li>• <a href="http://nsttac.org/sites/default/files/assets/toolkits/ageAppTrans/AgeAppropriateTransitionAssessmentToolkit%201-2015.pdf">http://nsttac.org/sites/default/files/assets/toolkits/ageAppTrans/AgeAppropriateTransitionAssessmentToolkit%201-2015.pdf</a></li> </ul>	<ul style="list-style-type: none"> <li>• Online blackboard posting and response to postings of others</li> <li>• Communicate competencies progress with instructor</li> </ul>

4	Providing professional development	<ul style="list-style-type: none"> <li>• Cook, Tankersley, &amp; Landrum Ch. 6</li> </ul>	<ul style="list-style-type: none"> <li>• Online blackboard posting and response to postings of others</li> <li>• Communicate competencies progress with instructor</li> </ul>
7	Adaptive/Functional Life skills	<ul style="list-style-type: none"> <li>• Cook, Tankersley, &amp; Landrum Ch. 7</li> <li>• Wehmeyer &amp; Webb Ch. 8</li> </ul>	<ul style="list-style-type: none"> <li>• Online blackboard posting and response to postings of others</li> <li>• Communicate competencies progress with instructor</li> </ul>
8	Work-based learning	<ul style="list-style-type: none"> <li>• Wehmeyer &amp; Webb Chs. 9-10, 12, 22</li> </ul>	<ul style="list-style-type: none"> <li>• Online blackboard posting and response to postings of others</li> <li>• Communicate competencies progress with instructor</li> </ul>
9	Self-regulation and/or study/learning strategy instruction	<ul style="list-style-type: none"> <li>• Zimmerman, B. J. (1990). Self-regulated learning and academic achievement: An overview. <i>Educational psychologist</i>, 25(1), 3-17.</li> <li>• Zimmerman, B. J. (2002). Becoming a self-regulated learner: An overview. <i>Theory into practice</i>, 41(2), 64-70.</li> <li>• Weinstein, C. E., Acee, T. W., &amp; Jung, J. (2011). Self-regulation and learning strategies. <i>New Directions for Teaching and Learning</i>, 2011(126), 45-53.</li> </ul>	<ul style="list-style-type: none"> <li>• Online blackboard posting and response to postings of others</li> <li>• Communicate competencies progress with instructor</li> </ul>
10	Self-	<ul style="list-style-type: none"> <li>• Cook, Tankersley, &amp;</li> </ul>	<ul style="list-style-type: none"> <li>• Online blackboard posting</li> </ul>

	determination/self-advocacy instruction	Landrum Ch. 8 • Wehmeyer & Webb Ch. 11	and response to postings of others • Communicate competencies progress with instructor
11			Communicate competencies progress with instructor
12			Communicate competencies progress with instructor
13			Communicate competencies progress with instructor
14			Portfolio submission of all 10 competencies

Specific CEC Standards Addressed in This Course:

- S1.2 Modify transition assessments to meet individual student needs.
- S4.3 Use evidence-based practices and research to develop transition programs and services.
- S5.3 Train district professionals, community agency personnel, and other transition stakeholders about transition for individuals with exceptionalities.
- S6.2 Participate in activities of professional organizations in the field of transition.
- S7.4 Disseminate transition information and resources to stakeholders.
- S7.5 Participate in community level transition teams.
- S7.7 Implement student/family referrals to postsecondary and community services.
- S7.11 Develop job placements within the community and coordinate placement activities with relevant agencies.

## Syllabus

### EPSY 5XXX- Advanced Topics in Secondary Transition

**Excluding materials for purchase, syllabus information may be subject to change. The most current syllabus is located within the course in HuskyCT.**

#### Program Description

This is a three-credit graduate level course that is a part of a four course certificate titled: Transition to Adulthood. The course is offered through the [University of Connecticut Health Center's University Center for Excellence in Disability Disabilities](#), the [University of Connecticut Center on Postsecondary Education and Disability](#), and run in conjunction with the [University of Connecticut's eCampus](#).

#### Course and Instructor Information

Course Title: Advanced Topics in Secondary Transition  
(EPSY 5XXX)

Credits: 3 credits

Prerequisites: EPSY 5140: Transition Planning  
EPSY 5119: Policy, Law, and Ethics in Special Education

Format: Online via HuskyCT

Instructor: Nicholas Gelbar

E-mail: gelbar@uchc.edu

Tel: 860-679-1541

**Online Office Hours:** Students can reach the instructor via e-mail for most requests. If necessary, the instructor will utilize synchronous web platforms, such as Skype, to hold office hour appointments and will make arrangements with students via e-mail. The instructor will attempt to answer all e-mail messages within 24 hours when received Monday through Friday and will return e-mails received on the weekend within 48 hours. The instructor will be available from 9-11 on Monday mornings for online office hours.

#### Course Description

The purpose of this course is to provide an overview of the common challenges facing students with disabilities in the transition to adulthood. This information will provide context to the secondary transition needs facing individuals with disabilities. Students will have the opportunity to complete comprehensive, individualized transition assessments with individuals with disabilities and to develop transition plans based on these assessments. Further, individuals will develop plans for providing community-

based instruction for individuals with disabilities. Throughout the course, the importance of person-centered planning, encouraging self-determination, and involving individuals and families in the assessment and transition programming process will be stressed.

### **Course Objectives**

By the end of the semester, students will be able to:

1. Understand the issues and challenges facing individuals with disabilities.
2. Involve individuals and families in a person-centered transition planning process.
3. Create individualized transition assessments for individuals with disabilities.
4. Develop person-centered individualized transition programs for individuals with disabilities based on information from comprehensive transition assessments that are aligned with the individual's/family's postsecondary goals. These programs shall include emphasis on self-determination and self-advocacy.
5. Connect individuals and families with disabilities with community-based resources.
6. Design community-based instruction for individuals with disabilities.

The course goals and objectives are aligned with the following standards set forth by Council for Exceptional Children's (CEC) "Specialty Set: Advanced Special Education Transition Specialist" (see Table 1 at the end of the syllabus).

### **Required Course Materials**

Required course materials should be obtained before the first day of class, if possible. Texts are available through a local or online bookstore. The [UConn Co-op](#) carries many materials that can be shipped via its online [Textbooks To Go](#) service. For more information, see Textbooks and Materials on the [Enrolled Students](#) page.

#### Required Materials:

Wehman, P. (2011). *Essentials of transition planning*. Baltimore, Md.: Paul H. Brookes Pub.

*Additional course readings and media are available within [HuskyCT](#), through either an Internet link or Library Resources.*

### **Minimum Technical Skills**

To be successful in this course, you will need the following minimum technical skills:

- Use electronic mail (such as e-mail) with attachments.
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(Retrieved March 24, 2013 from

<http://www.blackboard.com/Platforms/Learn/Resources/Accessibility.aspx>)

### Course Grading and Requirements

As the focus of this course is applying your knowledge of Autism Spectrum Disorder and secondary transition to actual real world cases of higher functioning individuals with ASD, you will have to recruit two high school aged individuals with Autism Spectrum Disorder to participate in one major project each for the course. You will need to have permission to participate secured from these two individuals by the third week of the course.

### Summary of Course Grading

Course Components	Points
Discussion Posts	90 points (15 points each)
Practice Case Studies	200 points (50 points each)
Independent Case Study 1	300 points
Independent Case Study 2	300 points
<i>Total</i>	<i>890 points</i>

### Assignments

**Discussion Posts (15 points each):** Class participation is an important expectation of this course. Students are expected to offer comments, questions, and replies to the discussion question that have been posed for each module as well as to classmate postings. Students are expected to actively participate in EACH module's discussion EACH week throughout the semester. The faculty role is as an observer and facilitator. I will be reading all messages and I will participate in the discussion as appropriate. Students may work ahead on the discussion boards but posting on past week's boards will not allow for stimulating discussions with your classmates. The following rubric will be utilized to assess posts:

Category	Poor (0 pts.)	Average (1 pt.)	Good (2 pts.)	Excellent (3 pts.)
Promptness	Does not	Responds to	Responds to	Consistently

<b>and Initiative</b>	respond to most postings; rarely participates freely	most postings several days after initial discussion; limited initiative	most postings within a 24 hour period; requires occasional prompting to post	responds to postings in less than 24 hours; demonstrates good self-initiative
<b>Delivery of Post</b>	Utilizes poor spelling and grammar in most posts; posts appear "hasty"	Errors in spelling and grammar evidenced in several posts	Few grammatical or spelling errors are noted in posts	Consistently uses grammatically correct posts with rare misspellings
<b>Relevance of Post</b>	Posts topics which do not relate to the discussion content; makes short or irrelevant remarks	Occasionally posts off topic; most posts are short in length and offer no further insight into the topic	Frequently posts topics that are related to discussion content; prompts further discussion of topic	Consistently posts topics related to discussion topic; cites additional references related to topic.
<b>Expression within the post</b>	Does not express opinions or ideas clearly, no connection to topic	Unclear connection to topic evidenced in minimal express of opinions or ideas	Opinions and ideas are stated clearly with occasional lack of connection to topic.	Expresses opinions and ideas in a clear and concise manner with obvious connection to topic
<b>Contribution to the Learning Community</b>	Does not make effort to participate in learning community as it develops; seems	Occasionally makes meaningful reflection on group's efforts; marginal effort	Frequently attempts to direct the discussion and to present relevant	Aware of needs of community; frequently attempts to motivate the group discussion;

	indifferent	to become involved with group	viewpoints for consideration by group; interacts freely	presents creative approaches to topic
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Adapted from: <http://www.twu.edu/downloads/TLT/discussion-board-rubrics.pdf>

**Practice Case Studies (50 points each):** The practice case studies are opportunities to practice the assessment and planning process on hypothetical cases. Each practice case study will involve multiple situations. These practice case studies will allow students to practice and receive feedback on skills prior to independently utilizing these skills in the independent case studies. A detailed assignment sheet and rubric will be distributed two weeks prior to each due date. The following list depicts the topics of each practice case study:

1. Planning a person-centered individualized transition assessment based on a record review/interview
2. Synthesizing the results of a transition assessment battery
3. Developing person-centered recommendations based on the results of an individualized transition assessment (including IEP goals and objectives), including an emphasis on self-determination and self-advocacy.
4. Creating a unit of community-based instruction

**Independent Case Study 1 (300 points):** Based on the first recruited individual receiving special education services, the student will complete a comprehensive person-centered transition assessment and planning report. Case Study 1 is divided into pieces so that feedback will be provided in timely fashion in order to inform the next stage of the process. A final draft of the entire report will also be graded. A detailed assignment sheet and rubric will be distributed two weeks prior to each due date. The assignment is divided into the following pieces:

1. Family Interview and Record Review (50 points)
2. Transition Assessment Plan (50 points)
3. Transition Assessment Results (50 points)
4. Person-Centered Recommendations (including proposed IEP goals and objectives; 50 points)
5. Final Draft (100 points)

**Independent Case 2 (300 points):** Based on the second recruited individual receiving special education, student will complete a comprehensive person-centered transition assessment and planning report. This assignment will be completed independently by

students and the final report product will be assessed. Students will have the **option** to turn in a draft one week prior to the final due date. A detailed assignment sheet and rubric will be distributed to students.

### **Due Dates and Late Policy**

All course due dates are identified in the course outline. Deadlines are based on Eastern Standard Time; if you are in a different time zone, please adjust your submittal times accordingly. The instructor reserves the right to change dates accordingly as the semester progresses. All changes will be communicated via e-mail and Blackboard. Assignments must be completed according to the schedule in each module. Any submission of required assignments past the date they are due are subject to a grade reduction. Students can expect a one-third reduction in points for any assignments submitted after the required date. Assignments submitted more than three days after the due date will not be accepted and a score of zero will be given to that assignment. In the cases of the quizzes and other assignments, the due dates are extremely important as a one-third reduction in points for those assignments will make it extremely difficult get a desirable grade for the course. Please plan for unexpected difficulties (such as, but not limited to, technical difficulties, dogs eating cords, etc.) as these are not excuses for late work.

### **Feedback and Grades**

The instructor will make every effort to provide feedback and grades no later than one week after the end of each module -- roughly on a weekly basis. To keep track of your performance in the course, refer to My Grades in HuskyCT.

### **Course Outline**

Please note that all assignments are due by 11:59 p.m. EST the Monday of the week indicated. The next week's materials will be released at 12:00 p.m. EST each Tuesday.

Week	Topic	Readings	Assignments Due
1&2	Person-centered/student-directed approaches (PC/SD) Transition Planning	<ul style="list-style-type: none"> <li>• Wehman Chs. 1 &amp; 2</li> <li>• Arndt, S. A., Konrad, M., &amp; Test, D. W. (2006). Effects of Self-Directed IEP on student participation in planning meetings. <i>Remedial and Special Education, 27</i>, 194-207.</li> <li>• Claes, C., VanHove, G., Vandeveld, S., vanLoon, J., &amp; Schalock, R. L. (2010). Person-Centered Planning: Analysis of Research and Effectiveness. <i>Intellectual and Developmental Disabilities, 48</i>, 432-453.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion Post 1 &amp; 2</li> <li>• E-mail the instructor confirming two cases</li> </ul>
3&4	PC/SD Individualized Transition Planning and Community-Based Instructional Planning	<ul style="list-style-type: none"> <li>• Wehman Chs. 3 &amp; 4</li> <li>• Cobb, R. B., &amp; Alwell, M. (2009). Transition Planning/Coordinating Interventions for Youth with Disabilities A Systematic Review. <i>Career Development for Exceptional Individuals, 32(2)</i>, 70-81.</li> <li>• Eisenman, L. T., &amp; Chamberlin, M. (2001). Implementing self-determination activities: Lessons from schools. <i>Remedial and</i></li> </ul>	<ul style="list-style-type: none"> <li>• Practice Case #1 Due</li> <li>• Case study 1: Family Interview Due</li> </ul>
			<ul style="list-style-type: none"> <li>• Practice Case # 2 Due</li> </ul>

		<p><i>Special Education</i>, 22, 138–147. doi:10.1177/0741932 50102200302</p>	
5	Writing PC/SD Transition IEPs	<ul style="list-style-type: none"> <li>• Wehman Chs. 5 &amp; 6</li> <li>• Shogren, K. A., Wehmeyer, M. L., Palmer, S. B., Rifenbark, G. G., &amp; Little, T. D. (2013). Relationships between self-determination and postschool outcomes for youth with disabilities. <i>The Journal of Special Education</i>, 0022466913489733.</li> <li>• Wehmeyer, M. L. (2001). Assessment in self-determination: Guiding instruction and transition planning. <i>Assessment for Effective Intervention</i>, 26(4), 41-49.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion Post 3</li> <li>• Practice Case #3 Due</li> <li>• Case study 1: Transition Assessment Plan Due</li> </ul>
6	Involving families	<ul style="list-style-type: none"> <li>• Hetherington, SA, Durant-Jones, L., Johnson, K., Nolan, K., Smith, E., Taylor-Brown, S., &amp; Smith, E. (2010). The lived experiences of adolescents with disabilities and their parents in transition planning. <i>Focus on Autism and Other Developmental Disabilities</i>, 25, 163-172.</li> <li>• Wagner, M.,</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion Post 4</li> </ul>

		<p>Newman, L., Cameto, R., Javitz, H., &amp; Valdes, K. (2012). A national picture of parent and youth participation in IEP and transition planning meetings. <i>Journal of Disability Policy Studies</i>. Advance online publication. doi:10.1177/1044207311425384</p>	
7	Employment Opportunities and Challenges	<ul style="list-style-type: none"> <li>• Wehman Ch. 7</li> <li>• Wehmeyer, M. L., &amp; Garner, N. W. (2003). The impact of personal characteristics of people with intellectual and developmental disability on self-determination and autonomous functioning. <i>Journal of Applied Research in Intellectual Disabilities</i>, 16(4), 255-265.</li> </ul>	<ul style="list-style-type: none"> <li>• Case Study 1: Assessment Results Report</li> </ul>
9	Community Involvement	<ul style="list-style-type: none"> <li>• Wehmeyer, M.L., Garner, N., Lawrence, M., Yeager, D., &amp; Davis, A.K. (2006). Infusing selfdetermination into 18-21 services for Students with Intellectual or</li> </ul>	



		<p>Developmental Disabilities: A multi-stage, multiple component model.</p> <p><i>Education and Training in Developmental Disabilities, 41, 3-13.</i></p>	
10	Fostering self-determination	<ul style="list-style-type: none"> <li>• Kelley, K. R., Bartholomew, A., &amp; Test, D. W. (2013). Effects of the Self-Directed IEP delivered using computer-assisted instruction on student participation in educational planning meetings. <i>Remedial and Special Education, 34, 67-77.</i></li> <li>• Shogren, K. A., Wehmeyer, M. L., Palmer, S. B., Forber-Pratt, A., Little, T., &amp; Lopez, S. (2015). Causal Agency Theory: Reconceptualizing a functional model of self-determination. <i>Education and Training in Autism and Developmental Disabilities.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Case Study 1: Recommendations Due</li> </ul>
11	Connecting with adult service agencies	<p>Students will research adult service agencies in their state for Discussion post 5.</p>	<ul style="list-style-type: none"> <li>• Practice Case #4 Due</li> <li>• Discussion Post 5</li> </ul>
12	Work-based	Alfred, C., et al. (2013).	<ul style="list-style-type: none"> <li>• Case Study 1: Final Draft</li> </ul>

	learning	Work-based learning opportunities for high-school students. Available: <a href="http://www.nrccte.org/sites/default/files/publications/default/files/publications/nrccte_work-based_learning.pdf">http://www.nrccte.org/sites/default/files/publications/default/files/publications/nrccte_work-based_learning.pdf</a> . Rogers-Chapman, F., & Darling-Hammond, L. (2013). Preparing 21st Century Citizens: The Role of Work-Based Learning in Linked Learning. Available: <a href="https://edpolicy.stanford.edu/sites/default/files/publications/preparing-21st-century-citizens-role-work-based-learning-linked-learning.pdf">https://edpolicy.stanford.edu/sites/default/files/publications/preparing-21st-century-citizens-role-work-based-learning-linked-learning.pdf</a>	Due
13			<ul style="list-style-type: none"> <li>• Discussion Post 6</li> <li>• Draft of Case Study 2 Due</li> </ul>
14	Final	<ul style="list-style-type: none"> <li>• None</li> </ul>	<ul style="list-style-type: none"> <li>• Final Draft of Case Study 2 Due</li> </ul>

Specific CEC Standards Addressed in this Course:

- S1.1 Utilize a variety of transition assessments on an on-going basis to develop appropriate transition plans.
- S2.6 Ensure that student instructional and related activities facilitate the movement toward identified post-secondary goals.
- S2.7 Evaluate evidence-based transition practices and curricula to ensure post school outcomes.
- S3.3 Align instructional activities and related activities with postsecondary goals and objectives.
- S3.4 Identify and facilitate modifications within work and community environments.
- S3.5 Evaluate instructional and related activities in relation to postsecondary goals.
- S3.6 Develop educational experiences that correspond with IEP postsecondary goals.
- S4.1 Collect post-school outcomes data for youth exiting school to identify relevant variables to improve transition services and programs.

- S4.2 Analyze data of individual transition plans to address federal and state compliance requirements.
- S5.1 Advocate for transition program and policy changes to improve transition services.
- S5.2 Engage in individual student advocacy to obtain transition planning and services.
- K6.2 Scope, role, and responsibilities of community agency personnel related to transition services
- K7.1 Strategies for collaborating with stakeholders to insure and increase effective transition services, supports, and outcomes for individuals with exceptionalities and their families
- K7.2 Roles and responsibilities of educators, employers, and other stakeholders in the variety of settings related to postsecondary outcomes
- K7.3 Employment trends and needs in the community
- S7.1 Promote active involvement of families, especially those who are culturally and linguistically diverse, throughout the transition decision-making and implementation process.
- S7.2 Coordinate interagency agreements and partnerships to use and share data to achieve postsecondary outcomes.
- S7.3 Communicate with employers and other professionals to develop and monitor natural support networks.
- S7.8 Coordinate work-based programs (e.g., work-study, paid work experiences, internships).
- S7.9 Coordinate regularly with employers, businesses, and work site personnel.
- S7.10 Plan accommodations and modifications in postsecondary, educational, and training settings.