



**Professional and
Continuing Education**
UNIVERSITY of ALASKA ANCHORAGE

College of Education
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EDSE 590
Transitions for Children with Disabilities

1 Credit, Graded A-F

Spring 2018

Course Sponsor: Stone Soup Group, Alexandra
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Primary (Grading) Instructor: Krista James
Instructors: Krista James

Contact Information

Address: Stone Soup Group,
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Course Meeting Information

Location: Lucy Cuddy Hall

Start and End Date: April 6, 2018 – April 7, 2018

Class Day(s) & Time(s): 9:00 am to 5:00 pm (Daily)

Final Proj/Paper Due: April 21, 2018

Course Description:

This course explores transitions for students with disabilities, such as IDEA requirements for transition planning and early childhood transitions. Also included is information about accessing other resources in the community and specific information for students in rural areas. Please note, participants must register as a professional for the 2-day Conference: Navigating the Voyage Through Life's Transitions
<https://www.stonesoupgroup.org/training-events/annual-parent-conference/>

Intended Audience: Special Education staff and support personnel – individuals interested in working with children with disabilities

Enrollment Restrictions: None

Course Prerequisite/Co-requisites: None

Alignment with College of Education Vision, Mission, and Conceptual Framework:

We believe that the preparation and support of professional educators is the shared responsibility of the University of Alaska Anchorage and our partners, and that our programs must evolve dynamically in response to unique community needs, research, and continuous program assessment. This PACE course is designed to meet a professional development need in response to our partner school districts and professional organizations. The course fits within the mission of the UAA College of Education as we encourage lifelong learning to meet the challenges of a rapidly changing world.

Link to Standards for Alaska’s Teachers:

This professional development is rooted in the fundamentals of the standards for Alaska Teachers. It is offered to encourage and support practicing educators in attaining, maintaining, or surpassing the standards that, as stated in Standards for Alaska’s Teachers, “clearly define the skills and abilities our teachers and administrators need to possess to effectively prepare today’s students for successful lives and productive careers.” (Mike Hanley, <http://www.eed.state.ak.us/standards/pdf/teacher.pdf>)

Learning Forward Standards for Professional Learning:

This course informed by the Learning Forward Standards for Professional Learning which outline the “characteristics of professional learning that leads to effective teaching practices, supportive leadership, and improved student results.” As explicit in the standards, “professional learning is for educators to develop the knowledge, skills, practices and dispositions they need to help student perform at a higher levels.” (<https://learningforward.org/standards-for-professional-learning>)

Course Design:

- a. Requires 15 contact hours and an average of approximately 30 hours of engaged learning outside of class.
- b. Does not apply to any UAA certificate or degree program.
- c. No UAA lab and/or materials fees beyond standard charges.
- d. This course is based upon the collegial sharing, collaboration, and support of the participants and facilitator as a community of learners. Course activities will include common readings and group discussions, collective learning processes, peer coaching/mentoring, and reflective practices.

Instructional Goals and Defined Outcomes:

RESEARCH BASED THEORY/PRINCIPLES/PRACTICES/TRENDS (CONTENT)

1.0 Instructional Goal:
Increase participants’ knowledge of Special Education Law related to transition planning.

Defined Outcome:

- 1.1 Participants will examine key sections of IDEA.
- 1.2 Participants will be able to navigate IDEA and find guidance to support special education practices.

THEORY INTO PRACTICE (APPLICATION)

2.0 Instructional Goal:
Participants will be able analyze current practices in schools and among IEP teams related to student transition planning.

Defined Outcome:
Participants will examine the strengths and potential problems of student transition plans and planning activities to select/adapt strategies for improved outcomes.

REFLECTION ON THEORY INTO PRACTICE (REFLECTION)

3.0 Instructional Goal:
Instructor will engage participants in reflective examinations of special education law, transition planning and student outcomes.

Defined Outcome:
Participants will analyze and reflect upon the legal requirements of transition planning, such as transition goals, activities and courses of study, for future direction in the classroom or school district.

Participants will engage in a reflective discussion to describe opportunities and challenges associated with transition planning for students with disabilities.

ELATIONSHIP TO STANDARDS

4.0 Instructional Goal:
Instructor will familiarize participants IDEA standards for transition planning, including the domains of adulthood and transition plans.

Defined Outcome:
Participants will identify the legal requirements for transition planning.

Writing Style Requirements:

Participants' writing will reflect the clarity, conciseness, and creativity expected of post-baccalaureate certificated educators.

Attendance and Make-up Policy:

Participants are expected to actively and collegially participate in all classes as a contributing member of a learning community. Attendance at every session is, therefore, very important and make-up for missed classes will be approved by the instructor on an exception basis only.

Course Assignments, Assessment of Learning, and Grading System:

Course grading will be A-F based upon the following. Models and rubrics will be provided for each assignment.

- a. Participation and Collegial Support 50 points
Participants will be expected to actively and collegially participate in discussions, activities, and other process experiences during the seminars and group sessions
- b. Reflective Paper 50 points
Participants will complete a thoughtful, reflection of course experience(s), discussions, applications, and readings.

Quality of Work

Assignments, projects, papers, presentations, etc. will be graded for quality as follows:

“A” work goes beyond the assignment in originality, scholarship or critical thinking; excellent in all aspects. (90 to 100 points)

“B” work is complete, comprehensive, and well prepared; clearly indicates that considerable time and intellectual effort was expended in preparing the assignment. (80 to 89 points)

“C” work is average; completed as requested, on time, and in appropriate format. (70 to 79 points)

“D” work is below average; incomplete or chronically late; in inappropriate format; does not meet course standards, shows limited effort and understanding. (60 to 69 points)

“F” indicates that the student has not met the guidelines for “A-D” work.

Course Calendar/Schedule:

Pre-course reading assignment: Stone Soup Group’s Transition

information: [https://www.stonesoupgroup.org/resources/family-resource-guide/transitions/Secondary Transition](https://www.stonesoupgroup.org/resources/family-resource-guide/transitions/Secondary%20Transition)

U.S. Department of Education, Office of Special Education Programs 02-01-2007 <http://idea.ed.gov/explore/view/p/,root,dynamic,TopicalBrief,17,,html>

Draft Agenda
April 6-7, 2018

FRIDAY - 9:30 am to 5 pm		
#	Time	Short Title
1	9:30-10:30	Welcome Key Campaign Youth Transition Stories
2	10:45- 12	Transition Planning for Parents
3	10:45- 12	Tools for Daily Transition
4	12:15- 1	MAP Parent Panel
5	12:30- 1	500 Course Meetup
6	1:15-2:15	Early Childhood Transitions
7	1:15-2:15	Transition Resources and Financial Tools
8	2:30-4	Rural Transition Resources
9	2:30-4	PATH Planning: Youth Session

10	2:30-4	PATH Planning: Parent Session
11	4:15-5	Self Advocacy and Disability Disclosure
12	4:15-5	Post-Secondary Programs
SATURDAY – 9 am to 4 pm		
13	9:30-10	Welcome Soupy Award Ceremony
14	10:15-11:15	Let's Play
15	10:15-11:15	Parents, DVR and Schools Working Together
16	11:30-12:30	Transitions for Changes in Family Dynamics
17	11:30-12:30	Housing Options
18	12:30-1:30	Parent Cafe
19	1:45-3:15	Supported Decision Making
20	1:45-3:15	First Responders and Children/youth with special needs
21	3:30-4:30	Sexuality and Relationships
22	3:30-4:30	Assistive Technology for Daily Transition

***Final paper/project due: April 21, 2018 at 11:59 pm**

Related Professional Organizations:

Stone Soup Group
Governor's Council on Disabilities and Special Education
Special Education Service Agency
Disability Law Center

Course Texts, Readings, Handouts, and Library Reserve:

Required Text/Materials:

No required text. Materials will be provided at conference sessions.

Content References:

State of Alaska Department of Education & Early Development. (2015). *Special Education Handbook*. Retrieved from:
https://education.alaska.gov/tls/sped/pdf/Handbook/AK_SPED_Handbook.pdf

U.S. Department of Education. (2004). *Building the legacy: IDEA 2004*. Retrieved from: <http://idea.ed.gov/>

Standards References:

Alaska Native Knowledge Network. (1998). *Alaska standards for culturally responsive schools*. Fairbanks, AK: University of Alaska Press.

State of Alaska Department of Education and Early Development. (1997). *Standards for Alaska teachers*. Juneau, AK: Author.

State of Alaska Department of Education and Early Development. (2006). *Content standards for Alaska students*. Juneau, AK: Author.

State of Alaska Department of Education and Early Development. (1999). *Performance standards for Alaska students*. Juneau, AK: Author.

Council for Exceptional Children. (2015). *What every special educator must know: Professional ethics and standards* (7th ed.) Arlington, VA: CEC

Course Policies:

Incomplete Grades

Due to the nature of this course, grades of incomplete will not be permitted.

ADA Policy

The provision of equal opportunities for students who experience disabilities is a campus-wide responsibility and commitment. Disabilities Support Services (DSS) is the designated UAA department responsible for coordinating academic support services for students who experience disabilities. To access support services, students must contact DSS (786-4530 or 786-4536 TTY) and provide current disability documentation that supports the requested services. Disability support services are mandated by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. Additional information may be accessed at the DSS Office in Business Education Building (BEB105) or on-line at www.uaa.alaska.edu/dss.

Academic Dishonesty Policy

Academic integrity is a basic principle that requires all students to take credit only for the ideas and efforts that are their own. Cheating plagiarism, and other forms of academic dishonesty are defined as the submission of materials in assignments, exams, or other academic work that is based on sources prohibited by the faculty member. Academic dishonesty is defined further in the "student Code of Conduct." In addition to any adverse academic action that may result from the academically dishonest behavior, the University specifically reserves the right to address and sanction the conduct involved through student judicial review procedures and the Academic Dispute Resolution Procedure specified in the University catalog.

Professional and Ethical Behavior

University of Alaska Anchorage College of Education students are expected to abide by the State of Alaska Code of Ethics of the Education Profession and professional teaching standards as they concern students, the public, and the profession. The standards, adopted by the Professional Teaching Practices Commission, govern all members of the teaching profession. A violation of the code of ethics and professional teaching standards are grounds for revocation or suspension of teaching certification.

Non-Discrimination Policy

The University of Alaska is an affirmative action/equal opportunity employer and educational institution. The University of Alaska does not discriminate on the basis of race, religion, color,

national origin, citizenship, age, sex, physical or mental disability, status as a protected veteran, marital status, changes in marital status, pregnancy, childbirth or related medical conditions, parenthood, sexual orientation, gender identity, political affiliation or belief, genetic information, or other legally protected status. The University's commitment to nondiscrimination, including against sex discrimination, applies to students, employees, and applicants for admission and employment. Contact information, applicable laws, and complaint procedures are included on UA's statement of nondiscrimination available at www.alaska.edu/nondiscrimination.

Technology Integration

University of Alaska Anchorage College of Education students are expected to (a) demonstrate sound understanding of technology operations and concepts; (b) plan and design effective learning environments and experiences supported by technology; (c) implement curriculum plans that include technology applications in methods and strategies to maximize student learning; (d) facilitate a variety of effective assessment and evaluation strategies; (e) use technology to enhance productivity and professional practice; and (f) understand the social, ethical, and human issues surrounding use of technology in PreK-12 schools and apply those principles in practice.