# UCONN
## NEAG SCHOOL OF EDUCATION

**Curricula & Courses Committee**

TO:        Tutita Casa, Casey Cobb, Joseph Cooper, Shaun Dougherty, Tamika La Salle, Thomas Levine, James O'Neil, Ann Traynor

FROM:    Alan Marcus, *Chair*

RE:       Minutes of the Curricula & Courses Committee Meeting on January 20, 2016

## MINUTES

A. <u>NEW CERTIFICATE</u>
1. PROPOSED TITLE:  Secondary Special Education and Transition to Adulthood; 4 Course Certificate.  (Fall 2016)  *See attached Routing Sheet for additional information.*

   **APPROVED BY DEPARTMENT:**     **December 4, 2015**
   **APPROVED BY C&C COMMITTEE:**    **January 20, 2016**

B. <u>NEW COURSES</u>
1. PROPOSED TITLE:  EPSY 5146 – <u>Advanced Topics in Secondary Transition</u>; Three credits. 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.

   RATIONALE:  The course will be part of a 12-credit graduate certificate program in Secondary Special Education and Transition. The course extends the concepts from EPSY 5140: Secondary Transition so that students can apply content and learn competencies as part of the course objectives.

   **APPROVED BY DEPARTMENT:**     **December 4, 2015**
   **APPROVED BY C&C COMMITTEE:**    **January 20, 2016**

2. PROPOSED TITLE:  EPSY 5094 – <u>Capstone in Secondary Transition</u>; Three credits. This course serves as a capstone for the Secondary Special Education and 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.

   RATIONALE:  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.

   **APPROVED BY DEPARTMENT:**     **December 4, 2015**
   **APPROVED BY C&C COMMITTEE:**    **January 20, 2016**

C. DROPPED COURSE
  1. COURSE TITLE:  EPSY 3110 – Exceptionality; Three credits.
     RATIONALE:  Course will be dropped **ONLY** for students in IB/M special education program. The course will continue to be required for IB/M elementary and secondary education students.

     *EPSY4110 Advanced Foundations of Disability* covers much of the same material as EPSY3110 while providing knowledge and skills more pertinent to special education students. We are moving *EPSY4110* from the senior year to the junior for this purpose.  This makes EPSY3110 redundant for the IB/M special education students.

     **APPROVED BY DEPARTMENT:**          **December 4, 2015**
     **APPROVED BY C&C COMMITTEE:**       **January 20, 2016**


D. REVISED COURSE:
  1. COURSE TITLE:  EPSY 3130 – Methods for Teaching Students with Disabilities;
     (Formerly offered as EPSY 4100.) Three credits. Prerequisite: Must be enrolled in Special Education Teacher Preparation Program.  Informs students of research-based methods and instructional formats for teaching students with disabilities.
     PROPOSAL:  Change course to four credits. Prerequisite: Must be enrolled in Special Education Teacher Preparation Program.  Informs students of research-based methods and instructional formats for teaching students with disabilities. Integration of methods with clinical experiences.

     **APPROVED BY DEPARTMENT:**          **December 4, 2015**
     **APPROVED BY C&C COMMITTEE:**       **January 29, 2016** *(via electronic vote)*

**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

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:         Anticipated Date of First Graduation:
Fall 2016                         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, Berktold, & 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: EPSY 5146 Advanced Topics in Secondary Transition and EPSY 5094 Capstone 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 (Capstone in Secondary Transition) is a capstone experience 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.

# UCONN
## NEAG SCHOOL OF EDUCATION

## CURRICULA ACTION REQUEST FORM

Neag School of Education Curricula and Courses Committee

Please follow the instructions on the form carefully and completely. Submit completed form and all requested information (that apply to specific action) electronically to the Chair, Curricula and Courses Committee at least two weeks prior to the committee meeting at which you want them reviewed. **All Neag School department heads must approve of action and departmental meeting minutes must be sent electronically with request form.

COURSE NUMBER:  EPSY5146                    Current  Proposed  X

COURSE TITLE:  Advanced Topics in Secondary Transition

INITIATING DEPARTMENT  EPSY

CONTACT PERSON  Allison Lombardi   U-BOX 3064

TELEPHONE  860 486 2213   E-MAIL allison.lombardi@uconn.edu

PROPOSED COURSE INSTRUCTOR(S) Nicholas Gelbar

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**ACTION REQUESTED (check all that apply)**

Course:      ☒ new        ☐ revision    ☐ dropping course

Program/certificate/concentration:  ☐ new        ☐ revision

DATE OF DEPARTMENTAL APPROVAL: Dec. 4, 2015

      Departmental Minutes (must be included electronically)

PROPOSED IMPLEMENTATION DATE:  Semester: Spring 2017

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**CIRCULATION TO DEPARTMENTAL CHAIRPERSON**
DEPARTMENT CHAIRPERSON APPROVAL (attach ALL replies electronically):

☐ EDCI      ☐ EDLR      ☐ EPSY

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**INTERNAL USE ONLY:**
**DATE ENTERED INTO NSOE DATABASE**
**DATE FORMS SENT TO REGISTRAR**
**INDIVIDUAL COMPLETING SUBMISSION TO REGISTRAR**

**Complete the following sections ONLY if you are proposing to:**

**NEW COURSE:**

**1. PROPOSED** TITLE AND COMPLETE CATALOG COPY:
    (Include course credits and restrictions for registration)

EPSY 5146: Advanced Topics in Secondary Transition
3 credits, instructor permission required

**2. RATIONALE** FOR ACTION REQUESTED (Use additional sheets as necessary):

The course will be part of a 12-credit graduate certificate program in Secondary Special Education and Transition. The course extends the concepts from EPSY 5140: Secondary Transition so that students can apply content and learn competencies as part of the course objectives.  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.

**3**. **COURSE SYLLABUS** (including course description and course outline)
    Attached file name

**4. Supporting documentation that MUST be provided at the time of submission:**
    a. Departmental minutes  [File attached name         ]
    b. Department chairperson's (all departments) approval (email)
    c. Graduate School Transmittal form (if graduate course) [attached yes]

**Syllabus**
**EPSY 5146-** 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 5146)
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.

• 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. 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**

Copyrighted materials within the course are only for the use of students enrolled in the course for purposes associated with this course and may not be retained or further disseminated.

**Netiquette and Communication**

At all times, course communication with fellow students and the instructor are to be professional and courteous. It is expected that you proofread all your written communication, including discussion posts, assignment submissions, and mail messages. If you are new to online learning or need a netiquette refresher, please look at this guide titled, The Core Rules of Netiquette.

**Adding or Dropping a Course**

If you should decide to add or drop a course, there are official procedures to follow:
● 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.

You must officially drop a course to avoid receiving an "F" on your permanent transcript. Simply discontinuing class or informing the instructor you want to drop does not constitute an official drop of the course. For more information, refer to the:
● 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.

**Students with Disabilities**

Students needing special accommodations for a documented disability should work with the University's Center for Students with Disabilities (CSD). You may contact CSD by calling (860) 486-2020 or by emailing csd@uconn.edu. If your request for accommodation is approved, CSD will send an accommodation letter directly to your instructor(s) so that special arrangements can be made. (Note: Student requests for accommodation must be filed each semester.)

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

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 |
| *Total* | *890 points* |

**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 |

| and Initiative | 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 |
|---|---|---|---|---|
| **Delivery of Post** | 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 |
| **Relevance of Post** | 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. |
| **Expression within the post** | 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 |
| **Contribution to the Learning Community** | 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 |
| --- | --- | --- | --- | --- |

**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 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 | • Wehman Chs. 1 & 2<br>• Arndt, S. A., Konrad, M., & Test, D. W. (2006). Effects of Self-Directed IEP on student participation in planning meetings. *Remedial and Special Education, 27*, 194-207.<br>• Claes, C., VanHove, G., Vandevelde, S., vanLoon, J., & Schalock, R. L. (2010). Person-Centered Planning: Analysis of Research and Effectiveness. *Intellectual and Developmental Disabilities, 48*, 432-453. | • Discussion Post 1 & 2<br>• E-mail the instructor confirming two cases |
| 3&4 | PC/SD Individualized Transition Planning and Community-Based Instructional Planning | • Wehman Chs. 3 & 4<br>• Cobb, R. B., & Alwell, M. (2009). Transition Planning/Coordinating Interventions for Youth with Disabilities A Systematic Review. *Career Development for Exceptional Individuals, 32*(2), 70-81.<br>• Eisenman, L. T., & Chamberlin, M. (2001). Implementing self-determination activities: Lessons from schools. *Remedial and* | • Practice Case #1 Due<br>• Case study 1: Family Interview Due<br><br>• Practice Case # 2 Due |

| | | | |
|---|---|---|---|
| | | *Special Education, 22*, 138–147. doi:10.1177/0741932 50102200302 | |
| 5 | Writing PC/SD Transition IEPs | • Wehman Chs. 5 & 6<br>• Shogren, K. A., Wehmeyer, M. L., Palmer, S. B., Rifenbark, G. G., & Little, T. D. (2013). Relationships between self-determination and postschool outcomes for youth with disabilities. *The Journal of Special Education*, 0022466913489733.<br>• Wehmeyer, M. L. (2001). Assessment in self-determination: Guiding instruction and transition planning. *Assessment for Effective Intervention, 26*(4), 41-49. | • Discussion Post 3<br>• Practice Case #3 Due<br>• Case study 1: Transition Assessment Plan Due |
| 6 | Involving families | • Hetherington, SA, Durant-Jones, L., Johnson, K., Nolan, K., Smith, E., Taylor-Brown, S., & Smith, E. (2010). The lived experiences of adolescents with disabilities and their parents in transition planning. *Focus on Autism and Other Developmental Disabilities, 25*, 163-172.<br>• Wagner, M., | • Discussion Post 4 |

| | | Newman, L., Cameto, R., Javitz, H., & Valdes, K. (2012). A national picture of parent and youth participation in IEP and transition planning meetings. *Journal of Disability Policy Studies*. Advance online publication. doi:10.1177/1044207 311425384 | |
|---|---|---|---|
| 7 | Employment Opportunities and Challenges | <ul><li>Wehman Ch. 7</li><li>Wehmeyer, M. L., & Garner, N. W. (2003). The impact of personal characteristics of people with intellectual and developmental disability on self-determination and autonomous functioning. *Jour nal of Applied Research in Intellectual Disabilities*, *16*(4), 255-265.</li></ul> | <ul><li>Case Study 1: Assessment Results Report</li></ul> |
| 9 | Community Involvement | <ul><li>Wehmeyer, M.L., Garner, N., Lawrence, M., Yeager, D., & Davis, A.K. (2006). Infusing selfdetermination into 18-21 services for Students with Intellectual or</li></ul> | |

| | | Developmental Disabilities: A multi-stage, multiple component model. *Education and Training in Developmental Disabilities, 41*, 3-13. | |
|---|---|---|---|
| 10 | Fostering self-determination | • Kelley, K. R., Bartholomew, A., & Test, D. W. (2013). Effects of the Self-Directed IEP delivered using computer-assisted instruction on student participation in educational planning meetings. *Remedial and Special Education, 34*, 67-77.<br>• Shogren, K. A., Wehmeyer, M. L., Palmer, S. B., Forber-Pratt, A., Little, T., & Lopez, S. (2015). Causal Agency Theory: Reconceptualizing a functional model of self-determination. *Education and Training in Autism and Developmental Disabilities*. | • Case Study 1: Recommendations Due |
| 11 | Connecting with adult service agencies | Students will research adult service agencies in their state for Discussion post 5. | • Practice Case #4 Due<br>• Discussion Post 5 |
| 12 | Work-based | Alfred, C., et al. (2013). | • Case Study 1: Final Draft |

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

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.

# UCONN
## NEAG SCHOOL OF EDUCATION

## CURRICULA ACTION REQUEST FORM

Neag School of Education Curricula and Courses Committee

Please follow the instructions on the form carefully and completely. Submit completed form and all requested information (that apply to specific action) electronically to the Chair, Curricula and Courses Committee at least two weeks prior to the committee meeting at which you want them reviewed. **All Neag School department heads must approve of action and departmental meeting minutes must be sent electronically with request form.

COURSE NUMBER:  EPSY5094                    Current  Proposed  X

COURSE TITLE:  **Capstone in Secondary Transition**

INITIATING DEPARTMENT  EPSY

CONTACT PERSON  Allison Lombardi   U-BOX 3064

TELEPHONE  860 486 2213   E-MAIL allison.lombardi@uconn.edu

PROPOSED COURSE INSTRUCTOR(S) Nicholas Gelbar

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**ACTION REQUESTED (check all that apply)**

Course:        ☒ new        ☐ revision   ☐ dropping course

Program/certificate/concentration: ☐ new        ☐ revision

DATE OF DEPARTMENTAL APPROVAL: Dec. 4, 2015

     Departmental Minutes (must be included electronically)

PROPOSED IMPLEMENTATION DATE:  Semester: fall Year: Spring 2017

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**CIRCULATION TO DEPARTMENTAL CHAIRPERSON**
DEPARTMENT CHAIRPERSON APPROVAL (attach ALL replies electronically):

☐ EDCI      ☐ EDLR      ☐ EPSY

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**INTERNAL USE ONLY:**
**DATE ENTERED INTO NSOE DATABASE**
**DATE FORMS SENT TO REGISTRAR**
**INDIVIDUAL COMPLETING SUBMISSION TO REGISTRAR**

**Complete the following sections ONLY if you are proposing to:**

<u>**NEW COURSE:**</u>

**1. PROPOSED** TITLE AND COMPLETE CATALOG COPY:
     (Include course credits and restrictions for registration)

EPSY 5094: Capstone in Secondary Transition
3 credits, instructor permission required

**2. RATIONALE** FOR ACTION REQUESTED (Use additional sheets as necessary):

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.

**3**. **COURSE SYLLABUS** (including course description and course outline)
     Attached file name

**4. Supporting documentation that MUST be provided at the time of submission:**
    a. Departmental minutes  [File attached name        ]
    b. Department chairperson's (all departments) approval (email)
    c. Graduate School Transmittal form (if graduate course) [attached yes]

**Syllabus**
**EPSY 5094- Capstone 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: **Capstone in Secondary Transition**
(EPSY 5094)
Credits:        3 credits
Prerequisites:        EPSY 5146- 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/](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](http://policy.uconn.edu/?p=2884)

**Copyright**

Copyrighted materials within the course are only for the use of students enrolled in the course for purposes associated with this course and may not be retained or further disseminated.

**Netiquette and Communication**

At all times, course communication with fellow students and the instructor are to be professional and courteous. It is expected that you proofread all your written communication, including discussion posts, assignment submissions, and mail messages. If you are new to online learning or need a netiquette refresher, please look at this guide titled, [The Core Rules of Netiquette](#).

**Adding or Dropping a Course**

If you should decide to add or drop a course, there are official procedures to follow:
● 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.

You must officially drop a course to avoid receiving an "F" on your permanent transcript. Simply discontinuing class or informing the instructor you want to drop does not constitute an official drop of the course. For more information, refer to the:

- [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.

## Students with Disabilities

Students needing special accommodations should work with the University's [Center for Students with Disabilities](#) [(CSD)](#). You may contact CSD by calling (860) 486-2020 or by emailing csd@uconn.edu. If your request for accommodation is approved, CSD will send an accommodation letter directly to your instructor(s) so that special arrangements can be made. (Note: Student requests for accommodation must be filed each semester.)

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](http://www.blackboard.com/Platforms/Learn/Resources/Accessibility.aspx))

## Course Grading and Requirements

### Summary of Course Grading

| Course Components | Points |
|---|---|
| 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

<u>Language Reminders</u>: 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.

<u>Competencies</u>: 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

<u>Step 1</u>: *Developing a contract and identifying a mentor* (Due by Week 2)
Students will create a <u>contract</u> 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 <u>criteria</u> 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 <u>describe</u> how they plan to complete the required amount of time to complete the practicum. Students will also <u>identify</u> a mentor (a colleague or supervisor), who will also sign the contract indicating that they will attest that the student completed these activities.

<u>Step 2</u>: *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**

| Competency Number | Category | Task Documentation | Allotted Points |
|---|---|---|---|
| 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 | | |
|---|---|---|---|

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 | • Wehmeyer & Webb Ch. 3-4<br>• Peterson, L. Y., Burden, J. P., Sedaghat, J. M., Gothberg, J. E., Kohler, P. D., & Coyle, J. L. (2013). Triangulated IEP Transition Goals: Developing Relevant and Genuine Annual Goals. *TEACHING Exceptional Children*, 45(6), 46-57.<br>Optional:<br>• Stenhjem, P., Institute on Community Integration, U. M., National Center for the Study of Postsecondary Education Supports (RRTC), U. H. | • Online blackboard posting and response to postings of others<br>• Communicate competencies progress with instructor |

(RRTC), Universityof Hawaii, TransCen, I., PACER, C., National Association of State Directors of Special, E., & 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).

- Doren, B., Flannery, K. B., Lombardi, A. R., & 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.
- Hogansen, J. M., Powers, K., Geenen, S., Gil-Kashiwabara, E., & Powers, L. (2008). Transition Goals and Experiences of Females With Disabilities: Youth, Parents, and Professionals.

| | | Exceptional Children, 74(2), 215-234. | |
|---|---|---|---|
| 2 | Supporting Inclusion | • http://www.scerts.com /docs/Inclusion%20No tebook_Rev%206.12. pdf (The Inclusion Notebook,6(1))<br>• | • Online blackboard posting and response to postings of others<br>• Communicate competencies progress with instructor |
| 3 | Data Collection and Evaluation | • Cook, Tankersley, & Landrum Ch. 5<br>• http://www.transitionc oalition.org/wp-content/originalSiteAs sets/files/docs/VAasse ssplanningsummary12 13220295.pdf<br>• https://intra.wps60.org /transition/staff-development/27html<br>• http://nsttac.org/sites/ default/files/assets/too lkits/ageAppTrans/Ag eAppropriateTransitio nAssessmentToolkit% 201-2015.pdf | • Online blackboard posting and response to postings of others<br>• Communicate competencies progress with instructor |

| 4 | Providing professional development | • Cook, Tankersley, & Landrum Ch. 6 | • Online blackboard posting and response to postings of others<br>• Communicate competencies progress with instructor |
|---|---|---|---|
| 7 | Adaptive/Functional Life skills | • Cook, Tankersley, & Landrum Ch. 7<br>• Wehmeyer & Webb Ch. 8 | • Online blackboard posting and response to postings of others<br>• Communicate competencies progress with instructor |
| 8 | Work-based learning | • Wehmeyer & Webb Chs. 9-10, 12, 22 | • Online blackboard posting and response to postings of others<br>• Communicate competencies progress with instructor |
| 9 | Self-regulation and/or study/learning strategy instruction | • Zimmerman, B. J. (1990). Self-regulated learning and academic achievement: An overview. *Educational psychologist*, *25*(1), 3-17.<br>• Zimmerman, B. J. (2002). Becoming a self-regulated learner: An overview. *Theory into practice, 41*(2), 64-70.<br>• Weinstein, C. E., Acee, T. W., & Jung, J. (2011). Self-regulation and learning strategies. New Directions for Teaching and Learning, 2011(126), 45-53. | • Online blackboard posting and response to postings of others<br>• Communicate competencies progress with instructor |
| 10 | Self- | • Cook, Tankersley, & | • Online blackboard posting |

| | | | |
|---|---|---|---|
| | determination/self-advocacy instruction | Landrum Ch. 8<br>• Wehmeyer & Webb Ch. 11 | and response to postings of others<br>• 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.

# UCONN

**NEAG SCHOOL OF EDUCATION**

## CURRICULA ACTION REQUEST FORM

Neag School of Education Curricula and Courses Committee

Please follow the instructions on the form carefully and completely. Submit completed form and all requested information (that apply to specific action) electronically to the Chair, Curricula and Courses Committee at least two weeks prior to the committee meeting at which you want them reviewed. **All Neag School department heads must approve of action and departmental meeting minutes must be sent electronically with request form.

COURSE NUMBER:  EPSY3110          Current ☒  Proposed ☐

COURSE TITLE:  Exceptionality

INITIATING DEPARTMENT  EPSY

CONTACT PERSON  Michael Coyne     U-BOX

TELEPHONE  860 486 8326   E-MAIL mike.coyne@uconn.edu

PROPOSED COURSE INSTRUCTOR(S) NA

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**ACTION REQUESTED (check all that apply)**

Course:        ☐  new        ☐  revision    ☒ dropping course

Program/certificate/concentration: ☐  new        ☐  revision

DATE OF DEPARTMENTAL APPROVAL:

      Departmental Minutes (must be included electronically)

PROPOSED IMPLEMENTATION DATE:  Semester: fall Year: 2016

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**CIRCULATION TO DEPARTMENTAL CHAIRPERSON**
DEPARTMENT CHAIRPERSON APPROVAL (attach ALL replies electronically):

☐ EDCI      ☐ EDLR      ☐ EPSY

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**INTERNAL USE ONLY:**
**DATE ENTERED INTO NSOE DATABASE**
**DATE FORMS SENT TO REGISTRAR**
**INDIVIDUAL COMPLETING SUBMISSION TO REGISTRAR**

**Complete the following sections ONLY if you are proposing to:**

**DROPPING A COURSE:**

**1. COURSE TITLE AND NUMBER**

EPSY3110 Exceptionality

(Please note, we are proposing to drop this ONLY for IB/M special education students NOT for IB/M elementary and secondary education students. See below.)

**2. RATIONALE** FOR DROPPING THE COURSE

We propose to drop this course ONLY for students in IB/M special education program. The course will continue to be required for IB/M elementary and secondary education students.

*EPSY4110 Advanced Foundations of Disability* covers much of the same material as EPSY3110 while providing knowledge and skills more pertinent to special education students. We are moving *EPSY4110* from the senior year to the junior for this purpose. This makes EPSY3110 redundant for the IB/M special education students.

**3. Supporting documentation that MUST be provided at the time of submission:**
   a. Departmental minutes [File attached name        ]
   b. Department chairperson's (all departments) approval (email)

# UCONN
## NEAG SCHOOL OF EDUCATION

## CURRICULA ACTION REQUEST FORM

Neag School of Education Curricula and Courses Committee

Please follow the instructions on the form carefully and completely. Submit completed form and all requested information (that apply to specific action) electronically to the Chair, Curricula and Courses Committee at least two weeks prior to the committee meeting at which you want them reviewed. **All Neag School department heads must approve of action and departmental meeting minutes must be sent electronically with request form.

COURSE NUMBER  EPSY3130              Current ☒  Proposed ☐

COURSE TITLE  Methods for Teaching Students with Disabilities

INITIATING DEPARTMENT  EPSY

CONTACT PERSON  Michael Coyne      U-BOX

TELEPHONE  860 486 8326   E-MAIL mike.coyne@uconn.edu

PROPOSED COURSE INSTRUCTOR(S) Devin Kearns

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**ACTION REQUESTED (check all that apply)**

Course:        ☐ new       ☒ revision     ☐ dropping course

Program/certificate/concentration:  ☐ new       ☐ revision

DATE OF DEPARTMENTAL APPROVAL:

      Departmental Minutes (must be included electronically)

PROPOSED IMPLEMENTATION DATE:  Semester: Spring Year: 2017

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**CIRCULATION TO DEPARTMENTAL CHAIRPERSON**
DEPARTMENT CHAIRPERSON APPROVAL (attach ALL replies electronically):

☐ EDCI     ☐ EDLR     ☐ EPSY

---

**INTERNAL USE ONLY:**
**DATE ENTERED INTO NSOE DATABASE**
**DATE FORMS SENT TO REGISTRAR**
**INDIVIDUAL COMPLETING SUBMISSION TO REGISTRAR**

**Complete the following sections ONLY if you are proposing:**

**COURSE REVISIONS:**

**1. EXISTING** TITLE AND COMPLETE CATALOG COPY:

**3130 Methods for Teaching Students with Disabilities**

(Formerly offered as EPSY 4100.) Three credits. Prerequisite: Must be enrolled in Special Education Teacher Preparation Program. *Coyne*

Informs students of research-based methods and instructional formats for teaching students with disabilities.

**2. PROPOSED** TITLE AND COMPLETE CATALOG COPY:
    (Include course credits and restrictions for registration)

**3130 Methods for Teaching Students with Disabilities**

(Formerly offered as EPSY 4100.) Four credits. Prerequisite: Must be enrolled in Special Education Teacher Preparation Program. *Coyne*

Informs students of research-based methods and instructional formats for teaching students with disabilities. Integration of methods with clinical experiences.

**3. RATIONALE** FOR ACTION REQUESTED (Use additional sheets as necessary):

One goal of the IB/M Teacher Education program revisions has been to better integrate methods courses with students' clinical experiences so that students can build their skill in enacting the practices they learn in the former as they work with students in the latter. IB/M special education students currently take, concurrent with EPSY3130, an EGEN3110W seminar that includes a clinical experience. This experience is not, however, connected with the methods being taught in EPSY3130. As part of the IB/M Teacher Education program revisions we are dropping EGEN3110W for special education students and adding a 1 credit clinical experience to EPSY3130. This will provide special education students with opportunities to build their fluency with the methods they learn in EPSY3130 by enacting them with students in K-12 schools and reflecting and refining their efforts.

**4. COURSE SYLLABUS** (including course description and course outline)
    Attached file name

**5. Supporting documentation that MUST be provided at the time of submission:**
    a. Departmental minutes  [File attached name          ]
    b. Department chairperson's (all departments) approval (email)
    c. Graduate School Transmittal form (if graduate course) [attached yes]

**EPSY 3130: Methods of Teaching Students with Disabilities & Practicum Experience**
**Spring 2015**
University of Connecticut, Neag School of Education
Mondays 12:00 P.M. to 2:30 P.M.
Gentry 103

**Instructor:**    Devin Kearns, Ph.D.
**Office:**    Charles B. Gentry Room 002D
**Office hours:**  Mondays, 10:00 A.M. to 12:00 P.M.; Tuesdays, 4:30 P.M. to 6:30 P.M.; by appointment
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      **Email:** devin.kearns@uconn.edu
      **Office phone:** (860) 486-3985

### Course description

This course focuses on methods for teaching students with disabilities.  You will learn instructional principles and specific instructional techniques to improve the academic achievement of students with disabilities in multiple subject areas. The course includes a 6-hour-per-week practicum in which you will observe teacher practices and link them to effective practices described in class. In addition, you will practice the skills learned in the course by providing instruction to a student in the practicum setting, assessing student learning, and reflecting on the student's response to instruction.

### Course goals

This course is designed to teach you the techniques needed to assure students learn critical reading, mathematics, and writing skills. You will learn—and demonstrate competency in—several domains of instructional practice. These align with the Council for Exceptional Children (CEC) standards, the standards which teachers of students with disabilities are expected to meet. These also align with the Neag School of Education Core Practices (see the table below).

In our course, we cover in detail the following topics:
- Assessing student learning during instruction and afterwards and providing feedback.
- Planning lessons for students with disabilities, including writing objectives, planning efficiently, writing detailed plans, and writing clear explanations
- Knowing key concepts about reading, mathematics, and writing instruction and how disabilities impact learning in these areas.
- Executing lessons for students with disabilities using effective practices for these students, including asking good questions, eliciting many opportunities to respond, and pacing briskly.

Here are the areas of focus this semester with their links to the Core Practices:

| Focus Area | Core Practice |
| --- | --- |
| *Evaluating student performance through progress monitoring*<br>- Using formative and summative assessment tools to evaluate student performance<br>- Examining student progress monitoring data to plan instruction | 9.  Select and use equitable assessment methods to check understanding and respond in ways that support student learning |
| *Organizing your classroom for instruction* | 7.  Establish norms and routines for classroom discourse central to the discipline |

| | |
|---|---|
| • Creating classroom routines and procedures for students with disabilities and academic difficulty<br>• Managing problem behavior in the instructional context | 8. Use knowledge of students as individuals and members of cultural and social groups to inform instruction<br>12. Establish and reinforce consistent routines and positively stated behavioral expectations |
| *Planning and preparation to maximize learning for students with disabilities and academic difficulty*<br>• Writing clear, measureable objectives for lessons on critical content<br>• Creating instruction using explicit instruction techniques<br>• Writing clear, concise explanations for key concepts and showing consistent use in planning<br>• Modeling key concepts<br>• Writing questions that reflect lesson objectives and elicit student responses in ways that maximize student engagement, number of students responding, and efficiency<br>• Sequencing questions so that more cognitively-complex questions are supported by knowledge from simpler questions | 2. Design and sequence research-based pedagogical activities that include strategies, activities and approaches that are responsive to cultural, linguistic, ability and other student differences.<br>3. Plan to make content explicit through explanation, modeling, multiple representations, and examples<br>4. Plan learning opportunities that teach content through inquiry.<br>6. Elicit and interpret individual student thinking<br>13. Promote cognitive, emotional and social engagement |
| *Planning and preparation for content-area instruction for students with disabilities and academic difficulty*<br>• Reading … focus on dyslexia and other language-based learning disabilities<br>• Mathematics … focus on needs of students with language-based learning disabilities and dyscalculia<br>• Writing … focus on needs of students with language-based learning disabilities and dysgraphia. | 1. Identify appropriate student learning objectives<br>8. Use knowledge of students as individuals and members of cultural and social groups to inform instruction |
| *Delivering instruction in key content using evidence-based practices for students with disabilities and academic difficulty*<br>• Providing clear explanations<br>• Using multiple techniques to elicit responses in ways that maximize opportunities to respond<br>• Asking questions that assure a high rate of correct responses<br>• Checking for understanding, evaluating student responses, and providing immediate positive and corrective feedback<br>• Maximizing student engagement and content-area learning | 5. Implement and adjust learning activities in pursuit of worthwhile objectives and in response to students<br>6. Elicit and interpret individual student thinking<br>8. Use knowledge of students as individuals and members of cultural and social groups to inform instruction<br>10. Provide oral and written feedback on student work<br>13. Promote cognitive, emotional and social engagement |
| • Reflecting and improving on practice<br>• Self-monitoring instruction to assure brisk pacing, student engagement, and student learning<br>• Identifying areas of strength and weakness and planning for improvement | 11. Reflect on instruction and student progress, including questions of ethics, equity, and next areas for professional growth |

**Course readings**

**Required Textbook**

Archer, A. L., & Hughes, C. A. (2010). *Explicit instruction: Effective and efficient teaching.* New York: The Guilford Press. **A&H**

**Required Readings**

Armbruster, B. B., Lehr, F., & Osborn, J. [National Institute for Literacy] (2001) *Put reading first: The research building blocks for teaching children to read: Kindergarten through grade 3.* Jessup, MD: ED Pubs.

Doabler, C. T., Cary, M. S., Jungjohann, K., Clarke, B., Fien, H., Baker, S.,…Chard, D. (2012). Enhancing core mathematics instruction for students at risk for mathematics disabilities. *TEACHING Exceptional Children, 44(4)*, 48-57.

Ellis, E. S., & Worthington, L. A. (1994). Research synthesis on effective teaching principles and the design of quality tools for educators. Technical Report No. 5. Eugene, OR: University of Oregon. **E&W**

Hessler, T., & Konrad, M. (2008). Using curriculum-based measurement to drive IEPs and instruction in written expression. *TEACHING Exceptional Children, 41*, 28-37.

PEAK Parent Center (1999). Curriculum modifications and adaptations.

**Suggested (not required) Readings**

*Assessment*

McMaster, K. L., Du, X., Parker, D. C., & Pinto, V. (2011). Using curriculum-based measurement for struggling beginning writers. *TEACHING Exceptional Children, 44*, 26-34.

*Classroom Culture*

Mikami, A. Y. (2010). The importance of friendship for youth with attention-deficit/hyperactivity disorder. *Clinical Child and Family Psychological Review, 13,* 181-198.

Paxton-Buursma, D., & Walker, M. (2008). Piggybacking A Strategy to Increase Participation in Classroom Discussions by Students With Learning Disabilities. *TEACHING Exceptional Children*, *40*(3), 28-34.

Rossetti, Z. S., & Goessling, D. P. (2010). Paraeducators' roles in facilitating friendships between secondary students with and without autism spectrum disorders or developmental disabilities. *TEACHING Exceptional Children, 42(6)*, 64-70.

*Reading*

Hudson, M. E., Browder, D., & Wakeman, S. (2013). Helping students with moderate and severe intellectual disability access grade-level text. *TEACHING Exceptional Children, 45,* 14-23.

Hudson, R. F., Lane, H. B., & Pullen, P. C. (2005). Reading fluency assessment and instruction: What, why, and how? *The Reading Teacher, 58,* 702-714.

Kennedy, M. J., & Wexler, J. (2013). Helping students succeed within secondary-level STEM content: Using the "T" in STEM to improve literacy skills. *Teaching Exceptional Children, 45*(4)*,* 26-33.

Wanzek, J., & Haager, D. (2003). Teaching word recognition with blending and analogizing. *TEACHING Exceptional Children, 36,* 32-38.

*Mathematics*

Miller, S. P., Stringfellow, J. L., Kaffar, B. J., Ferreira, D., & Mancl, D. B. (2011). Developing computation competence among students who struggle with mathematics. *TEACHING Exceptional Children, 44,* 38-46.

Jitendra, A. K., & Star, J. R. (2011). Meeting the needs of students with learning disabilities in inclusive mathematics classrooms: The role of schema-based instruction on mathematical problem-solving. *Theory Into Practice, 50,* 12-19.

*Writing*

Graham, S., & Harris, K. R. (n.d.). *CASL handwriting program (Grade 1).*

Graham, S., & Perin, D. (2007). *Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High Schools.* New York, NY: The Carnegie Corporation of New York.

Harris, K. R., Graham, S., & Mason, L. H. (2003). Self-regulated strategy development in the classroom: Part of a balanced approach to writing instruction for students with disabilities. *Focus on Exceptional Children, 35,* 1-16.

Troia, G.A. (2006). Writing instruction for students with learning disabilities. In C.A. MacArthur, S. Graham, & J. Fitzgerald (Eds.), *Handbook of writing research* (pp. 324-345). New York: Guilford.

## Class & Clinic Schedule

This course combines two components, class instruction in which you learn essential skills for successful teaching and time in the clinical (classroom) setting where you observe and apply these skills. You will be ready to meet the CEC standards for teaching special education and be adept in the Neag Core Practices if you acquire the necessary skills in both settings

**Class**

During class, we will learn how to (1) plan effective instruction, (2) implement effective instruction, (3) assess student leaerning, and (4) analyze our own practice. Each week you'll see one of these words highlighted on the schedule.

**Clinic**

You are required to attend the clinic a minimum of six hours per week throughout the semester, conduct observations as assigned, demonstrate professionalism and common courtesy through communication with clinic teachers, and adhere to professional standards of dress, punctuality, attendance, and behavior as spelled out in the CT Code of Professional Responsibilities for Teachers and the Neag School of Education Program Standards for Professionalism and Appropriate Intern Conduct.

| Cl | Date | Topics | Readings due | Clinic assignment due | Class assignment due |
|---|---|---|---|---|---|
| 1 | 1/25 | ● Course overview<br>● Students with disabilities<br>● Cognitive planning | None | None | None |
| 2 | 2/1 | Plan<br>● Explicit instruction<br>● Writing lesson objectives<br>● Explicit instruction (I Do)<br>● Observing lessons | A&H, Ch.1<br>E&W, pp. 3-16; pp. 68-71 | Discussion of disability and professionalism with placement teacher | In-class: Quiz 1 & Dive-In: A&H Ch.1<br>Selection of student/group/class for video |
| 3 | 2/8 | Plan & Implement<br>● Impact of disability on instructional procedures<br>● Clear, concise explanations<br>● Modeling | A&H, Ch.2<br>E&W, pp. 30-34, 59-67 | Discussion of IEP and lesson objectives with placement teacher | At-home (pairs): Lesson objectives<br>At-home (individual): Student permissions and/or school notice<br>In-class (groups): Clear explanations and modeling |
| 4 | 2/15 | Plan & Implement<br>● Imagining the lesson and being practical<br>● Writing your first lesson plan | E&W, pp. 78-85 | Explanation observation | At-home (individual): Lesson Plan 1 draft<br>In-class (pairs): Imagining the lesson space |
| 5 | 2/22 | Implement<br>● Asking questions<br>● Review of impact of disability on instructional procedures | A&H, Ch.6<br>E&W, pp. 17-21, 87-88 | Examination of barriers to practicality | At-home (individual): Lesson Plan 1 completed<br>In-class (individual): Mini-demonstration |
| 6 | 2/29 | Analyze<br>● Reflect on Lesson 1 and Review Classes 3-5<br>● Impact of cultural and linguistic diversity on instructional procedures | E&W, pp. 35-58 | Asking questions observation | At-home (individual): Implement, record, and upload Lesson 1<br>In-class (groups): Reflection and discussion of Lesson 1 |
| 7 | 3/7 | Assess<br>● Eliciting responses<br>● Checking for understanding | A&H, Ch.6<br>E&W, pp. 89-91 | Culturally and linguistically diverse instruction reflection | In-class (pairs): Quiz 2 & Dive-In: A&H Ch.6 |
|  | 3/14 | No class |  |  |  |

| 8 | 3/21 | Implement & Assess<br>● Providing feedback<br>● Maximizing student engagement | A&H, Ch.7<br>E&W, pp. 91-95 | Eliciting responses observation | At-home (individual): Lesson Plan 2 draft |
|---|---|---|---|---|---|
| 9 | 3/28 | Implement<br>● Staying on track<br>● Mini-Demonstration | E&W, pp. 22-26, 91 | Feedback observation | At-home (individual): Lesson Plan 2 |
| 10 | 4/4 | Analyze<br>● Reflect on Lesson 2 and review classes 3-9 | None | Pacing observation | At-home (individual): Implement, record, and upload Lesson 2 |
| 11 | 4/11 | Plan: Content instruction<br>● Reading<br>● Mathematics<br>● Writing | Armbruster et al. (2003)<br>Doabler et al. (2012) | None | In-class (pairs): Quiz 3 & Dive-In: Armbruster<br>In-class (groups): Jigsaw |
| 12 | 4/18 | Assess<br>● Progress monitoring<br>Plan<br>● Accommodations and modifications | Hessler & Conrad (2008)<br>PEAK Parent Center (1999) | Content observation | At-home (individual): Lesson Plan 3 draft<br>In-class (groups): Progress monitoring example |
| 13 | 4/25 | Analyze<br>● Professional Responsibility<br>● Organizing physical space<br>● Rules, routines, procedures | A&H, Ch. 5 | Discussion of progress monitoring with placement teacher | At-home (individual): Progress monitoring and accommodation case study<br>At-home (individual): Lesson Plan 3 practice<br>In-class (groups): Reflection |
| | | Final<br>• Lesson Plan 3<br>• Video of Lesson Plan 3 | | | |

**Course Assignments**
**1100 points**

**Clinic Assignments (265)**

    **Placement Teacher Evaluation—Individual (150)**
    Your placement teacher will evaluate your performance. I will assign your grade based on the ratings the teacher gives *and* the qualitative comments.

    **Reflections—Individual (11 × 10 = 110)**
    Each week, you will reflect on the topic of the clinic experience required and described above. These are paragraph-length reflections of no more than 300 words.

**In-Class Work (6 × 20 = 120)**

    There are 8 in-class assignments. Of these 8 assignments, you will receive a grade for only 6 of them. Your lowest assignment grade will be dropped. If you are absent, the assignment due the day you were absent will not be counted. I will also drop one assignment during the semester at my discretion. I will always notify you at least one week prior if an assignment will be dropped. The topics of the assignments are listed in the course schedule above.

    The only recurring assignment is the *Reading Dive-In*. The dive-in will be conducted at the beginning of the class on the day they are scheduled. You will work in pairs to identify key ideas from the readings due that week and to answer specific questions about the readings. You will receive the name of your partner the week prior. Each dive-in is timed; time expires after 25 minutes, except when I change the assignment in advance. Requirements for the other assignments will be given in class.

**Out-of-Class Assignments (565)**

    **Objective Writing Assignment—Pair Assignment (50)**
    With a partner, you will write a set of lesson objectives following guidelines provided in class.
    **Lesson Plan 1—Individual Assignment (50 plan + 50 video = 100)**
    **Lesson Plan 2—Individual Assignment (75 plan + 75 video = 150)**
    **Lesson Plan 2—Individual Assignment (140 plan + 125 video = 265)**
    On your own, you will write three lessons. Each lesson will include the explicit instruction sequence and will be evaluated using the rubric provided. The expectations increase across lessons.

    **Progress Monitoring and Accommodation and Modification Case Study (100)**
    You will choose one of your students (or create one if you do not have one who fits your desired profile) and describe the student. You will then show how progress might be tracked and describe accommodations and modifications that you would make in response to progress monitoring.

**Participation and Professionalism (50)**
The requirements for these are outlined in the Course Policies section below.

**Grading Scale**

| A | 94%+ | A- | 90%-93% | B+ | 88%-89% | | |
|---|------|----|---------|----|---------|---|---|
| B | 84%-87% | B- | 80%-83% | C+ | 78%-79% | | |
| C | 74%-77% | C- | 70%-73% | D | 65%-69% | F | below 65% |

Grades ending in exactly 0.5 are rounded up to the next grade (e.g., 87.5 → 88).

- Attendance
  - You must attend *all* sessions. There is In-Class Work that are part of your grade, so missing class has the potential to reduce your grade.
  - Excused absences: If you are unable to attend due to illness, family emergency, or religious observance, email me prior to class. You are permitted one excused absence. Any additional absence is considered unexcused. For religious observances, please notify me two weeks in advance.
  - The In-Class Work cannot be made up, so your first absence will be considered your lowest grade and will not affect your score for In-Class Work. Every absence thereafter that occurs on a day when In-Class Work is required will result in a grade of zero for that day.
  - Unexcused absences are absences (a) without contacting me before class or (b) that are not due to illness, family emergency, or religious observance. Unexcused absences reduce your final grade by 30 points, separate from any penalty due to missing In-Class Work.
  - You are responsible for all content covered in missed sessions. Please contact a classmate for notes and announcements. You are also responsible for catching up if you are late. If you know you will be late, ask a classmate to collect materials for you.
- Participation
  - Actively participate in course discussions. This helps you better learn the material and it helps me present more effectively.
  - Participation is part of your grade. Good participation includes substantive (quality, not quantity) contributions to activities and discussions. Each week, I will note your participation.
  - If you do not understand something, please ask. Asking questions counts as participation as much as answering questions or making comments. Participation definitely does not require you to have the right answers.
- Professionalism
  - General
    - Exhibit professionalism at all times. You are education professionals, and this course is part of your professional preparation.
    - Professional behavior includes arriving to class on time, letting me know if you must leave early, staying on-task during the class, respecting the opinions of others, and coming to class prepared.
    - I hope to award full professionalism credit to every student. The policies below exist to allow me to fairly handle cases where professionalism is lacking.
  - Technology in class
    - Please do not use cell phones or smartphones (including talking and texting) during class. Put them away. Having your phone on the desk is considered unprofessional.
    - If you prefer to use a laptop to refer to readings or to take notes, you may do so.
      - However, do not surf the web or access email during class.
      - If you are frequently looking at your computer screen rather than at the class, this suggests you are using your laptop for non-class purposes. Staring at your laptop suggests unprofessional conduct and will reduce the professionalism grade.
      - It is your responsibility to keep yourself focused and engaged, so if you know that you have a habit of surfing the web when you bring a laptop to class, do not bring it.
  - Other
    - Other unprofessional behaviors include having side conversations while I am speaking or other students are speaking, returning late from breaks, and falling asleep.

- It is my responsibility to be engaging and well-prepared; your responsibility is to keep yourself focused and on-task. Together, we will work to exemplify professionalism.
- Communication
  - Please communicate openly with me regarding your understanding of course material, assignments, and course format. The purpose of this class is to ensure that you learn a great deal about teaching students with disabilities.
    - If the goals of course are not being met, I would like to know so we can adjust things.
    - If the readings are too difficult, insufficiently helpful, or otherwise problematic, I would like to know.
    - I will give you opportunities during class to provide me with written feedback.
  - Additionally, I understand that life sometimes happens and this may interfere with class – please communicate with me about special circumstances as soon as possible and always prior to the related class session and/or assignment due date. I strive to be fair and thoughtful.
- Inclement weather
  - If there appears to be a risk of inclement weather, please check alert.uconn.edu before coming to class. I will follow whatever guidance Alert UConn provides.
  - Your personal safety is of course very important, so please use your judgment about the safety of traveling to class. If you cannot come to class due to the weather (and it is not otherwise cancelled), you are still expected to turn in assignments electronically, and—if feasible—arrangements will be made to allow you participate electronically via Skype or Google Hangout.
  - If class is cancelled due to bad weather, you are still responsible for the readings and assignments due on that day. I will post lecture slides and possibly provide an online lecture to make sure you understand the material for that day. Unless I decide otherwise, all assignments will be due as scheduled. In-Class Work will be addressed on a case-by-case basis.
- Format of assignments
  - The assignments in our class are all completely practical. You do not need to use APA format for them. For lesson plans, I expect you will use 12 pt Times New Roman font and 1 in margins. You should single space them unless otherwise indicated. You will submit all typed assignments electronically.
  - For the lesson plans, follow the lesson plan template I will provide. Your lesson plan should be extremely detailed. A 10 page lesson plan for a 30 minute lesson plan may be necessary. The lesson design should include specific language you plan to use with students as well as all instructions you plan to give.
- Late assignments
  - Your grade is reduced by 5% (e.g., 225/250 → 90% → 85%) if the assignment is turned in late.
  - If you know you cannot turn in an assignment on time, inform me before class. It is not necessary to give me an excuse; the late assignments policy automatically takes effect.
  - Assignments are accepted if they are turned in within four days of the due date according to the policy above (e.g., if you received a 94%, it would become 74% on the fourth day). After four days, you must make other arrangements with me, and the penalty will exceed the four-days-late penalty. It will be at least 10% but no greater than 25%.
  - If you think you may be at risk of turning in assignments late, let me know. If you know that you tend to procrastinate or have mental health concerns that make it hard for you to complete assignments, for example, I am happy to help you improve your planning. I will not adjust due dates (except if part of your accommodation for an identified disability; see the disability section below), but I will work with you to improve your planning.
- Changes to the syllabus

- ○ Throughout the semester, circumstances may necessitate changes to the syllabus. So, the schedule of classes, and possibly assignment dates, may change. I will always describe any changes in class and elicit your feedback about them.
- ○ I have goals for myself too. My goals reflect things that I am working to improve. I am sharing them with you because this will make me accountable to you for meeting them. I am aware that it will be difficult to say something directly, but please use anonymous feedback on the strips to remind me if I do not seem to meet my own expectations.
    - ■ I will *keep up with our HuskyCT site.* I will post all the readings the week before they are due (or sooner, but I won't promise that). I will upload PowerPoint presentations the day before class.
    - ■ I will *be on time for class.* I have had a habit of arriving when class begins or even a minute late. I expect you to be punctual, and I should be too.
    - ■ I will design each class so that *we rarely get out early or run out of time*.
    - ■ I will make sure that *your learning is appropriately scaffolded* so you are prepared for assignments.
    - ■ I will make sure you *understand the expectations for all assignments*.

## Accommodations for Students with Disabilities

If you require special education adaptations or accommodations in order for you to participate fully in the class, please let me know as soon as possible. Information on the procedures for documentation and/or services can be obtained by contacting either:
(a) The Center for Students with Disabilities (CSD)
      Wilbur Cross Bldg., Room 201
      (860) 486-2020 (voice) / (860) 486-2077 (TTD) / http://www.csd.uconn.edu
(b) University Programs for College Students with Learning Disabilities (UPLD)
      Wilbur Cross Building, Room 204
      Phone: (860) 486-2020 / Email: csd@uconn.edu / http://www.csd.uconn.edu

## Statement Regarding Plagiarism

Plagiarism, that is, failure to properly acknowledge sources, written or electronic, used for verbatim quotations or ideas, is a violation of academic integrity. Each student is responsible for learning and using proper methods of paraphrasing and footnoting, quotation, and other forms of citation, to ensure that the original author, speaker, illustrator, or source of the material used is clearly acknowledged.

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

I am required to provide the following information, and I fully agree with its importance and content. If you ever experience an issue regarding this or anything related, you can tell me and I will help you find the appropriate resources to address it:

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.

### Sexual Assault Reporting Policy

I am required to provide the following information, and it is also very important to me that all of our students feel safe on campus. In addition, it is important that you understand my responsibilities as well as the seriousness with which the University and I take this issue:

To protect the campus community, all non-confidential University employees (including faculty) are required to report assaults they witness or are told about to the Office of Diversity & Equity under the Sexual Assault Response Policy.  The University takes all reports with the utmost seriousness.  Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help.  More information is available at http://sexualviolence.uconn.edu/.