



**Mission Statement:** Drawing on a rich tradition of excellence, the College of Education and Human Development at Maine's flagship university is committed to leading innovation in Maine's Pre-K-12 schools, higher education institutions, and agencies that support academic, cognitive, physical, social and emotional development. We promote effective teaching and learning, identify critical issues, conduct research, and disseminate findings. Collaborating with external partners and experts across the University of Maine, we prepare our graduates to engage in ethical conduct, reflective practice, meaningful inquiry, and data-driven decision making in order to meet the increasingly diverse needs of our state and the world in which we live.

## SED 598 – Collaboration and Transitions

Fall 2018

Blackboard Course Website: <https://bb.courses.maine.edu/>

IT Help Center: <https://umaine.edu/it/>

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| <p><b>Instructor:</b> Sarah K. Howorth, Ph.D, BCBA</p> <p><b>Office:</b> 303 Shibles</p> <p><b>Email:</b> sarah.howorth@maine.edu</p> <p><b>Phone:</b> 207-581-2448</p> <p><b>Please join our REMIND group:</b><br/> <a href="https://www.remind.com/join/sed59">https://www.remind.com/join/sed59</a></p> | <p><b>Primary Delivery Format:</b> Blackboard Modules and Zoom for Book Club Meetings</p> <p><b>Class Location:</b> Online (Blackboard)</p> <p><b>Office hours:</b> By appointment, schedule via email</p> |
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Preferred method of communication with instructor: Students are encouraged to first contact their instruction via email. Emails will be responded to within 24 hours on weekdays and 48 hours on weekends and university holidays. Students may also to request to meet by appointment in person, via phone, Google Meet or Zoom.

### Course Information

#### Course Description

*This course addresses lifespan issues for persons with disabilities, stressing curriculum content and instructional strategies that promote interdisciplinary career development and transition education at all age levels, but with an emphasis on post school outcomes that lead to independence and a high quality of life.*

### Course Delivery Method

#### Teaching Methods

Course content will be delivered through a variety of channels including assigned readings, online course modules, videos, case studies, and group discussions, among others. Assignments will be designed to provide direct experiences with course content and to extend learning about concepts and issues addressed in this course. Students will be encouraged to reflect on the course content and to relate to their own experiences throughout.

## Mode of Instruction

This is an asynchronous online course. You will be responsible for keeping up with messages, weekly assignments and tasks on Blackboard. Please check it regularly for general communications at least twice a week. Unless otherwise noted, assignments are due on Sunday (Midnight EST). Online Modules will be released every Sunday no later than 5pm and you will have until the following Sunday before 11:59pm to complete all weekly assignments and activities.

## Time Options

This is an asynchronous online course.

## Digital Services Required

- Learning Management System: Blackboard <https://bb.courses.maine.edu/>
- Web Conferencing Service: Zoom (as needed)
- Video recording/sharing service: Kaltura
- Collaboration and Communication: Google Meet and Zoom for Book Club Groups Meetings
- Library and eReserve Service: <https://library.umaine.edu/>
- Computer requirements: Access to a computer with high speed internet
- Other:
  - [Adobe Flash](#)
  - [Adobe Acrobat Reader](#) or compatible program (ex. Preview on a Mac computer)
  - [Microsoft Office for completing assignments or compatible software](#); this can be downloaded for free from the University of Maine Information Technology Software website (*Note: You must be able to export the file to a Word document or PDF, per the instructor's directions—Pages files cannot be accesses*)
  - [APA Style website](#) or [APA manual \(6<sup>th</sup> edition\)](#)
  - Access to UMaine email: <https://gmail.maine.edu> (Note: All communication and Blackboard announcements are sent to your maine.edu email address; if you do not plan to use it, please have it [forwarded to a different email account.](#))
  - *Other materials (ex. webcam, microphone, Microsoft Word)*

## Technical Assistance

If you are unfamiliar with the Blackboard Platform, you are encouraged to take the self-guided tutorial, Blackboard Essentials for Students, available at [www.courses.maine.edu](http://www.courses.maine.edu)

If you need assistance with technology, please contact the UMaine IT Help Desk: <https://umaine.edu/it/>, 581-2506, or [help.center@umit.maine.edu](mailto:help.center@umit.maine.edu)

## Instructional Materials and Resources

### Required Texts:

Flexer, R., Baer, R., Luft, P. & Simmons, T. (2013). Transition planning for secondary students with disabilities (4<sup>th</sup> Ed.). Boston, MA: Pearson. ISBN-13: 978-0-13-265811-9

*Riding the Bus with My Sister* by Rachel Simon  
ISBN: 1455526169

<https://www.amazon.com/Riding-Bus-Sister-Rachel-Simon/dp/1455526169>

### **Recommended Resources:**

National Technical Assistance Center on Transitions: <https://www.transitionta.org>

CEEDAR Center Resources on Transition: <http://cedar.education.ufl.edu/wp-content/uploads/2014/08/transition-planning.pdf>

Maine OVR:

<http://www.maine.gov/rehab/dvr/index.shtml>

<http://www.maine.gov/rehab/dvr/youth-transition.shtml>

National Gateway on Self-Determination: <http://www.ngsd.org>

National Longitudinal Transition Study: <https://nlts2.sri.com/reports/index.html>

The Disability Rights Center of Maine: <https://drme.org/>

## **Course Goals and Objectives**

### **Course Goals**

This course will introduce graduate students to models of career preparation for students with disabilities beginning in adolescence through to adulthood, including postsecondary opportunities. Graduate students will be introduced to and interact with transition-related service provider resources at the local and state level. They will learn how to develop a full transition plan given a description of a student, or for a current student they work with. The focus of course content will be on the process of developing a transition plan, and on research-based transition practices, as recognized by the National Technical Assistance Center on Transition and Council for Exceptional Children Standards. Collaboration with individuals with disabilities, families, and community stakeholders will be emphasized. This course will provide participants with an in-depth understanding of the concepts related to positive transition planning for individuals with disabilities. The issues, challenges, and strategies that are involved with helping them transition to work and participate to the fullest degree in society will be examined. Kohler's Taxonomy for Transition Programming will be used as the framework for transition planning. The Taxonomy includes five essential areas: (a) student-focused planning, (b) student development, (c) family involvement, (d) program structure, and (e) interagency collaboration.

### **Instructional Objectives**

Upon completion of this course, students will demonstrate the ability to:

1. Candidates will provide a professional synopsis of current trends in post school outcomes for individuals with moderate to severe disabilities.
2. Candidates will integrate the information from community resources for transition with professional literature on transition and career education.
3. Candidates will construct a transition plan that is legally sufficient and educationally appropriate for a student with a moderate to a severe disability.

- Candidates will participate in a disability related book club group and discuss transition-related topics from the text to highlight the relationships to course content and helping their future students achieve successful postschool success.

## Student Learning Outcomes

As a result of active participation and successful completion of course requirements, students will:

- Interpret the current concepts of school program, living and employment arrangement, self-determination, self-advocacy, cognitive decision making, and transition as they relate to persons with disabilities.
- Compare the characteristics and needs of preschool, elementary, middle school and high school students with disabilities across the lifespan.
- Apply the basic elements of transition planning for any special needs student, and the issues and concerns that relate to vocational planning and implementation for special populations, as well as ITEP, functional assessment and transition planning for diverse students.
- Appraise the components of curriculum and educational programming for transition services for individuals with disabilities.
- Evaluate post-secondary options while collaborating with parents of special needs students.
- Design programs related to legislation that affects career and transition programming.

## Taskstream (TK20) and Candidate Proficiencies

### Taskstream/TK20 Online Data Management System

There is not required Assessment Task for this course

Additional information will be provided in classes that have assessments as well on the TK20 [link on the College of Education and Human Development website](#).

### Candidate Proficiencies

This course will focus on the competencies listed below: (links: [CEC](#), [InTASC](#))

#### InTASC Standards

- ✓ InTASC Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- ✓ InTASC Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

#### Council for Exceptional Children Special Educator Standards

- ✓ Discuss the impact of an individual with disabilities on the family system (ICC1K4, ICC1K7, ICC1K10, ICC2K4, ICC3K1, ICC3K3-4, ICC10K3, ICC10S5, ICC10210);
- ✓ Identify and plan for key transition periods within the life span of the individual and family (ICC4S6, IGC4S8, IGC7S6, IGC10K2, ICC1026, IGC10S4);
- ✓ Use technology in the development of effective transition plans (IGC4S8, IGC10S1);
- ✓ Identify and practice a range of interpersonal skills, necessary for successful collaboration and consultation (ICC9S8, ICC10S5, ICC10S9-10);

- ✓ Discuss legal and legislative consideration in working with parents of students with disabilities (ICCIK4, IGC1K1, IGC1K3-4, IGC1K6);
- ✓ Discuss emerging trends and issues in consultation, collaboration and transitioning (ICC9S12);
- ✓ Match skills and interest of the student to skills and demands required by vocational and employment settings, community residential situations, and other community participation options (ICC10S4, ICC10S6, IGC10S1, IGC10S4);
- ✓ Monitor student, family, and agency participation in transition planning and implementation (ICC10S6-7, IGC10S1, IGC10S4);
- ✓ Develop coordinated interagency strategies to collect, share, and use student assessment data, with appropriate input and authorization of students and families (ICC8K2, IGC8K3, ICC8S5, ICC8S7, ICC8S9, ICC9S4); and
- ✓ Identify future post-school service needs using transition planning documents in conjunction with relevant agencies (IGC10K3, ICC10S6, IGC10S1, IGC10S4).

## **Grading and Course Expectations**

### **Expectations for Student Engagement**

This is a graduate level course that builds upon the foundation of previous knowledge and experience in early intervention with infants and toddlers and/or undergraduate course work. Each student will get from the course what he or she put into the course. Attitudes distinguish and characterize each student. Individuals who approach the course with a genuine desire to learn, and a willingness to work hard to do so, will achieve that end. Each student is expected to demonstrate self-discipline as they budget and use their time effectively. They are expected to take the initiative to be aware of and prepared for upcoming events.

### **Attendance and Participation**

This is a fast-paced and interactive on-line class. Students “attend” class by accessing learning materials and completing activities posted on the Blackboard site, and by participating actively in the online book club meetings and a discussion board.

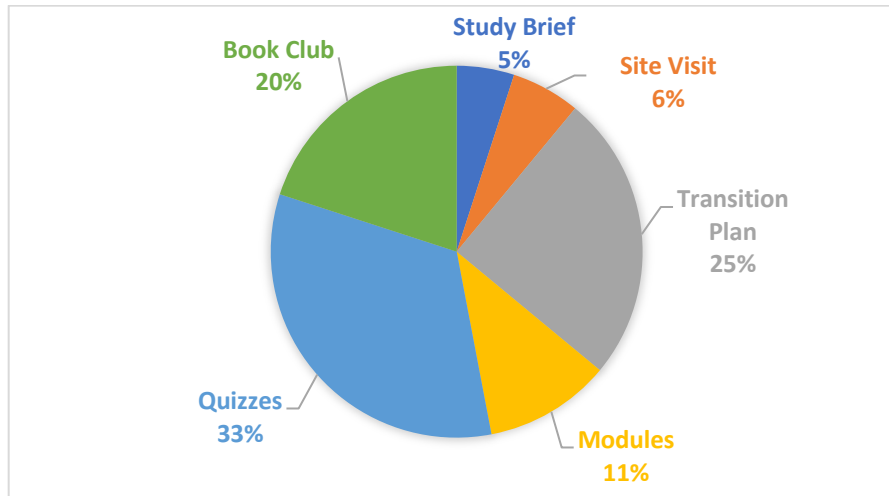
Participation in the book club and discussion boards is a graded requirement of the class and missed deadlines without prior permission or without a valid excuse will result in a reduced grade for that week’s class. Missing deadlines on more than one occasion without prior permission or a valid excuse will result in a discussion with the instructor about the student’s ability to continue with the class.

### **Course Readings**

Students will be assigned readings from the required text. Additionally, students will read relevant research articles or supplemental materials, which will be posted to the Blackboard course site.

### **Course Assignments: 400 points**

NLTS2 Study Brief (20 points); Site Visit (25 points); Transition Plan (100 points); 3 Online Modules (45 points total); Quizzes (130 points total); Book Club Participation (80 points total)



**CAREFULLY READ THE DESCRIPTION** to ensure each component of an assignment is addressed. Rubrics and additional information about each assignment will be posted on the Blackboard site. Make use of this information and ask questions if you need further clarification. Assignments may be submitted before the due date but will not be graded and returned until after the due date.

#### General Guidelines:

- All assignments should reflect professionalism in writing.
- Headings and page numbers should be used to organize the assignments.
- Follow all assignment-specific guidelines (e.g., specific headers, requirements)
- Include your name, project title, and date at the top of your assignment. Assignments without this information will be returned and will not be assessed.
- All assignments requiring references are to be cited and referenced in American Psychological Association (APA) style.
- Assignments should be your original work and not plagiarized. You may not work with another classmate on an assignment unless otherwise noted.
- Assignments should be submitted as a Word .doc or .docx unless otherwise noted or by permission of the instructor. Pages documents will not be accepted.
- Retain a personal copy of all assignments.

**Workload:** In-depth reading, study, and work on course requirements require outside class time. Students are expected to allot approximately three hours for class readings and preparation for each credit hour weekly in addition to time spent on papers and assignments.

#### Course Assignments:

*All rubrics posted on Blackboard*

#### **ASSIGNMENT 1: NLTS2 Study Brief (20 points)**

You will be assigned a particular report from the National Longitudinal Transition Study 2 (<http://www.nlts2.org/reports/index.html>) to read.

Report Assignments:

<https://docs.google.com/document/d/1VbBlwTMY53zmEhwoytVx2OdrjCXQCmY53gRrNBSiXo/edit>

In a two-minute presentation briefing, you will provide your classmates with the most salient and pertinent information from the report. You may use a visual if you wish, but you will be limited to one PowerPoint slide with your two-minute audio briefing set to automatically play.

*Student Learning Outcome 1, 4 & 7*

### **ASSIGNMENT 2: Site Visit to a Community Resource/Agency or School Resource That Facilitates Transition Skills (25 points)**

Visit a transition resource/agency either in the community or within a school system and describe the services available to youth with disabilities. Your write-up should include services, accommodations, population(s) served, description of the agency/office, and your questions for staff. Your “lens” for this visit should be “what opportunities exist for youth with moderate to severe disabilities through this avenue during and/or after high school?” Include PDF copies of materials available at center, agency, or office. You will need to make an appointment. Acceptable options for this assignment include a school career center, interview with a school or county transition coordinator, One-Stop Center, vocational evaluation site, Maine Department of Rehabilitation Services office, local Community Services Board, Job Placement/Training program, and other suggestions from your professor. **Your write up MUST include a synthesis section that integrates the information from your site visit with professional literature on transition and career education.**

*Student Learning Outcomes 1, 4 & 5*

### **ASSIGNMENT 3: Transition Plan with Assistive Technology (100 points):**

The purpose of this assessment is to have candidates demonstrate knowledge of the individualized planning process required for the development of a transition plan for secondary students with moderate to severe exceptional learning needs. Candidates will demonstrate understanding of the components of the transition plan. Based upon case information provided, candidates will construct a transition plan that is legally sufficient and educationally appropriate for the described student. Candidates will use curricular resources and evidence-based practices to demonstrate their ability to plan appropriately for the student with mild to moderate exceptional learning needs. You will use the Postsecondary Transition Planning Form found here:

<https://dpi.wi.gov/sites/default/files/imce/sped/pdf/spp13-ptp-guide-offline.pdf> as a way to organize your information.

### **Directions for the Assignment:**

In this assignment/project, you will demonstrate your ability to develop a Transition Plan for a hypothetical secondary student with a moderate to severe exceptional learning need. You will be presented with case studies of individuals and the [Maine DOE Transition Plan Forms](#) (on Blackboard). Using the information in your selected case study, you will write a transition plan that thoroughly and appropriately addresses the needs of the student in the case scenario and integrates at least one form of assistive technology which increase the

student's ability to access the general curriculum and work towards his or her transition goals.

**As you write the transition plan, you will:**

- ✓ Complete a thorough review of the case study facts
- ✓ Complete all components of the transition planning forms, using specific instructions provided by the instructor
- ✓ Infuse appropriate augmentative and assistive communication or assistive technology strategies into the transition goals and short-term objectives.
- ✓ Transition Assessment Information: Interests, strengths/capabilities, and career goal (include training, education, employment, and where appropriate independent living)
- ✓ Consider the information presented in the vignette as well as any assessment data (formal or informal) and present levels of performance as you develop these statements.
- ✓ Consider the impact of the student's academic and social abilities, attitudes, interests, and values on instruction and career development.

**Measurable Postsecondary Goals - 35 points:**

- ✓ (15 pts.) Write one measurable postsecondary goal for each domain: (a) employment, (b) education/training, and (c) independent living skills. Base each goal on the information from the vignette and peer-reviewed research. Each goal is a specific statement of what the student wants to achieve after high school written as an "I will" statement. These goals should be based on the student's interests, preferences, and strengths.
- ✓ (10 pts.) Select and adapt instructional strategies and materials according to the characteristics of the student with exceptional learning needs and integrate evidence-based practices (**from a minimum of TWO peer-reviewed journal articles**) which have been validated to promote successful transitions for the specific characteristics of the learner and setting.
- ✓ (5 pts.) What appropriate augmentative and assistive communication or assistive technology would help the student reach their post-secondary goals? How could that technology be integrated into the instruction in a natural and meaningful way?
- ✓ (5 pts.) Ensure that each postsecondary goal is based on an age appropriate transition assessment (functional vocational evaluations, state assessments, or other more informal methods like daily living skills checklists and interest inventories and that you consider the principles of normalization and concept of least restrictive environment when making decisions about post-secondary outcomes.
- ✓

**Transition Objectives- 25 points:**

- ✓ (15 pts.) Write one short-term objective or benchmark each for (a) career, (b) self-advocacy and (c) independent living. Integrate evidence-based practices which have been validated for the specific characteristics of the learner and setting.
- ✓ (10 pts) At least two of your objectives must contain a form of appropriate augmentative and assistive communication or assistive technology as one component.



You may want to consider the following questions:

- ☐ What specific models, theories, philosophies, and research methods which form the basis for special education practice can be utilized?
- ☐ What culturally, linguistically, and gender responsive instructional content, resources and strategies can be implemented?
- ☐ What appropriate augmentative and assistive communication or assistive technology would help the student reach their post-secondary goals? How could that technology be integrated into the instruction in a natural and meaningful way?
- ☐ What evaluation measures (indicators of progress toward meeting the goal) will be implemented intermittently during the year?
- ☐ What strategies can be used to integrate student-initiated learning experiences into the instruction in order to maximize opportunities to increase self-determination?

**School and Post-Secondary Services- 15 points:**

- ✓ (10 pts.) Identify a minimum of two post-secondary resources that would be helpful for your student (e.g. [United Technologies Center](#), ARC, [Penobscot Job Corp](#)).
- ✓ (5 pts.) Identify a minimum of one in-school employment preparation option (e.g. [Pre-Employment Transition Service](#), High School VR Counselors can also help).

Include a **ONE PAGE SERVICE SUMMARY (25 points)** which details a comprehensive, longitudinal individualized program for your secondary student including:

- ✓ (5 pts.) A rationale for the services selected. Relate the level of support to the needs of the student. Why did you choose “explore vs. select”? Why are these services necessary for the student? Ensure that the rationale takes the continuum of placement and services available for students with exceptional learning needs as well as the legal, judicial and educational systems to assist students with exceptional learning needs into consideration.
- ✓ (5 pts.) Do you recommend a job coach? Enclave? Any other special support? Why or why not?
- ✓ (5 pts.) A detailed explanation of what skills, experiences, activities, opportunities and connections the student needs in order to reach their post-secondary goals and the “action plan” to reach them.
- ✓ (5 pts.) A detailed explanation of resources, techniques and recommendations for educational, community, vocational, and post-school adult living experiences which should be used to transition the student with exceptional learning needs out of school and into the postsecondary environment. This should include an explanation of the selected forms of appropriate augmentative and assistive communication or assistive technology which would benefit the student and a discussion of how these technology skills can be introduced and taught.
- ✓ (5 pts.) Articulate how you would review this document with the learner and how you would help the student understand how things change when they are no longer covered by IDEA. *Student Learning Outcomes 3, 4, 6, 7*

**ASSIGNMENT 4: Online Modules (15 points each): [Student Centered Transition Planning](#), [Interagency Collaboration](#) and [Post High School Settings](#)**

These modules have been carefully selected to extend your learning on important topics related to effective instruction in inclusive environments. These modules include articles, websites, videos, practice games and/or interventions. Each module is designed to take a few hours, so plan your time wisely. You will be expected to hand in your typed answers to the end of module assessment questions to Blackboard. We will discuss these topics, but a bulk of your learning will occur through your participation in the modules.

*Student Learning Outcomes 3, 4, 5, & 7*

### **ASSIGNMENT 5: Quizzes (13 x 10 points = 130 points)**

Complete a quiz covering the readings assigned for each week. Quizzes may include multiple choice, true-false, matching, short answer, or short essay components pertaining to the assigned class reading. *Student Learning Outcomes 1, 2, 3*

### **ASSIGNMENT 6: Book Club Participation (10 points X 8 weeks)**

Each student in the class will be responsible for facilitating a discussion on one of the chapters from the novel "Riding the Bus with My Sister." Students will be randomly assigned to a book chapter, group, and presentation date. Prior to their scheduled date, students will submit (via blackboard) a summary of the key events in the chapter as well as 2 discussion-provoking questions per person. Discussion questions should focus on transition-related topics from the text and highlight the relationships to course content. Students will select one of the presentation modes described by the professor or use another mode that is cleared by the professor at least 48 hours in advance of the presentation. The key with this activity is to select interesting questions that will bring out differences in opinions/ perspectives among classmates. Due date: your scheduled presentation date

### **Book Club Responses:**

Each student will read the novel, "Riding the Bus with My Sister". Students will engage in weekly reading reflections and/or actively engage in book club discussions with other classmates. Additionally, each student will be assigned a small group and will meet at least 8 times during the course. It is up to the group how they want to meet (e.g., face-to-face, or Zoom). The purpose is to foster conversation about the book. Please keep the instructor informed of how and when you meet.

*Student Learning Outcomes 1, 4, 7*

### **Evaluation**

Each of the aforementioned components will be weighted as follows to determine the final grade in the course.

| <b>Assignment</b>   | <b>Points Possible</b> |
|---|------------------------|
| NLTS2 Study Brief   | 20                     |
| Site Visit  | 25                     |
| Transition Plan   | 100                    |
| Online Modules (3 x 15 points each)                       | 45                     |
| Quizzes (13 x 10 points each)                             | 130                    |
| Book Club Responses & Participation (10 points x 8 weeks) | 80                     |
| <b>Total Points:</b>                                      | <b>400</b>             |

**Grading Scale:**

|               |               |               |               |               |
|---------------|---------------|---------------|---------------|---------------|
| A = 95 – 100% | B+ = 86 – 89% | C+ = 76 – 79  | D+ = 66 – 69% | F = Below 59% |
| A- = 90 – 94% | B = 83 – 85%  | C = 73 – 75%  | D = 63 – 65%  |               |
|               | B- = 80 – 82% | C- = 70 – 72% | D- = 60 – 62% |               |

Points for major assignments will be deducted at 20% per day unless prior arrangements were made with the professor (rare circumstances only). If a major assignment is more than 4 days late, you are still expected to complete it to obtain a passing grade, though no points will be awarded.

**Course Policies**

Unless otherwise noted, assignments are due on Sunday (Midnight EST). Online Modules will be released every Sunday no later than 4:15pm and you will have until the following Sunday before midnight to complete all activities.

Please note: Rubrics are used to score all assignments. Checking the rubrics prior to submission of any works is strongly recommended. Correct spelling and grammar are expected for all assignments.

You must submit electronic copies of your work, by sending work to the digital drop box for the specific assignment.

**All electronic files MUST be labeled in the following format:**

Lastname\_Firstname\_AssignmentName\_SED598

**College of Education and Human Development policy on incompletes in Graduate Classes**

A grade of *I* (Incomplete) is assigned if a student has been doing work of acceptable quality but, for reasons satisfactory to the instructor, has not completed all of the work required to earn credit by the end of the semester or session. The work must be completed and submitted to the instructor by the date agreed to with the instructor, but not later than one year (i.e., 12 months) from the end of the semester or session in which the incomplete was granted. An *I* remains on the transcript permanently if not resolved or if a written request for an extension is not approved within the time period for removing the incomplete. A request for an exception to regulation to extend an incomplete beyond one year must be approved by the instructor, the student's advisor (for degree students), Graduate Program Coordinator, and Dean. The request should note the circumstances necessitating the extension, the work that remains unfinished, and a specific deadline for completion. An extension will be granted only under unusual circumstances. For grades of *I*, it is the student's responsibility to reach and maintain an understanding with the instructor concerning the timely completion of the work.

## Conceptual Framework for College of Education and Human Development

- Research, Innovation, Collaboration, and Engagement are four themes that guide the work of the faculty in the College of Education and Human Development at the University of Maine.
- Research is important because decisions should be made based on systematic collection and analysis of evidence. This can take many forms, including quantitative studies, qualitative studies, and action research projects. Without evidence, educators may slide into making decisions based on unexamined assumptions, pre-conceived ideas, and even stereotypes of learners.
- Innovation is important because we live in a world characterized by both continuities and changes. We need to recognize what is of value based on past experience, while at the same time being attuned to changes in such areas as technology, the economy, the natural world, and human populations.
- Collaboration is critical because people with different experiences and perspectives, and from different backgrounds, have much to offer to an understanding of educational issues in relation to the larger society in which educational institutions and practices are embedded. Prek-12 educators, educators in higher education institutions, parents, members of community organizations, and other community leaders all have important perspectives on learners and learning.
- Engagement is essential to both teaching and learning. In order to be successful, learners must be motivated to pursue knowledge and understanding, recognizing that learning is relevant and meaningful to their lives in both present and future. Educators likewise must be engaged in discovering what educational practices are most likely to motivate students. Both must become intrinsic, lifelong learners.
- Cutting across these themes is the belief that leadership in addressing contemporary and future issues and needs is a reflective process that requires thoughtful and evaluative analysis of the many forces and factors that affect teaching, learning, and schooling. The ultimate outcome of reflective practice and leadership is to be proactive in implementing educational practices that are equitable, meaningful, and relevant for student and societal welfare. Developing your capacity for reflective thought and action is a core outcome of this course.

### Diversity

Ours is a diverse nation founded upon the protection of rights and liberties of all. Over time, we as a nation have come to realize that every individual is unique and of value, regardless of their race, ethnicity, social economic status, gender, sexual orientation, religion, language, disabilities, and geography. Schooling, especially public schooling, has and continues to have a central role in educating our nation's citizens for life in this diverse and pluralistic society. Choosing to teach in public schools means accepting the moral and ethical responsibilities inherent in building a strong democratic society. In this course, you will have many opportunities to examine your beliefs regarding diversity and the challenges of providing equitable and fair educational opportunities for all.

## Campus Policies

### Academic Honesty Statement

Academic honesty is very important. It is dishonest to cheat on exams, to copy term papers, to submit papers written by another person, to fake experimental results, or to copy or reword parts of books or articles into your own papers without appropriately citing the source. Students committing or aiding in any of these violations may be given failing grades for an assignment or for an entire course, at the discretion of the instructor. In addition to any academic action taken by an instructor, these violations are also subject to action under the University of Maine Student Conduct Code. The maximum possible sanction under the student conduct code is dismissal from the University.

***Simply giving a citation after text, without writing it in your own words, is considered plagiarism.***

### Students with disabilities statement

If you have a disability for which you may be requesting an accommodation, please contact Student Accessibility Services, 121 East Annex, 581.2319, as early as possible in the term. Students who have already been approved for accommodations by SAS and have a current accommodation letter should meet with Dr. Howorth privately as soon as possible.

### Course Schedule Disclaimer (Disruption Clause)

In the event of an extended disruption of normal classroom activities, the format for this course may be modified to enable its completion within its programmed time frame. In that event, you will be provided an addendum to the syllabus that will supersede this version.

### Observance of Religious Holidays/Events

The University of Maine recognizes that when students are observing significant religious holidays, some may be unable to attend classes or labs, study, take tests, or work on other assignments. If they provide adequate notice (at least one week and longer if at all possible), these students are allowed to make up course requirements as long as this effort does not create an unreasonable burden upon the instructor, department or University. At the discretion of the instructor, such coursework could be due before or after the examination or assignment. No adverse or prejudicial effects shall result to a student's grade for the examination, study, or course requirement on the day of religious observance. The student shall not be marked absent from the class due to observing a significant religious holiday. In the case of an internship or clinical, students should refer to the applicable policy in place by the employer or site.

### Sexual Violence Policy

The University of Maine is committed to making campus a safe place for students. Because of this commitment, if you tell a teacher about an experience of **sexual assault, sexual harassment, stalking, relationship abuse (dating violence and domestic violence), sexual misconduct or any form of gender discrimination** involving members of the campus, **your teacher is required to report** this information to the campus Office of Sexual Assault & Violence Prevention or the Office of Equal Opportunity.

**If you want to talk in confidence** to someone about an experience of sexual discrimination, please contact these resources:

For confidential resources on campus: **Counseling Center: 207-581-1392 or Cutler Health Center: at 207-581-4000.**

For confidential resources off campus: **Rape Response Services: 1-800-310-0000 or Spruce Run: 1-800-863-9909.**

**Other resources:** The resources listed below can offer support but may have to report the incident to others who can help: For support services on campus: Office of Sexual Assault & Violence Prevention: 207-581-1406, Office of Community Standards: 207-581-1409, University of Maine Police: 207-581-4040 or 911. Or see the OSASP website for a complete list of services at

<http://www.umaine.edu/osavp/>

## Tentative Course Schedule

Additional readings are posted on Blackboard and may be assigned throughout the semester. Schedule is subject to change.

| Week/Dates   | Topic                                      | Readings  | Assignment Due  |
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| Week 1<br>9/4/18 – 9/9/18<br>Tuesday-Sunday        | A Framework for Positive Outcomes          | <ul style="list-style-type: none"> <li>✓ Syllabus</li> <li>✓ Flexer et al. (2013) Ch. 1</li> </ul>  | <ul style="list-style-type: none"> <li>✓ Quiz 1</li> <li>✓ Sign Up for Book Club Groups</li> </ul>  |
| Week 2<br>9/10/18 - 9/16/18<br>Monday-Sunday       | Transition Legislation & Models            | <ul style="list-style-type: none"> <li>✓ Flexer et al. (2013) Ch. 2</li> <li>✓ Your assigned report from <a href="http://www.nlts2.org/reports/index.html">http://www.nlts2.org/reports/index.html</a></li> </ul> | <ul style="list-style-type: none"> <li>✓ Quiz 2</li> <li>✓ Book Club: Introductions</li> </ul>  |
| Week 3<br>9/17/18 – 9/23/18<br>Monday- Sunday      | Multicultural & Collaborative Competencies | <ul style="list-style-type: none"> <li>✓ Flexer et al. (2013) Ch. 3</li> </ul>  | <ul style="list-style-type: none"> <li>✓ <b>Assignment 1: NLTS2 Study Brief DUE 9/23</b></li> <li>✓ Quiz 3</li> </ul>   |
| Week 4<br>9/24/18 – 9/30/18<br>Monday-Sunday       | Career Development Theories                | <ul style="list-style-type: none"> <li>✓ Flexer et al. (2013) Ch. 4</li> <li>✓ Book Club:<br/>Riding the Bus with My Sister, pp. 1-48</li> </ul>  | <ul style="list-style-type: none"> <li>✓ Quiz 4</li> <li>✓ Book Club Meeting 1:<br/>Discussion Questions 1&amp;2 p. 382</li> </ul>  |
| Week 5<br>10/1/18 – 10/7/18<br>Monday-Sunday       | Transition Assessment                      | <ul style="list-style-type: none"> <li>✓ Flexer et al. (2013) Ch. 5</li> <li>✓ Work on Transition Plan</li> </ul>   | <ul style="list-style-type: none"> <li>✓ Quiz 5</li> <li>✓ <b>Assignment 2: Site Visit DUE 10/7</b></li> </ul>  |
| Week 6<br>10/9/18 – 10/14/18<br>Tuesday -Sunday    | Developing Post-Secondary Goals            | <ul style="list-style-type: none"> <li>✓ Flexer et al. (2013) Ch. 6</li> <li>✓ Work on Transition Plan</li> <li>✓ Book Club:<br/>Riding the Bus with My Sister, pp. 49- 110</li> </ul>                            | <ul style="list-style-type: none"> <li>✓ Quiz 6</li> <li>✓ Book Club Meeting 2:<br/>Discussion Questions 3&amp;4 p. 382</li> </ul>  |
| Week 7<br>10/15/18 – 10/21/18<br>Monday-Sunday     | Developing Courses of Study                | <ul style="list-style-type: none"> <li>✓ Flexer et al. (2013) Ch. 7</li> <li>✓ Work on Transition Plan</li> </ul>   | <ul style="list-style-type: none"> <li>✓ Quiz 7</li> <li>✓ <b>Online Module 1: Interagency Collaboration DUE 10/21</b></li> </ul>   |
| Week 8<br>10/22/18 – 10/28/18<br>Monday-Sunday     | Collaborative Transition Services          | <ul style="list-style-type: none"> <li>✓ Flexer et al. (2013) Ch. 8</li> <li>✓ Work on Transition Plan</li> <li>✓ Book Club:<br/>Riding the Bus with My Sister, pp. 111- 177</li> </ul>                           | <ul style="list-style-type: none"> <li>✓ Quiz 8</li> <li>✓ Book Club Meeting 3:<br/>Discussion Questions 5&amp;6 p. 383</li> </ul>  |
| Week 9<br>10/29/18 – 11/4/18<br>Monday-Sunday      | Developing and Teaching the Transition IEP | <ul style="list-style-type: none"> <li>✓ Flexer et al. (2013) Ch. 9</li> <li>✓ Work on Transition Plan</li> </ul>   | <ul style="list-style-type: none"> <li>✓ <b>Online Module 2: Student Centered Planning DUE 11/4</b></li> <li>✓ Quiz 9</li> </ul>  |
| Week 10<br>11/5/18 – 11/11/18<br>Monday-Sunday     | Coordinating Transition Services           | <ul style="list-style-type: none"> <li>✓ Flexer et al. (2013) Ch. 10</li> <li>✓ Work on Transition Plan</li> <li>✓ Book Club:<br/>Riding the Bus with My Sister, pp. 178-253</li> </ul>                           | <ul style="list-style-type: none"> <li>✓ Quiz 10</li> <li>✓ Book Club Meeting 4:<br/>Discussion Questions 7&amp;8 p. 384</li> </ul>   |
| Week 11<br>11/12/18- 11/18/18<br>Monday-Sunday     | Transition to Postsecondary Education      | <ul style="list-style-type: none"> <li>✓ Flexer et al. (2013) Ch. 11</li> <li>✓ Work on Transition Plan</li> </ul>  | <ul style="list-style-type: none"> <li>✓ Quiz 11</li> </ul>   |
| Week 12<br>11/19/18 – 11/20/18<br>Monday & Tuesday |  | <b>FINISH TRANSITION PLAN</b>   | <ul style="list-style-type: none"> <li>✓ <b>Assignment 3: Transition Plan Due 11/20/18</b></li> </ul>   |
| Week 13<br>11/26/18 – 12/2/18<br>Monday- Sunday    | Post High School Settings                  | <ul style="list-style-type: none"> <li>✓ Book Club:<br/>Riding the Bus with My Sister, pp. 254-293</li> </ul>   | <ul style="list-style-type: none"> <li>✓ Book Club Meeting 5:<br/>Discussion Questions 9&amp;10 p. 384</li> <li>✓ <b>Online Module 3: Post High School Settings DUE 12/2</b></li> </ul> |

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| Week 14<br>12/3/18 – 12/9/18<br>Monday- Sunday       | Transition to<br>Employment                             | <ul style="list-style-type: none"> <li>✓ Flexer et al. (2013) Ch. 12</li> <li>✓ Book Club:<br/>Riding the Bus with My Sister, pp. 294-337</li> </ul> | <ul style="list-style-type: none"> <li>✓ Quiz 12</li> <li>✓ Book Club Meeting 6:<br/>Discussion Questions 11&amp;12 p.<br/>385</li> </ul> |
| Week 15<br>12/10/18 –<br>12/14/18<br>Monday – Friday | Independent<br>Living and<br>Community<br>Participation | <ul style="list-style-type: none"> <li>✓ Flexer et al. (2013) Ch. 13</li> <li>✓ Book Club:<br/>Riding the Bus with My Sister, pp. 338-365</li> </ul> | <ul style="list-style-type: none"> <li>✓ Quiz 13</li> <li>✓ Book Club Wrap Up: Discussion<br/>Questions 13 p. 385</li> </ul>              |
| 12/16/18 – 12/21<br>Final Exam Week                  |   | <b>NO FINAL EXAM</b>   |   |