

University of North Texas at Dallas
Spring 2013
SYLLABUS

EDSP 4360D-090: TRANSITION EDUCATION AND SERVICES FOR EXCEPTIONAL LEARNERS 3 HRS	
Division of Education and Human Services	
Instructor Name:	Ms. Marty Walter
Office Location:	DAL 1 (7300) via Judith Nix, administrative asst.
Office Phone:	(972) 338-1345
Email Address:	marty.walter@unt.edu
Office Hours:	1 hour before class time or by appointment
Classroom Location:	DAL1 (7300), Room 274
Class Meeting Days & Times:	Thursday 5:30 PM -8:20 PM
Course Catalog Description:	This course focuses on transition education and services for individuals with disabilities across the lifespan with emphasis on the post secondary years. It examines the theory, models, and practice of transition planning from school to community living, post-secondary education and employment. Legislative history and practical application of skills such as transition assessment, IEP planning, job development, and job placements are also emphasized.
Prerequisites:	EDSP 3210, or equivalent, EDSP 3240 & 4320
Required Text:	Sitlington, P., Neubert, D., & Clark, G. (2010). <i>Transition education and services for students with disabilities</i> (5 th ed.). Upper Saddle River, NJ: Pearson.
Recommended Text and References:	Other required readings as assigned
Access to Learning Resources:	UNT Dallas Library: Phone: (972) 780-3625; Web: http://www.unt.edu/unt-dallas/library.htm UNT Dallas Bookstore: Phone: (972) 780-3652; E-mail: 1012mgr@fhcg.follett.com
Course Goals or Overview:	
	Aligned with state and national standards, the goals of this course are as follows: exploring access issues related to post secondary options; incorporating transition related issues throughout school curriculum; and developing skills in collaboration.
Learning Objectives/Outcomes: Upon completion of this course, the learner will:	
1	Demonstrate an understanding of the meaning of the term “transition” in special education literature.
2	Demonstrate knowledge of laws, history and procedures relating to the education of secondary

	level youth and adults with disabilities.
3	Demonstrate knowledge and concepts involved in assessing, placing, and educating secondary level youth with disabilities in a variety of settings.
4	Develop and demonstrate methods of teaching secondary students with disabilities in a variety of domains, i.e. social/emotional, cognitive, behavioral, and vocational/career.
5	Demonstrate knowledge of a variety of community resources for secondary and postsecondary individuals with disabilities and their families in the North Texas region.
6	Describe specific issues relevant to the needs of the secondary level students with disabilities, including long range planning, and parent/family concerns.

The competencies for this course are taken from the [Council for Exceptional Children Initial Level Knowledge and Skills](#), [Texas Standards for Special Education](#), and the [TExES Competencies for Special Education EC-12](#).

Texas Special Education Standards

- I. The special education teacher understands and applies knowledge of the philosophical, historical, and legal foundations of special education.
- II. The special education teacher applies knowledge of professional roles and responsibilities and adheres to legal and ethical requirements of the profession.
- III. The special education teacher knows how to communicate and collaborate effectively in a variety of professional settings.
- IV. The special education teacher understands and applies knowledge of the characteristics and needs of individuals with disabilities.
- V. The special education teacher understands formal and informal assessment procedures and knows how to evaluate student competencies to make instructional decisions.
- VI. The special education teacher understands and applies knowledge and procedures for planning instruction and managing teaching and learning environments.
- VII. The special education teacher understands and applies knowledge of issues and procedures for teaching appropriate student behavior and social skills.
- VIII. The special education teacher understands assistive technology as defined by state and federal regulations.
- IX. The special education teacher understands and applies knowledge of transition issues and procedures across the life span.
- X. The special education teacher promotes students' academic performance in all content areas by facilitating their achievement in a variety of settings and situations.
- XI. The special education teacher promotes students' performance in English, language arts and reading.
- XII. The special education teacher promotes students' performance in mathematics.

TExES Special Education Competencies
Domain II-Promoting Student Learning and Development

- **Competency 003-The special education teacher understands and applies knowledge of procedures for planning instruction for individuals with disabilities.**
 - C. Knows curricula for developing cognitive, academic, social, language, affective, motor, functional, transition and career life skills for individuals with disabilities.
 - F. Applies knowledge of issues, resources and appropriate strategies for teaching students with disabilities in specialized settings (e.g., alternative schools, special centers, hospitals, residential facilities), including transitions to and from school- and community-based settings.
 - I. Knows how the general or special classroom and other learning environments (e.g., home, job site, cafeteria, transportation, community) impact student learning and behavior and applies strategies for planning educational environments that promote students' learning, active participation, communication, self-advocacy, increased independence and generalization of skills.
 - K. Knows how to use local, state and federal resources to assist in programming for individuals with disabilities.

- **Competency 005—The special education teacher knows how to promote students' educational performance in all content areas by facilitating their achievement in a variety of settings and situations.**
 - F—Knows life-skills and self-help curricula and strategies for providing students with life-skills instruction relevant to independent or assisted living and employment.
 - H—Applies strategies for integrating affective, social and career/vocational skills with academic curricula, teaching students with disabilities to solve problems and use other cognitive strategies to meet their individual needs and facilitating maintenance and generalization of skills across learning environments.
 - K—Knows how to provide community-referenced and community-based instruction as appropriate.
 - L—Knows how to design and implement instruction in independent living skills, vocational skills and career education for students with physical and health disabilities and how to promote the use of medical self-management procedures for students with specialized health care needs.

- **Competency 007—The special education teacher understands and applies knowledge of transition issues and procedures across the life span.**
 - A—Knows how to plan, facilitate and implement transition activities as documented in Individualized Family Services Plans (IFSPs) and Individual Education Programs (IEPs).
 - B—Knows how to plan for and link students' current and previous developmental and learning experiences, including teaching strategies, with those of subsequent settings.

- C—Knows programs and services available at various levels and how to assist students and families in planning transition.
- D—Knows how to teach students skills for coping with and managing transitions.
- E—Knows sources of unique services, networks and organizations for individuals with disabilities, including career, vocational and transition support.
- F—Applies knowledge of procedures and supports needed to facilitate transitions across programs and placements.
- G—Knows how to collaborate with the student, the family and others to design and implement transition plans that meet identified student needs and ensure successful transitions.
- H—Applies skills for communicating with families about issues related to transition and strategies for helping their children make successful transitions.

Domain IV-Foundations and Professional Roles and Responsibilities

- **Competency 010—The special education teacher understands the philosophical, historical and legal foundations of special education.**
 - A—Knows the historical foundations of special education, major contributors to the literature, major legislation relevant to knowledge and practice in the education of individuals with disabilities and current issues and trends in special education.
 - C—Applies current educational terminology and definitions regarding individuals with disabilities, including professionally accepted classification systems and current incidence and prevalence figures.

- **Competency 011—The special education teacher applies knowledge of professional roles and responsibilities and adheres to legal and ethical requirements of the profession.**
 - J—Knows laws, regulations and policies related to the provision of specialized health care in the educational setting.

- **Competency 012—The special education teacher knows how to communicate and collaborate effectively in a variety of professional settings.**
 - G—Knows the types of information generally available from parents/guardians, school officials, the legal system and community service agencies.

Course Outline

This schedule is subject to change by the instructor. Any changes to this schedule will be announced in class and via Learn.

Date	Topic/Reading Assignment/Chapters	Your timeline and due dates
January 17	Intro to course and syllabus review Quality of Life Issues	Buy textbook Organize your calendar
January 24	Transition Defined Read Chapter 1 Look for additional readings & resources on Blackboard Learn	Complete Transition Blog Survey
January 31	Read Chapter 2 <i>Begin Blog postings:</i> <i>Blog should be posted by Saturday and commented on by Wed. at 4:00 pm</i>	Summarize highlights for class Send url for edublog by end of wk.
February 7	Texas Legislative Foundations intro. Speaker- Cindy Pierce, Region 10	Notes <i>Quiz #1</i>
February 14	Dare to Dream reflection paper	<i>No Class</i>
February 21	Legislative Foundations- Dr. Bryant and Dr. Guevara	Quiz #1-returned
February 28	Indicator 13 from Texas State Performance Plan (SPP) Look for additional readings & resources on Blackboard Learn	Handout
March 7	Students and Families as Participants Cultural & Linguistically Diverse Youth with Disabilities Best Practices in Transition Instructional Strategies Read Chapters 3 & 6 Look for additional readings & resources on Blackboard Learn	Accessibility Survey
March 14	Transition Assessment Read Chapter 4 Look for additional readings	Quiz #2

March 22	SPRING BREAK	Have a safe spring break
March 28	Employment Read Chapters 7& 8 Look for additional readings & resources on Blackboard Learn	Quiz #3 Print and read <i>SCANS Report</i> from Blackboard Vista
April 4	Postsecondary Education Read Chapter 9 Look for additional readings & resources on Blackboard Learn	
April 11	Adult Living and Community Participation Chapter 10 Look for additional readings & resources on Blackboard Learn	Quiz #4
April 18	School and Community Linkages and Resources Read Chapter 11 Look for additional readings & resources on Blackboard Learn	
April 25	Lesson Planning, Health Care transition	Quiz #5
May 2	<i>Group Work</i> Summary of Performance	<i>Instructor available upon request</i> ONLINE SESSION (NO IN-CLASS MEETING)
May 9	Presentation of group work- Final	Transition IEP, Lesson Plan Presentation

COURSE EVALUATION METHODS

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course. Your grade in this course will be determined based on a weight system. Activities, assignments, quizzes, etc. will be awarded points and assigned an overall percentage weight. It is advised that you keep track of your points throughout the semester so that you can determine your grade throughout the semester.

Professionalism, Punctuality, and Participation

Professionalism. Enhancing professionalism and ethical behavior is an underlying goal of all courses in UNT Dallas' Programs in Special Education, as well as a foundational topic of this course. Therefore, at all times, students are expected to conduct themselves in a highly responsible and respectful manner. In addition to those guidelines addressing student conduct established by the university and addressed in the undergraduate catalog and student handbook (e.g., cheating, plagiarism), professionalism includes the following:

- establishing and maintaining positive relationships and interactions with peers, colleagues, and instructors;
- attending respectfully to others who are sharing information (or asking questions) with the class;
- being flexible and understanding in response to unforeseen changes in the syllabus;
- maintaining attention and alertness, and refraining from engaging in any activity not directly related to this class during class hours;
- making only positive comments and gestures directed toward others in the class.

Note: please ensure that cell phones are turned off prior to entering the classroom, as phone calls during class time are disruptive to the instructional activities of the course.

The use of personal computers is encouraged for those students who prefer this medium for note taking. However, professionalism dictates that students use their computers for class-related activities only during class time.

All assignments, unless otherwise noted, are expected to be completed individually. In addition, no work completed and turned in for this course should be turned in at a later time (without significant changes or additions) to fulfill requirements for other courses, or shared with other students for the purpose of completing course work in special education courses of this or other instructors.

Participation

You are expected to fully participate in all class activities, including lectures and discussions, demonstrations, role plays, presentations and discussions, small-group projects, collaborative learning activities, etc. Generally, it is expected that all students will make at least one contribution to the class discussion every class period.

Accessibility Survey

This assignment will require you to survey your local community for accessibility for individuals with disabilities. In order to complete this assignment, you will select and survey **one location**. During your survey, you will consider accessibility issues for **two disabilities**. You will choose **one disability from a high incidence category** and **one from the low incidence categories**. See Accessibility Survey Guidelines and Grading Sheet later in the syllabus.

Quizzes

To ensure that you are mastering transition information competencies, 5 quizzes will be conducted throughout the course. Quizzes will consist of comprehension checks from chapter readings, class presentations, and other activities related to the course. Quiz questions may take any form – multiple choice, true/false, and/or short answer. All quizzes will be online via Blackboard Vista.

Transition IEP and Lesson Plan

You will work with a small group to develop an appropriate transition plan and Lesson Plan based on a case study of a student with disabilities. Your group will develop a presentation that highlights key elements of your Transition IEP and Lesson Plan.

Transition Blog and Presentation

You will work with a small group to develop a **blog** to share with students, educators, parents, agencies, or other professionals concerning **transition needs of students with disabilities**.

Health Care Transition

You will complete an online module, which focuses on the health care transition needs for individuals with disabilities.

Extra Credit

Points will be awarded for joining the Student Council for Exceptional Children (SCEC) and actively participating in club activities. A major project we have this semester is a mentoring program with Louise Kahn Elementary School. You will learn of different activities related to this school throughout the semester. Other opportunities for extra credit will be announced throughout the semester.

GRADING PROCEDURES:

Your grade in this course will be determined based on a weight system. Each activity, assignment, and quiz will be worth a specific number of points.

Method	Points
Professionalism & Participation	100
Accessibility Survey	100
Transition Blog	200
Transition IEP, Lesson Plan & Presentation	300
Quizzes	250
Health Care Transition	50
Total	1000

Grade Distribution

<u>GRADE</u>	<u>PERCENTAGE</u>
A.....	90-100%
B.....	80-89%
C.....	70-79%
D.....	60-69%
F.....	Below 60%

Final Grade Computation

Weight toward the final grade will be awarded accordingly: This is tentative and may be changed with prior notice. **An Incomplete Grade is given ONLY under significant extenuating circumstance WITH supporting documentation and at the professor's discretion.**

Note: To determine your grade at any given time, simply divide your score by the total number of points you have earned on the assignment given. This will give you a percentage for the evaluation method.

UNIVERSITY POLICIES AND PROCEDURES

STUDENTS WITH DISABILITIES (ADA COMPLIANCE)

The University of North Texas Dallas is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 – The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels. For more information, you may visit the Student Life Office, Suite 200, in building 2 or call (972) 780-3632.

The Division of Education and Human Services is committed to full academic access for all qualified students, including those with disabilities. In keeping with this commitment and in order to facilitate equality of educational access, faculty members in the Division will make reasonable accommodations for qualified students with a disability, such as appropriate adjustments to the classroom environment and the teaching, testing, or learning methodologies when doing so does not fundamentally alter the course.

If you have a disability, it is your responsibility to obtain verifying information from the Office of Student Life and to inform me of your need for an accommodation. Grades assigned before an accommodation is provided will not be changed. Information about how to obtain academic accommodations can be found in UNTD Policy 7.004, [Disability Accommodations for Students](#), and by visiting Student Life, building 2, Suite 200. (972) 780-3632, studentlife@unt.edu.

ASSIGNMENT POLICIES

- All assignments must be completed individually, unless stated otherwise by the instructor. The instructor reserves the right to request that a student redo an assignment that is not satisfactory.
- In such cases a response cost of up to 10 % may be assessed. IF an assignment is accepted late, a 10% late cost will be assessed for submitting assignments late, unless the instructor has given prior approval and waived the 10% late cost.
- **No incompletes** will be given without documentation of extenuating circumstances.

Use of Person-First Language: You are expected to use “Person-First” language at all times when referring to individuals with a disability (e.g., “students with autism,” or “a student with behavioral problems”). Please do not use labels like “Mentally Retarded student” or “Autistic kid” or “Emotionally Handicapped class” because of the associated negative connotations.

Written Assignments:

All written assignments should follow APA format. Work must be typed, double-spaced and have a cover sheet that includes your name, date, and course number. Assignments must be stapled or bound. **ALL assignments must be written in people-first language and have minimum errors in grammar to receive full credit.**

EXAM POLICY

Make-up exams are **NOT allowed** unless prior permission was received. Such permission will be given at the discretion of the instructor. Make-ups are scheduled at the instructor's convenience and may contain different questions than the original exam.

BAD WEATHER POLICY

On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website www.unt.edu/dallas. Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

ATTENDANCE AND PARTICIPATION POLICY

The University attendance policy is in effect for this course. Class attendance and participation is expected because the class is designed as a shared learning experience and because essential information not in the textbook will be discussed in class. The dynamic and intensive nature of this course makes it impossible for students to make-up or to receive credit for missed classes. Attendance and participation in all class meetings is essential to the integration of course material and your ability to demonstrate proficiency. Students are responsible to notify the instructor if they are missing class and for what reason. Students are also responsible to make up any work covered in class. It is recommended that each student coordinate with a student colleague to obtain a copy of the class notes, if they are absent.

Punctuality. Attendance and punctuality are salient indicators of one's personal commitment to professional behavior and learning. Despite challenges posed by highway gridlock and juggling personal schedules, all students are expected to attend every class meeting, and to arrive in class on time. In order for an absence or tardy to be considered excused, you must (in most cases) inform the instructor, in advance, of the reason for the expected absence.

Important: The University attendance policy is in effect for this course. Class attendance and participation is expected because the class is designed as a shared learning experience and because essential information not in the textbook will be discussed in class. The dynamic and intensive nature of this course makes it impossible for you to make-up or to receive credit for missed classes.

For every two (2) class sessions missed, your final grade for the course will be lowered one letter. Arriving late and leaving early is included in this policy so make the necessary adjustments to your schedule before the 2nd class meeting of this course. **Any student arriving 15 minutes late for class will not receive participation points for the day.**

DIVERSITY/TOLERANCE POLICY:

Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Any disruptions which violates the Code of Student Conduct will be referred to the Center for Student Rights and Responsibilities as the instructor deems appropriate.

CHEATING AND PLAGIARISM POLICY

The UNT Code of Student Conduct and Discipline provides penalties for misconduct by students, including academic dishonesty. Academic dishonesty includes cheating and plagiarism. The term "cheating" includes, but is not limited to, (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; and (3) the acquisition, without permission, of tests or academic material belonging to a faculty or staff member of the university. The term "plagiarism" includes, but is not limited to, the use of the published or unpublished work of another person, by paraphrase or direct quotation, without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. If a student engages in academic dishonesty related to this class, the student will receive a failing grade on the test or assignment and a failing grade in the course. In addition, the case will be referred to the Dean of Students for appropriate disciplinary action.

You will type on any paper to be turned in the following statement to which you agree to: **"On my honor, I have not given, nor received, nor witnessed any unauthorized assistance that violates the UNT-Dallas Academic Integrity Policy."** Then you must sign the statement.

JAGUARCONNECT MAIL

All students should activate and regularly check their JaguarConnect (e-mail) account. JaguarConnect is used for official communication from the University to students. Many important announcements for the University and College are sent to students via JaguarConnect Mail. For information about JaguarConnect Mail, including how to activate an account and how to have JaguarConnect Mail forwarded to another e-mail address, visit <http://jaguarconnect.unt.edu/>

TECHNOLOGY INTEGRATION POLICY

The Elementary Education program area supports technology integration to assist pre-service and in-service teachers to design and implement curricular and instruction activities, which infuse technology throughout the elementary and middle school curriculum.

Accessibility Survey Guidelines

Directions:

In order to complete this assignment, you will survey **one location**. For the location you survey, you will consider accessibility issues for **two different disabilities**. You will choose **one disability from the high incidence category** and **one from the low incidence category**. Begin your survey by giving a general description of what you see, or what activity is taking place. In other words, paint a picture for the reader. The list below is just a guide of things you can consider when describing each site.

Include at least two (2) pictures of the chosen site. After giving a general description of the site, discuss at least two (2) examples of poor access for your chosen category and rationales why you consider the access to be poor. Then discuss at least two (2) examples (if appropriate) of good access with rationales. Finally, present two (2) suggestions for accommodations that would improve accessibility to the site. It is possible that you may survey a place that you believe is completely accessible or inaccessible for your chosen categories. If that is the situation for that site, then discuss at least four (4) accessibility issues. Be sure to attach the "**Accessibility Grading Sheet**" with your completed assignment.

Some factors that may be analyzed when determining accessibility:

- Parking (availability, close to facility, wide enough)
- Locations of bus stops
- Ramps and curb cuts (location, ample number)
- Entrances, doorways (widths, handles, automatic)
- Stairs (steepness, handrails)
- Elevators (door openings, cab size, height of controls)
- Aisle width and floor space; obstructions
- Restrooms (marked and accessible, paper towels, mirror, sink at appropriate levels)
- Intersections (controlled or uncontrolled)
- Sidewalks (existence and condition)
- Emergency Procedures
- Presentation of written and verbal material
- Seating arrangements in restaurants, theaters, sporting arena, or classrooms)
- Public notice of willingness to accommodate
- Environmental factors (smoking, temperature, lighting)
- Closed-captioning
- TTY's available

Disability Categories

High Incidence

Specific Learning Disabilities
Speech or Language Impairments
Behavior Disorders
Mental Retardation

Low Incidence

Deaf and Hard of Hearing
Visual Impairments
Other Health Impairments
Physical Impairments
Autism
Traumatic Brain Injury
Multiple Handicaps

Accessibility Survey Grading Sheet

Name: _____

Components	Value	Points
Site		
(Location)	20	
(Exceptionality: High Incidence)	10	
Examples of poor access with rationales	4	
Examples of good access with rationales	4	
Suggested accommodations	15	
Pictures	4	
(Exceptionality: Low Incidence)	10	
Examples of poor access with rationales	4	
Examples of good access with rationales	4	
Suggested accommodations	15	
Grammar & Writing Style	10	
Total Points	100	

Blog Instructions

Starting Point:

Each group will create your Transition Blog and submit your url. To get started, do the following:

- **Go to Blogspot.com** to create your blog.
- **Your Profile**---be sure to include general background information of who you are
- **Be sure to include all group members as authors**
- **Allow comments** to be posted to your blog.
 - Go to your blog
 - Click on Customize
 - Click on Settings
 - Click on Comments
 - Click Show
 - Click on Users with Google Account

During this semester, your group is required to maintain ongoing communication with another collaborative partner group in this course via a blog. What is a blog? “A blog—short hand term that means, “Web log”—is an online, chronological collection of personal commentary and links” (www.educause.edu/eli). Collaborating with peers across content area allows you to practice in a safe environment ways in which you can determine the benefits of including an ongoing dialogue with consumers and peers in your school, state, region, country, or world about issues that impact the lives of individuals with disabilities.

Purpose:

The purpose of this assignment is to give you an opportunity to take advantage of one of the latest resources available to actively inform parents, students, and colleagues about transition issues and information that impact the lives of individuals with disabilities. In this course you are learning about the importance of individuals with disabilities and their families making informed decisions about various aspects of their lives. You are also learning that sometimes finding this information isn't easy for many of these individuals and their families. As a professional, you have an opportunity to build a learning community that shares valuable resources and information in a timely fashion. Blogging is one way to get the word out quick and to get feedback from those who follow your blog. Some topics will be more challenging than others, but all should be developed and commented on in a manner that informs professionals, parents, teachers, and students with disabilities.

The information you post will be directly related to the transition goal areas listed below. You **must create a category name for at least Employment, Postsecondary Education, Training, and Independent Living**. However, the list provided includes other appropriate goal areas that can be considered for students with disabilities in transition planning.

In other words, for ten weeks, beginning the week of February 9, 2012, your group will choose one of the required goal areas as your topic. Since there are 4 required goal areas to address, you may decide you'd like to address one goal area twice, during the 10-week period. If so, the second time you address the same goal area it will count as a different topic because you will identify different resources. For example, Week 1, you may decide to address Employment and your target audience might be students. Week 8 you may decide to address Employment again and your target audience might be colleagues.

The other option is to choose a different goal area each week using the list below.

Goal Areas:

- Employment
- Vocational Education/Training
- Postsecondary Education
- Financial & Income Needs
- Independent Living
- Transportation & Mobility
- Social relationships
- Recreation & Leisure
- Health & Safety
- Self-Advocacy & Future Planning

*****PLEASE NOTE; ALTHOUGH ASSESSMENT ISN'T A GOAL AREA, FOR THIS COURSE, IT IS A WORTHY TOPIC AREA TO EXPLORE FOR ONE OF YOUR BLOG POSTINGS.**

**At the end of ten weeks (April 27, 2012), you will have completed your Transition Blog using the goal areas above.*

Collaborative Partners:

A list will be generated of collaborative partners in this course, or other groups, which will include each group's url. You are encouraged to take a look at other blogs on this list. You may find interesting information and comments in others' blogs in which you'd like to add a thought. Please feel free to do so.

You are required to have weekly postings and comments to each group (with a total of at least 10). I will review your postings for the quality of your input and participation, not necessarily the length of your responses. If your group finds it difficult to comment, imagine that you are sitting in a classroom and it is your turn to talk and to add to the discussion. I will be able to view all postings, although I may not actively comment. I will drop in to your blog periodically to see how you are doing. If I see that comments are headed too far off course, I will bring you back to some level ground. I will also let you know if links are viewable.

Below are the specific guidelines for how your blog should look.

Guidelines:

Your group will choose a target audience (i.e., students, parents/families, colleagues, other professionals) in which you think the information you're posting would be helpful.

Therefore, **each original posting** will include:

- (1) a general overview of each posting (what's the specific focus of this posting);
- (2) a minimum of three information resources (book, video, agency, website, organization, assessment, or learning activity) for each goal area that can be accessed by clicking on an Internet link embedded in your blog.; and
- (3) a brief description of how each resource is helpful to individuals with disabilities and/or their families related to transition.

Each comment made to your collaborative partners' response will include the following:

- (1) General impression of the identified resources;
- (2) What you liked most about the posting; and
- (3) How you might be able to use this information as a professional.

Reference

EDUCAUSE Learning Initiative. Retrieve (January 13, 2009).

<http://connect.educause.edu/Library/ELI/7ThingsYouShouldKnowAbout/39383>