

EDUCATION 737 SECTION 71

Family, Community, and Agency Collaboration for Transition for Individuals with Disabilities 3 credits

Syllabus  
Winterim 2024  
online

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## Purpose and Description of Course

This course emphasizes working with families, community, and agencies to meet the needs of students with disabilities across the life span. We will discuss the student's unique needs from early intervention to post high

school. Future teachers will develop a thorough understanding of familial needs, behaviors, and concerns for all family members. Future teachers will be introduced to community service agencies and other adult service organizations that collaborate with schools and adults with disabilities to provide support during and after K-12 education. Students will examine all aspects of adulthood and the transition to adulthood include legal issues, self-determination, employment options and training, education options, independent living skills, and recreation.

## Learning Outcomes

1. Students will read and discuss the legal responsibilities associated with K-12 setting and transition to adulthood.

**Connects to:** *CEC Standard 7 - Collaboration.* Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

2. Students will explore community agencies and supports that assist families and their children with disabilities from early childhood to adulthood.

**Connects to:** *CEC Standard 7 - Collaboration.* Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

3. Students will develop background and resources to support their current and future students and families through a variety of transitions.

**Connects to:** *CEC Standard 7 - Collaboration.* Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

*CEC Standard 2 - Learning Environments.* Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

4. Students will develop an informational session on a topic of interest to parents.

**Connects to:** *CEC Standard 7 - Collaboration.* Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

- Students will research age-appropriate transition assessments for education, employment, and independent living skills and use the case study to complete a Post-secondary Transition plan, linking assessment results with goals and services.

**Connects to:** *CEC Standard 4 - Assessment.* Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.

*CEC Standard 1 - Learner Development and Individual Learner Differences.* Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

## Evaluation/Course Requirements

Assignment	Brief Description	Points/Percentage	Learning Outcomes Met (#)
Weekly Assignments	Each week a variety of assignments will help you apply what you are learning in the course.	160/56%	1, 2, 3, 4
Community Agency Deep Dive	You will do a deep dive, which may include an interview with someone at an agency that serves individuals with disabilities regarding the services they provide to students or adults with disabilities and create a SMORE with the information.	25/9%	1, 2
Family Education (Engagement) Plan	Students develop a parent information program about a topic of importance to parents.	40/14%	4
Transition Choice Assignments - choose 3	The purpose of this assignment is to develop background knowledge and/or resources for your classroom.	60 (20 x 3)/21%	1, 2, 3, 4, 5
Total points		285/100%	

These assignments can be used for the Comprehensive Portfolio and meet the Graduate Learning Outcomes #1 or 2 depending on the choices you make. I encourage you to write a reflection for each artifact explaining which program outcomes are demonstrated with the artifact and how your experiences in the development of this artifact helped you meet this outcome shortly after the course ends.

Outcome 1: The application of graduate-level knowledge in core and research areas, as well as in the chosen emphasis area or, if seeking a general Master's degree with no emphasis area, electives.

Outcome 2: The ability to integrate content knowledge into curricular, instructional, and assessment strategies for students at different educational levels or in the Master's student applicable professional area

## Required Course Materials

**REQUIRED TEXTS:**

None. All required readings will be provided on Canvas.

## Netiquette

Netiquette is a set of rules for behaving properly online. Your instructor and fellow students wish to foster a safe online learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea but you are not to attack an individual. Working as a community of learners, we can build a polite and respectful course community. The following netiquette tips will enhance the learning experience for everyone in the course:

- Do not dominate any discussion.
- Give other students the opportunity to join in the discussion.
- Do not use offensive language. Present ideas appropriately.
- Be cautious in using Internet language. For example, do not capitalize all letters since this suggests shouting.
- Popular emoticons such as ☺ or / can be helpful to convey your tone but do not overdo or overuse them.
- Avoid using vernacular and/or slang language. This could possibly lead to misinterpretation.
- Never make fun of someone's ability to read or write.
- Share tips with other students.
- Keep an "open-mind" and be willing to express even your minority opinion. Minority opinions have to be respected.
- Think and edit before you push the "Send" button.
- Do not hesitate to ask for feedback.
- Using humor is acceptable.

Adapted from: Mintu-Wimsatt, A., Kernek, C., & Lozada, H. R. (2010). Netiquette: Make it part of your syllabus. *Journal of Online Learning and Teaching*, 6(1). Retrieved from [http://jolt.merlot.org/vol6no1/mintu-wimsatt\\_0310.htm](http://jolt.merlot.org/vol6no1/mintu-wimsatt_0310.htm); Shea, V. (1994). Netiquette. Albion.com. Retrieved from: <http://www.albion.com/netiquette/book/>.

## Inclusivity Statement

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

If you have experienced a bias incident (an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is criminal) at UWSP, you have the right to report it using this [link](#). You may also contact the Dean of Students office directly at [dos@uwsp.edu](mailto:dos@uwsp.edu).

## Confidentiality

Learning requires risk-taking and sharing ideas. Please keep your classmates' ideas and experiences confidential outside the classroom unless permission has been granted to share them.

## Grading Scale

94 – 100% = A	77 – 79% = C+	60 – 63% = D-
90 – 93% = A-	74 – 76% = C	< 60% = F
87 – 89% = B+	70 – 73% = C-	
84 – 86% = B	67 – 69% = D+	
80 – 83% = B-	64 – 66% = D	

## Communicating with your Instructor



Email is the quickest way to reach me: [sbueno@uwsp.edu](mailto:sbueno@uwsp.edu)

## Office hours

Individual zoom meetings by appointment <http://meet-with-dr-bueno.appointlet.com>

## Student Expectations

1. Complete the assigned readings before participating in the activities corresponding to the chapters.
2. Type and double-space all written assignments. Use proper spelling, punctuation, and grammar. Proofread work before submitting it for a grade.
3. Email the professor if a life event arises that will cause you to not participate and/or submit assignments on time.
4. Participate in class discussions and activities. Active participation in class is an important part of the learning process and development of educational professionalism.
5. Conduct yourself as a professional educator should conduct him/herself.
6. Use “people first” language in all interactions.
7. Apply high levels of scholarship and ethics to explore matters in regard to educating students with special needs.
8. Make an appointment to discuss questions regarding grades/other concerns with me privately.
9. Understand and display growth and development of the UWSP “Teacher Dispositions.”

## Late Work

For Winterim - All assignments are due by **Jan 21**. Other due dates are suggestions. If assignments are not in by **Jan 21** - you will need to make arrangements with me for an incomplete or receive the grade earned by **Jan 21**.

## Absences due to Military Service

As stated in the UWSP Catalog, you will not be penalized for class absence due to unavoidable or legitimate required military obligations, or medical appointments at a VA facility, [not to exceed two \(2\) weeks](#) unless special permission is granted by the instructor. You are responsible for notifying faculty members of such circumstances as far in advance as possible and for providing documentation to the Office of the Dean of Students to verify the reason for the absence. The faculty member is responsible to provide reasonable accommodations or opportunities to make up exams or other course assignments that have an impact on the course grade. For absences due to being deployed for active duty, please refer to the [Military Call-Up Instructions for Students](#).

## Religious Beliefs Accommodation

It is UW System policy ([UWS 22](#)) to reasonably accommodate your sincerely held religious beliefs with respect to all examinations and other academic requirements.

You will be permitted to make up an exam or other academic requirement at another time or by an alternative method, without any prejudicial effect, if:

- There is a scheduling conflict between your sincerely held religious beliefs and taking the exam or meeting the academic requirements; and
- You have notified your instructor within the first three weeks of the beginning of classes (first week of summer or interim courses) of the specific days or dates that you will request relief from an examination or academic requirement.
- Your instructor will accept the sincerity of your religious beliefs at face value and keep your request confidential.
- Your instructor will schedule a make-up exam or requirement before or after the regularly scheduled exam or requirement.
- You may file any complaints regarding compliance with this policy in the Equity and Affirmative Action Office.

## Equal Access for Students with Disabilities\*

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

*If modifications are required due to a disability, please inform the instructor and contact the [Disability and Assistive Technology Center](#) to complete an Accommodations Request form. Phone: 346-3365 or Room 609 Albertson Hall.*

## Help Resources

Tutoring	Advising	Safety and General Support	Health
Tutoring and Learning Center helps with Study Skills, Writing,	Academic and Career Advising Center, 320	Dean of Students Office, 212 Old Main, ext. 2611	Counseling Center, Delzell Hall, ext. 3553.

Technology, Math, & Science. 018 Albertson Hall, ext 3568	Albertson Hall, ext 3226	Health Care, Delzell Hall, ext. 4646
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## UWSP Service Desk

The Office of Information Technology (IT) provides a Service Desk to assist students with connecting to the Campus Network, virus and spyware removal, file recovery, equipment loan, and computer repair. You can contact the Service Desk via email at [techhelp@uwsp.edu](mailto:techhelp@uwsp.edu) or at (715) 346-4357 (HELP) or visit this [link for more information](#).

## Care Team

The University of Wisconsin-Stevens Point is committed to the safety and success of all students. The Office of the Dean of Students supports the campus community by reaching out and providing resources in areas where a student may be struggling or experiencing barriers to their success. Faculty and staff are asked to be proactive, supportive, and involved in facilitating the success of our students through early detection, reporting, and intervention. As your instructor, I may contact the Office of the Dean of Students if I sense you are in need of additional support which individually I may not be able to provide. You may also share a concern if you or another member of our campus community needs support, is distressed, or exhibits concerning behavior that is interfering with the academic or personal success or the safety of others, by reporting [here](#).

## Academic Honesty

Academic Integrity is an expectation of each UW-Stevens Point student. Campus community members are responsible for fostering and upholding an environment in which student learning is fair, just, and honest. Through your studies as a student, it is essential to exhibit the highest level of personal honesty and respect for the intellectual property of others. Academic misconduct is unacceptable. It compromises and disrespects the integrity of our university and those who study here. To maintain academic integrity, a student must only claim work which is the authentic work solely of their own, providing correct citations and credit to others as needed. Cheating, fabrication, plagiarism, unauthorized collaboration, and/or helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. Failure to understand what constitutes academic misconduct does not exempt responsibility from engaging in it.

*UWSP 14.03 Academic misconduct subject to disciplinary action.*

- (1) Academic misconduct is an act in which a student:
  - (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
  - (b) Uses unauthorized materials or fabricated data in any academic exercise;
  - (c) Forges or falsifies academic documents or records;
  - (d) Intentionally impedes or damages the academic work of others;
  - (e) Engages in conduct aimed at making false representation of a student's academic performance; or
  - (f) Assists other students in any of these acts.
  
- (2) Examples of academic misconduct include, but are not limited to:
  - Cheating on an examination
  - Collaborating with others in work to be presented, contrary to the stated rules of the course

- Submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another
- Submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas
- Stealing examinations or course materials
- Submitting, if contrary to the rules of a course, work previously presented in another course
- Tampering with the laboratory experiment or computer program of another student
- Knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Students suspected of academic misconduct will be asked to meet with the instructor to discuss the concerns. If academic misconduct is evident, procedures for determining disciplinary sanctions will be followed as outlined in the [University System Administrative Code, Chapter 14](#).

## Other Campus Policies

### FERPA

The [Family Educational Rights and Privacy Act](#) (FERPA) provides students with a right to protect, review, and correct their student records. Staff of the university with a clear *educational need to know* may also have to access to certain student records. Exceptions to the law include parental notification in cases of alcohol or drug use, and in case of a health or safety concern. FERPA also permits a school to disclose personally identifiable information from a student's education records, without consent, to another school in which the student seeks or intends to enroll.

### Title IX

UW-Stevens Point is committed to fostering a safe, productive learning environment. Title IX and institutional policy prohibit discrimination on the basis of sex, which includes harassment, domestic and dating violence, sexual assault, and stalking. In the event that you choose to disclose information about having survived sexual violence, including harassment, rape, sexual assault, dating violence, domestic violence, or stalking, and specify that this violence occurred while a student at UWSP, federal and state laws mandate that I, as your instructor, notify the Title IX Coordinator/Office of the Dean of Students.

Please see the information on the [Dean of Students webpage](#) for information on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students. For more information see the [Title IX page](#).

### Clery Act

The US Department of Education requires universities to disclose and publish campus crime statistics, security information, and fire safety information annually. Statistics for the three previous calendar years and policy statements are released on or before October 1<sup>st</sup> in our [Annual Security Report](#). Another requirement of the Clery Act is that the campus community must be given timely warnings of



ongoing safety threats and immediate/emergency notifications. For more information about when and how these notices will be sent out, please see our [Jeanne Clery Act](#) page.

### **Drug Free Schools and Communities Act**

The Drug Free Schools and Communities Act (DFSCA) requires institutions of higher education to establish policies that address unlawful possession, use, or distribution of alcohol and illicit drugs. The DFSCA also requires the establishment of a drug and alcohol prevention program. The Center for Prevention lists information about alcohol and drugs, their effects, and the legal consequences if found in possession of these substances. [Center for Prevention – DFSCA](#)

### **Copyright infringement**

This is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act. Each year students violate these laws and campus policies, putting themselves at risk of federal prosecution. For more information about what to expect if you are caught, or to take preventive measures to keep your computing device clean, visit our [copyright page](#).

# Course Schedule\*

## Tentative Schedule

Date	Tentative Topic	Assignments	Assignments Due by
<b>Module 1</b> Jan 2 - 7	Start HERE  Topic 1 - Understanding Families to Facilitate Engagement  Topic 2 - Theories and Models for Engagement  Topic 3 - Appreciating Families  Topic 4 - Siblings  Preview large assignments: Transition Choice, Family Education Plan	1. Introduction and Flipgrid 2. Defining Family 3. Read (Or watch Video) Chapter 1 4. Family Engagement Attitude Survey 5. Welcome to Holland Assignment 6. Read (Or watch Video) Chapter 2 7. Chapter 2 - Family systems short response 8. Appreciating Families Reading and Group Discussions (due next week) 9. ACES assignment 10. Watch Siblings videos 11. Siblings Assignment 12. Defining Family - Revisit 13. Review Big Assignments	<b>Suggested Sunday, January 7, 11:59pm</b>
<b>Module 2</b> Jan 8 - 14	Topic 5 - Laws  Topic 6 - Birth - Age 5  Topic 7 - Primary Years  Topic 8 - Self-Determination  Topic 9 - Secondary Years  Topic 10 - Student-led IEPs	1. Law Scenarios Activity 2. Appreciating Families Reading and Group Discussions (due) 3. Begin with the end Assignment 4. Read (Or watch Video) - Primary Years 5. Self -Determination Resource list 6. Read (Or watch Video) Chapter 11 - Secondary Years 7. Why is this cake on Fire 8. Family (Parent) Education Program Assignment	<b>Suggested Sunday, January 14, 11:59pm</b>

<p><b>Module 3</b> Jan 15 - 21</p>	<p>TOPIC 11 - Interagency Collaboration</p> <p>TOPIC 12 - Post school years</p> <p>TOPIC 13 - Planning for Transition to Adulthood</p>	<ol style="list-style-type: none"> <li>1. IRIS Module, assessment questions</li> <li>2. Community Agency Deep Dive</li> <li>3. Read (Or watch Video) Chapter 12 - Post School Years</li> <li>4. Employment</li> <li>5. Post-secondary ed discussion board</li> <li>6. Read (Or watch Video) Chapter 5 - Assessment</li> <li>7. Read (Or watch Video) Chapter 6 - Transition Planning</li> <li>8. PTP assignment</li> <li>9. Watch course wrap-up video</li> <li>10. Garrett Shows Reflection</li> <li>11. Course Reflection</li> <li>12. Transition Choice assignment</li> </ol>	<p><b>Firm - Sunday, January 21, 11:59pm</b></p>
			<p><b>Grades are due 2:00 pm on January 25th. I need time to grade. Please have everything in by Jan 21st at 11:59 pm OR make prior arrangements with me for a later due date/possible Incomplete.</b></p>