SPED 517 - Transition Services and Programs for Individuals with Disabilities Fall 2024 Syllabus
Instructor: Nicole A. Stephens, M.S.E.

E-mail: nicole.stephens@wku.edu	Office Hours: Email for virtual appointment

Online asynchronous course

*Note: This document and other class related materials are available at https://blackboard.wku.edu. The instructor reserves the right to make changes to this syllabus throughout the semester to better meet student needs. Any changes will be communicated to students via blackboard immediately.

Course Description

This course focuses upon transition planning for individuals with disabilities. Topics include interagency collaboration, vocational assessment, and life-skills competencies within the general curriculum. *As delineated in the WKU catalog. WKU GR Catalog Link: http://catalog.wku.edu/graduate/*

Learning Outcomes

Course objectives are part of a comprehensive program to meet Advanced Council of Exceptional Children (CEC), the Kentucky Teacher Professional Standards, and the Kentucky Framework for Teaching (KFT). All of these are aligned with the INTASC standards.

Specific learner outcomes for this course are that students will be able to:

1. Define transition, identifying its relationship to career education. (KTPS #1; CEC 3.3; KFT 1A, 1D)
2. Identify major educational reforms that have affected the development of transition services and vocational-technical education. (KTPS 1, CEC 2.0, 2.2, 3.3, 6.1; IIC.4.K2, IIC.6.K5, IIC.6.K3, IIC.6.S2, KFT 1A, 1D)
3. Identify legislation regarding career counseling and job placement for persons with disabilities. (KTPS 1, 9; CEC 3.3, IIC.4.K2, IIC.6.K5, IIC.6.K3, IIC.6.S2, KFT 1A, 1D)
4. Articulate the basic functions of system coordination, describing the consumer-centered principles for interagency coordination. (KTPS 10; CEC 5.0; IIC.5.K5, KFT 1Am 1B, 1C, 1E, 4F)
5. Analyze the quality of transition education programming that currently exists in a local middle/high school. (KTPS 6, 9, 10; CEC 1.1, 1.2, 3.1, 4.1: IIC.1.K9; IIC.4.S1, IIC.4.S2, IIC.4.S4, IIC.4.S5: KFT 4A, 4E)
6. Describe appropriate vocational/transitional assessment for persons with disabilities. (KTPS 6, CEC 1.1, 1.2; KFT 1F, 3D)
7. Develop and critique an Individual Transition Plan/Individual Graduation Plan. (KTPS 6, 7, 8; CEC 3.0 3.1 3.2 3.3; KFT 1A, 1B, 1C, 1D, 1E, 1F, 3D)
8. Analyze the process for developing and implementing interagency agreements. (KTPS 9, 101; CEC 7.0 7.2 7.3; KFT 1A, 4F)
9. Describe accommodations in the transition process for individuals with functional limitations and or language difference. (KTPS 4, 5, 2; CEC 3.4; KFT 1B, 1D, 4D, 4F)

10. Identify and build collaborative relationships with parents and agencies in the local community providing supports to individuals with disabilities. (KTPS 10; CEC 5.0, 5.3, IIC.4.K3, IIC.7.K1, IIC.7.S5, IIC.4.K3, IIC.7.K3; KFT 1B, 4D, 4F)
11. Identify residential and recreational opportunities in the local community for persons with disabilities. (KTPS 10; CEC 7.3; IIC.7.K3, IIC.5.K4, IIC.6.K9, KFT 4C, 4D, 4F)

<u>Textbooks and Required Materials</u>

There is one required textbook for this class:

> Morningstar, M. E., & Clavenna-Deane (2018). *Your complete guide to transition planning and services.* Brookes.

Additional readings will be assigned for class modules and available through the Blackboard website.

<u>Course Schedule</u>

This online course will be delivered in six modules, each lasting two weeks. There will be a two-week work period mid-semester during which no new content will be introduced and students will be provided with opportunities to work on long-term course projects and receive individualized support from the instructor.

Additional topics may be added to address student needs and interests. See the Blackboard website for assigned readings and tasks, as well as corresponding due dates.

Module 1: Introduction to Transition Foundations and Principles
Start date: August 19th
Closing date: September 3rd (No School on September 2nd- Labor Day)
Topics covered:

- Historical frameworks and rationale for secondary transition
- Outcomes of individuals with intellectual and developmental disabilities
- Educational legislation with implications for transition
- Principles of high-quality transition

Module 2: The Transition Planning Process
Start date: September 3rd
Closing date: September 16th
Topics covered:

- Transition assessment
- Transition planning
- Writing and implementing transition-focused IEPs
- Empowering students and families within the transition process

Module 3: Transitioning to Postsecondary Employment and Education/Training
Start date: September 16th
Closing date: September 30th
Topics covered:

- Career development and supported employment experiences
- Postsecondary education options
- Accessing supports and accommodations in postsecondary settings
- School partners for employment and higher education

Mid-Semester Project Work Time and Individual Progress Updates
Start date: September 30th
Closing date: October 14th
While no new content will be introduced during this time, you will be expected to complete the following tasks:

- Sign up for an a short individual progress update meeting with instructor (via Zoom) to discuss progress on final project (optional, but highly encouraged to receive instructor feedback and ensure you are on track)
- Work on final project and/or Outside Agency Report and Presentation

Module 4: Transitioning to Independent Living and Community Participation
Start date: October 14th
Closing date: October 28th
Topics covered:

- Independent and supported living options
- Functional skills instruction
- Supports for peer and intimate relationships
- Supported decision-making

Module 5: Collaboration in Transition
Start date: October 28th
Closing date: November 11th
Topics covered:

- School partners for transition
- Strategies for interagency collaboration
- Engaging communities around transition

Module 6: Comprehensive School Programming for Transition
Start date: November 11th
(Thanksgiving Break: November 25th – November 29th)
Closing date: December 2nd
Topics covered:

- Program evaluation and improvement
- Addressing barriers to transition programming
- Advanced topics in transition

During module 6, we will have an *optional* Virtual Q&A KY Transition Specialist Panel Discussion for *extra credit*! Look out for further details and the date/time via the Announcements tab on Blackboard later in the semester.

Finals Week
Dates: December 2nd – December 5th
Tasks

- Submit final project by December 6th at 11:59pm
- Complete course evaluation

Course Assignments

Note: More detailed assignment instructions and rubrics will be provided on Blackboard.

Introductory Discussion Board Post (25 points, Module 1)
Description**:** For the first module, students will introduce themselves and discuss their questions/thoughts toward improving transition education in their own teaching practice by responding to a discussion board prompt through Blackboard. Additional directions and grading requirements will be provided. Students are encouraged to complete the related readings and watch the lecture prior to posting.
Assignment Due: September 3rd at 11:59pm (closing date of Module 1)

Reflection Journals (125 points; 25 points per module, Modules 2-6)
Description**:** For each module, students will write a 1-2 page reflection on key concepts from the module, starting in Module 2. Evidence from the module readings, lecture videos, and your own teaching experiences should be used to support your reflection. Additional directions and grading requirements will be provided on Blackboard. Reflection journals are due on the second Monday of each module. Video submissions may be used as an alternative- more details to come on Blackboard.
Reflection Journals Due: Module 2: September 9th at 11:59pm
Module 3: September 23rd at 11:59pm
Module 4: October 21st at 11:59pm
Module 5: November 4th at 11:59pm (will be a discussion board)
Module 6: November 18th at 11:59pm

Transition Planning Quiz (25 points)
Description: As a summative assessment for Module 2, you will complete a short quiz on Blackboard that reviews the components of high-quality individual transition plans (ITPs) compliant with federal and state laws**.**
Assignment Due: September 16th at 11:59pm (closing date of Module 2)

Transition Assessment Practice Guide (50 points)
Description: In this assignment, students will select a transition assessment tool from a list provided by the instructor and implement the assessment with an individual with disabilities (*age 14-22 is preferred, but if a student does not have access to an individual in this age group, they may contact the instructor about adapting an assessment for a younger child*). They will then carefully review and critique the tool, as well as prepare a short "practice guide" addressing its key features and use. Doing so will save you some time!
Assignment Due: September 30th at 11:59pm (closing date of Module 3)

Outside Agency Presentation and Report (50 points)
Description: Students will select an outside agency serving transition-age youth (14-22) or adults with disabilities in Kentucky. They will conduct research on the agency to gain information regarding the services and resources they provide, the individuals they serve, and any ways they collaborate with local schools. While students may use agency websites or other sources, *it is highly encouraged to contact a representative of the agency and conduct a brief interview in person or by phone (and you will earn extra credit by doing so!)*. Students will report their findings and experiences in (a) a short written reflection paper and (b) a brief pre-recorded PowerPoint or Keynote presentation. *It is important that you select an agency and begin your research early in the semester to allow time to conduct an interview (if chosen) and complete this assignment by its due date.*

Sign up for an agency on Blackboard by: September 3rd at 11:59pm (closing date of Module 1)
Assignment Due: October 28th at 11:59pm (closing date of Module 4)

Transition Program Reflection Project (75 points)
Description: For this assignment you will choose ONE of the following project options:

a) **Option 1:** Use an evidence-based evaluation tool (Quality Indicators of Exemplary Transition Programs Needs Assessment-2) to evaluate a school's programming for secondary transition and write a short reflection paper that highlights the program's strengths, areas of need, and recommendations for improvement. *This will work best for evaluating a high school (or possibly a middle school) program that you know fairly well. You could evaluate your own school program or another school's program (speaking with an individual who works at the school to gain necessary information). This tool is not recommended for use in evaluating an elementary school program.*

b) **Option 2:** Develop your own theoretical model for secondary transition programming in schools. You will illustrate your model in one page (by hand or using a graphic design design platform like Canva, etc.) and write a short reflection paper that describes how your model accounts for best practices and principles in transition, citing content from course readings and lectures or other resources.
Assignment Due: November 11th at 11:59pm (closing date of Module 5)

Final Project: Creating a Secondary Transition Team for Students with Disabilities (100 points)
Description: In this lesson, you will establish a secondary transition team to initiate or enhance a program to support students with disabilities in preparing for their post-secondary transition. This team must have at minimum five (5) members. The team can consist of school and board-level personnel, outside agencies, and other stakeholders. Give justification for the member's inclusion on the team. Students will explore the purpose of each team member and develop a 30-60-90 day plan for the team to initiate their action for the transition program. It is important that you begin your research early in the semester to allow time to ask me any questions and complete this assignment by its due date.
Sign up for an individual progress update meeting with the instructor on Blackboard by: September 30th at 11:59pm (closing date of Module 3); this is optional but highly encouraged for receiving individualized feedback on your plans or work on the project thus far.
Assignment Due: December 4th at 11:59pm (during Finals week)

Grading
The following represents the grade equivalent for accumulated points. The instructor will not round grade percentages.
    93% - 100% (419 - 450 pts) = A
    86% - 92% (387 - 418 pts) = B
    77% - 85% (347 – 386 pts) = C
    69% - 76% (311 – 346 pts) = D
    68% or below (<311 pts) = F
Timely participation and punctual assignments are mandatory components to successfully completing this course. Multiple assignments are meant to be completed throughout the semester.

Due Dates:
Students should adhere to all due dates. The instructor will not preview your work (other than during one individual progress update meeting for the final project if you choose to schedule such during the allotted time). Otherwise, the instructor will answer pertinent questions prior to the due dates. While a major life crisis is always taken into consideration, patterns of unpreparedness, neglect or disorganization are not. Work may be submitted early unless stated otherwise. The instructor may choose not to grade any work until the module is closed. *Any assignments submitted late without instructor pre approval will receive a 10% grade deduction per day late. Late assignments will not be accepted after one week past the due date.*

Weekly Virtual Support Sessions:
Around Week 2 of our course, we will begin a weekly Google Meet session for any support you all need- discussion about course concepts, upcoming assignments, or just time to bounce thoughts and strategies off each other. I will send out a poll Week 1 to see what dates/times work for most students to hold a weekly Google Meet support session. All times are CST. We will go with the date and time each week that has the most votes.

Other Policies

Contacting the Instructor: The instructor will make themselves available to students whenever possible through appointments as needed. Students are encouraged to **email** the instructor to discuss any additional assistance needed to successfully complete the course. Emails will be answered within 48 hours between normal business hours (M-F, 9am-5pm).

University COVID-19 Statement: All students are strongly encouraged to get the COVID-19 vaccine. Out of respect for the health and safety of the WKU community and in adherence with CDC guidelines and practices of all public universities and colleges in Kentucky, the University requires that a cloth face covering (reusable or disposable) that covers both the nose and mouth must be worn at all times when in public areas within all buildings. Students must properly wear face coverings while in class regardless of the room size or the nature of the classroom activities. Students who fail to wear a face covering as required will be in violation of the WKU Student Code of Conduct and will be asked to comply or will face disciplinary action, including possible dismissal from the University. Accommodations can be requested in special cases through the Student Accessibility and Resource Center (SARC):
 270-745-5004 (voice), 270-745-3030 (TTY), or 270-288-0597 (video).

All students must immediately report a positive Covid-19 test result or close contact with a person who has tested positive to the Covid-19 Assistance Line at 270-745-2019. The assistance line is available to answer questions regarding any Covid-19 related issue. This guidance is subject to change based on requirements set forth by public health agencies or the office of the governor. Please refer to the Healthy on the Hill website for the most current information. www.wku.edu/healthyonthehill

Student Disability Services: In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

Statement of Diversity: We believe that diversity issues are of major import to student and school success. We fundamentally believe in and support the value of heterogeneous groups and the richness of benefits when students are involved with diverse populations, settings, and opinions. This course is designed on the basic assumption that learning is something we all actively engage in by choice and personal commitment. The format of this class will be a community of scholars, each with their rights and responsibilities of membership. We will not tolerate immoral, illegal, or unethical behavior or communication from one another, and we will respect one another's rights to differing opinions.

Pregnant and Parenting Students: Western Kentucky University does not discriminate against any student or exclude any student from its educational programs or activities, including classes or extracurricular activities, on the basis of pregnancy and/or pregnancy-related conditions such as, but not limited to, childbirth, false pregnancy, termination of pregnancy, or recovery therefrom. Students who seek pregnancy or pregnancy-related accommodations should make their requests as soon as possible via WKU's Title IX Website at www.wku.edu/titleix/ under the heading, "Pregnancy or Pregnancy-Related Conditions." Students can also contact the Title IX Coordinator, Ena Demir, via email at ena.demir@wku.edu or by phone at (270) 745-6867 to request accommodations or seek assistance. We encourage students and faculty to work together to establish a plan that allows the student to complete the class and coursework without jeopardizing academic integrity and course standards. The Title IX Coordinator can help facilitate conversations between students and faculty regarding appropriate and reasonable accommodations.

If you are a WKU student and believe that you have experienced an incident(s) of discrimination or harassment based on pregnancy (or pregnancy related conditions or issues), please report it to the Title IX Coordinator via email at ena.demir@wku.edu or by phone at (270) 745-6867.

Additional resources for pregnant and parenting students can be found on WKU's Title IX Website at www.wku.edu/titleix/.

Title IX/Discrimination and Harassment: Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Sex and Gender-Based Discrimination, Harassment, and Retaliation (#0.070) and Discrimination and Harassment Policy (#0.2040). Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Executive Director, Office of Institutional Equity/Title IX Coordinator, Ena Demir, 270-745-6867 or Title IX Investigators or Michael Crowe, 270-745-5429. Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.

Plagiarism: To represent written work taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of a student must be his/her own. One must give any author credit for source material borrowed from him/her. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism. Students who commit plagiarism or

any other act of academic dishonesty will receive a failing grade for the course and may be subject to dismissal from the program. Student work may be subject to review and checks using plagiarism detection software.

Discussion Board Postings: When posting to the course discussion board, students should: (a) maintain confidentiality regarding schools, school personnel, students, and students' families and (b) avoid negative evaluations/comments regarding others both in and outside of the course. In addition, students should maintain confidentiality regarding the postings of other students in the course. In other words, the discussion board is not a forum for complaints about the practices of schools and school personnel. Neither is it a public forum intended for distribution to those not enrolled in the course. Rather than discussing what someone may be doing wrong in the classroom, use the course content to discuss what educators should do *right* in the same kind of situation. Deviations from these guidelines will not be tolerated. Please be aware that, as with any online forum, discussion boards are not private and may be viewed by others who do not have permission to access the board.

Technology Management: Managing student technology is the sole responsibility of the student. The instructor and/or WKU are not responsible for making sure that:
a) Student word processing software is compatible with that used by the University;
b) Student email software is working properly and that students know how to use it (e.g., to send attachments to the professor);
c) Internet service providers' equipment and software are installed and working properly in conjunction with student computers;
d) If a student's computer stops working properly or becomes totally inoperative, the student has another means by which he or she can successfully complete the course; and
e) Any other student technology problem or issue gets successfully resolved. Even though periodic travel to a campus classroom may not be required, online courses require more dedication, self-motivation, organization, and planning than many face-to-face courses, and this in part implies that if a student cannot resolve any personal technology difficulties, his or her only workable solution may be to drop the course.

Please note that working, compatible technology (hardware and software) are prerequisites to taking an online course. This includes PowerPoint or Keynote software. If you are having difficulty, please contact the Help Desk at 270-745-7000, not the professor.

Student Supports: The Learning Center (TLC) provides free tutoring services that empower students to achieve academic success. Trained peer tutors are available to review course content, answer questions, and demonstrate effective study strategies. TLC offers individual appointments and group sessions (PASS) for hundreds of undergraduate courses. For more information or to make an appointment, visit www.wku.edu/tlc.

The Writing Center on the Bowling Green campus will have writing tutors available to offer advice to current WKU students on any stage of their writing projects. In-person tutoring is available in Cherry Hall 123 from 9-4 Monday through Friday and in the Cravens Commons (at the horseshoe-shaped reference desk) from 5-9 on Sunday through Thursday evenings. Students may also request feedback on their writing via email or arrange a real-time Zoom conference to discuss a paper. See instructions and how-to videos on the website (www.wku.edu/writingcenter) for making appointments. Walk-in feedback is available unless we are booked up. Students may also get short writing questions answered via email; just put "Quick question" in the subject line to

(writingcenter@wku.edu). *The WKU Glasgow START Center/Writing Center* will be offering writing tutoring sessions as well as in person. More information on how to make appointments and what to expect from your appointment will continue to be posted at https://www.wku.edu/startcenter/.

Regular and Substantive Interaction: The U.S. Department of Education requires that distance education courses must include regular and substantive interaction between students and faculty. For more information about Regular and Substantive Interaction at WKU, please visit the Regular and Substantive Interaction in Online and Distance Learning webpage.

In this course, regular and substantive interaction will take place in the following ways:

- Opportunities to engage in live sessions with faculty,
- Faculty participation in discussion boards and reflection journals,
- Weekly announcements, and
- Timely and detailed feedback on assignments provided within one week of submission.

Course Standards Alignment

Foundational	CEC- IIC, DDA CEC-Advanced Standards	KTPS	HLP	WKU Program	Relevant SPED 517 Activities
Special Education Law	IIC.4.K2, IIC.6.K5, IIC.6.K3, IIC.6.S2	1.1, 6.3		**SPED 517** SLP 588	Modules 1-2 content; Transition Planning Quiz
Research/Evidenced based practice	IIC.5.S2	1.1		SPED 618 **SPED 517** SPED 501 SPED 535	Modules 1-6 content; Transition Program Reflection Project; Discussion Board Posts
Individualized Education Programs	IIC.6.K3, IIC.6.S3 IIC.5.S1	1.1	HLP2, HLP5	SPED 618 **SPED 517**	Module 2 content; Transition Planning Quiz; Individualized Transition Plan final project
Writing quality goals and objectives	IIC.5.S1	2.1, 3.1	HLP11	**SPED 517** SPED 615	Module 2 content; Transition Planning Quiz; Individualized Transition Plan final project

Working with Others	CEC- IIC, DDA	KTS	HLP	WKU Program	Relevant SPED 517 Activities
Collaborative teaming- co-teaching	IIC.7.K2	8.2, 8.3 8.4		SPED 612 **SPED 517**	Module 5; Transition Program Reflection Project; Discussion Board Posts
Strategies to collaborate with families	IIC.4.K3 IIC.7.K1, IIC.7.S5,	5.5, 8.1, 8.2		SPED 612 SPED 618 **SPED 517**	Modules 2 & 5; Transition Assessment Practice Guide; Individualized Transition Plan final project; Discussion Board Posts
Strategies to collaborate with community partners	IIC.4.K3, IIC.7.K3 IIC.7.S2, IIC.7.S4	8.2		SPED 612 **SPED 517**	Modules 3-5; Outside Agency Presentation and Report; Discussion Board Posts
Roles of related service providers [e.g. OT/PT/SLP/counselor etc.]	IIC.4.S5 IIC.5.S13 IIC.7.S1 IIC.7.S3	8.1, 8.2, 8.4		SPED 612 **SPED 517**	Modules 2 & 5; Transition Program Reflection Project

Assessment	CEC- IIC, DDA	KTS	HLP	WKU program	Relevant SPED 517 Activities
Principles of assessment (e.g., norm vs criterion referenced, formative vs summative)	IIC.4.K1	1.5, 5.1, 5.2, 5.3		SPED 529 **SPED 517**	Module 2; Transition Assessment Practice Guide
Domain Specific Assessment (e.g. Communication, transition)	IIC.1.K9 IIC.4.S1, IIC.4.S2, IIC.4.S4, IIC.4.S5,	2.3, 5.1, 5.3, 8.1		SPED 529 **SPED 517**	Modules 2-4; Transition Assessment Practice Guide; Individualized Transition Plan final project

Socio-Communicative Programming	CEC- IIC, DDA	KTS	HLP	WKU Program	
Social skills training	IIC.5.S2	1.3	HLP9	**SPED 517** SPED 618	Module 4; Individualized Transition Plan final project

Transition	CEC- IIC, DDA	KTS	HLP	WKU Program	Relevant SPED 517 Activities
Transition assessment	IIC.4.K3, IIC.7.K3 IIC.4.S1I IIC.5.S16		HLP1, HLP4	**SPED 517**	Modules 2-4; Transition Assessment Practice Guide; Individualized Transition Plan final project
Transition planning	IIC.4.K3, IIC.7.K3, IIC.5.K4, IIC.5.K5 IIC.5.S16 IIC.7.S4 IIC.7.S4		HLP1, HLP3, HLP11	**SPED 517**	Modules 2-4; Transition Planning Quiz; Individualized Transition Plan final project; Discussion Board Posts
Including individuals with disabilities in the IEP process Self-directed IEP	IIC.5.K4, IIC.5.K5	5.5, 5.6	HLP2, HLP14	**SPED 517**	Modules 1-2; Transition Program Reflection Project; Discussion Board Post
Person-centered planning	IIC.5.K5		HLP1, HLP2, HLP3	**SPED 517** SPED 535	Modules 1-2
Interagency collaboration Workforce innovation and opportunities act Pre-employment transition services	IIC.7.K3, IIC.5.K4, IIC.6.K9 IIC.7.S2, IIC.7.S4, IIC.2.S12	8.2	HLP1, HLP2	**SPED 517** SPED 612	Modules 3, 5, & 6; Outside Agency Presentation and Report; Discussion Board Posts
Work based learning	IIC.5.K5, IIC.2.S1	8.2		**SPED 517** SPED 612	Modules 3 & 5; Discussion Board Posts
Measurable post-secondary goals Employment Post-secondary education Independent living/community involvement	IIC.5.S16 IIC.7.S4	2.2, 3.1	HLP11	**SPED 517**	Modules 2-4; Transition Planning Quiz; Individualized Transition Plan final project; Discussion Board Posts
Predictors of post-school success	IIC.6.K2 & DDA.6.K3			**SPED 517**	Modules 1-4 & 6; Transition Program Reflection Project

Supported decision making (e.g., guardianship and alternatives)	IIC.6.K2 & DDA.6.K3		HLP3, HLP14	**SPED 517**	Module 6; Outside Agency Presentation and Report
Knowledge of adult services [e.g. supportive employment, waivers, etc.]	IIC.6.K2 & DDA.6.K3 IIC.4.K3 IIC.7.S2	8.2		**SPED 517**	Modules 3-5; Outside Agency Presentation and Report; Discussion Board Posts
Impact of wages on government benefits	IIC.6.K2 & DDA.6.K3		HLP3	**SPED 517**	Modules 3 & 5; Discussion Board Posts

Self-determination and Independence	CEC- IIC, DDA	KTS	HLP	WKU Program	Relevant SPED 517 Activities
Self-advocacy	IIC.2.S5	4.1, 4.5, 5.6		**SPED 517**	Modules 1, 2, 5; Outside Agency Presentation and Report; Discussion Board Posts