



Graduate Certificate in Transition Services (SPTSGC)
2019-2020 Program Assessment

Mission and Focus of Program

Program Goals and Objectives

Program students will pursue an in-depth study of the transition process for students with disabilities including transition plan development, work based learning opportunities, developing skills in self-advocacy and self-determination using evidence-based practices, family engagement, collaborative program planning and evaluation.

<i>Learning Objectives</i>	<i>Assessment</i>	<i>Changes Made/Planned</i>	<i>Assessment Made/Planned</i>
<p>1. Students will demonstrate knowledge and implementation of evidence-based transition research and practices by identifying EBP practices and applying these based on knowledge of an individual and their needs. Related to CEC Initial Preparation Standard Dev Disabilities and Autism 1, 2, 3, 5</p> <p>2. Students will link known challenges faced by youth with disabilities and their families in school-to-work adulthood transition to evidence based supports and services. Related to CEC Initial Preparation Standard Dev Disabilities and Autism 1, 2, 3, 5, 7</p> <p>3. Students will determine appropriate school-to-adulthood assessments for individuals, implement assessments, analyze results,</p>	All students passed key assignments across coursework	<p>Switched sequence of two courses to provide students with initial knowledge in disabilities and later follow with knowledge in transition services</p> <p>Based on program evaluation from Dr. Val Mazzotti for Teaming for Transition built in more content representing first-hand experiences of youth with disabilities including interviews from youth in Northwest Arkansas</p>	<p>Analysis of use of VoiceThread completed in 2019 and changes to the use of the technology were made in 2020. Evaluation shows continued student satisfaction with this mode of instruction to support engagement and collaboration.</p>



<p>and plan accordingly based on their observation of a young adult with disabilities. Related to CEC Initial Preparation Standard Dev Disabilities and Autism 4, 1, 5</p> <p>4. Students will identify the methods, materials, and instructional strategies that promote self-determination and self-advocacy in the transition years. Related to CEC Initial Preparation Standards 2, 3, 5, 6</p> <p>5. Students will advocate for specific strategies for actively including parents in their child's transition and as co-equals on interdisciplinary teams. Related to CEC Initial Preparation Standards 7.1, 7.2</p> <p>6. Students will describe the components of an IEP transition plan and student learning plan, identify high quality markers, and edit components as appropriate. Students will evaluate existing IEPs and determine quality. Related to CEC Initial Preparation Standard Dev Disabilities and Autism 1, 4, 5, 7</p> <p>7. Students will identify disability and culturally specific challenges to transition and consider supports to address students'</p>			
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<p>needs. CEC Initial Preparation Standard Dev Disabilities and Autism 1, 6</p> <p>8. Students will seek out various community resources to support the diverse needs of students and families through the transition process. Related to CEC Initial Preparation Standard Dev Disabilities and Autism 5, 6, 7</p> <p>9. Students will link the needs of children and youth with disabilities with environmental supports, assistive technology, communication supports, and other resources to support and individualize learning and generalization of skills. Related to CEC Initial Preparation Standard Dev Disabilities and Autism 2, 5, 6; Related to CEC Advanced Preparation Standard Dev Disabilities and Autism 3</p> <p>10. Students will reflect on ways in which systems encourage and inadvertently create barriers to actively including parents in their child's education and as co-equals on interdisciplinary teams. Further, students will create opportunities for engagement of students in their own advocacy, self-determination, and educational planning. Related to CEC Initial Preparation Standards 7.1,</p>			
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<p>7.2; Related to CEC Advanced Preparation Standard Dev Disabilities and Autism 5.3, 6.4</p> <p>11. Students will identify variables contributing to the effective functioning of teams and supporting the learning of individuals on those interdisciplinary teams. Related to CEC Initial Preparation Standard Dev Disabilities and Autism 6, 7; Related to CEC Advanced Preparation Standard Dev Disabilities and Autism 6.5, 6.6, 7.3</p> <p>12. Students will link family and child/youth needs with various community resources to support the diverse needs of students and families. Related to CEC Initial Preparation Standard Dev Disabilities and Autism 5, 6, 7; Related to CEC Advanced Preparation Standard Dev Disabilities and Autism</p> <p>13. Special education specialists advocate for policies and practices that improve programs, services, and outcomes for individuals with exceptionalities.</p> <p>14. A comprehensive understanding of the history of special education, legal policies, ethical standards, and emerging issues informs</p>			
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<p>special education specialist leadership.</p> <p>15. Special education specialists model high professional expectations and ethical practice, and create supportive environments that safeguard the legal rights and improve outcomes for individuals with exceptionalities and their families.</p> <p>16. Special education specialists actively participate in professional development and learning communities to increase professional knowledge and expertise.</p> <p>1.</p>			
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