

**Course Title:**

Transition from School to a Full Adult Life (TSFAL)

**Number of Credits:**

1

**Course Location/Format:**

This is an online course using the Idaho Training Clearinghouse Learning Management System (LMS) at the Center on Disabilities and Human Development at the University of Idaho. There are no face-to-face classes. The web link for the LMS is: <http://idahotc.com/lms>

**Instructor Name:**

Robin Greenfield, Ph. D.

**Instructor Phone:**

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**Instructor Email:**

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**Course Description:****Session 1:** “Possibilities for Employment and Community Living for People with Significant Disabilities”

This initial session will share examples of creative solutions that have been developed to support young adults with ongoing needs to live, work, and play in their communities. Families and support staff will be encouraged to develop a vision for the future life of a young adult with a disability by exploring what the individual likes and needs to be successful.

**Session 2:** “What is New in Terms of Laws and Federal Directives with Regards to Transition?”

This session will focus laws and federal directives that will have an impact on a student’s transition from school to adult life. A variety of topics will be covered including the Workforce Innovation and Opportunity Act (WIOA), Section 511, Center for Medicare and Medicaid Final Rules (CMS), Employment First State Policies, and Postsecondary Education for Students with Intellectual Disabilities.

**Session 3:** “Connecting with Agencies in Your Community”

This session will review agencies that can provide support and/or funding for young adults with disabilities to access community employment and living. The presentation will target Vocational Rehabilitation services, Workforce Development Services, the ABLE Act, and what is happening in Idaho to support access to community living and employment for students.

**University of Idaho Learning Objectives:**

1. **Learn and integrate:** Through independent learning and collaborative study, attain, use and develop knowledge in the arts, humanities, sciences and social sciences, with disciplinary specialization and the ability to integrate information across disciplines.
2. **Think and create:** Use multiple thinking strategies to examine real-world issues, explore creative avenues of expression, solve problems and make consequential decisions.

3. **Communicate:** Acquire, articulate, create and convey intended meaning using verbal and non-verbal methods of communication that demonstrate respect and understanding in a complex society.

### **Course Objectives:**

1. Participants will identify three solutions that have been developed to support students with live in their communities
2. Participants will describe the process of creating a vision for a future life for a student
3. Participants will describe the purpose of the Workforce Innovation and Opportunity Act
4. Participants will identify three resources in Idaho that provide support to students with significant disabilities who are transitioning from school to adult life

### **Required Materials:**

There are no outside readings or materials required for this course. Handouts for each webinar session are located in the course site at the Idaho Training Clearinghouse LMS.

### **Course Requirements:**

1. **Participation:** Participants are required to log into/attend the full period (2 hours) of all webinars in this series.
2. **Quizzes:** All quizzes must be submitted through the Idaho Training Clearinghouse LMS.
  - \*All quizzes must be completed on the Idaho Training Clearinghouse Learning Management System on the date(s) specified in the course site. Students must earn an 80% score on each quiz to pass the course. Quizzes can be retaken until passed.
    - Quiz 1 (20 points)
    - Quiz 2 (20 points)
    - Quiz 3 (20 points)
3. **Survey:** Participants are required to complete a course satisfaction survey.
4. **Final assignment:** Complete a written assignment and must be submitted through the Idaho Training Clearinghouse LMS.
  - \*Final Assignment (100 points)
    - Complete the following components:
      - 1) After learning about Customized Employment, what three messages would you share with parents of young children with significant disabilities about their future?
      - 2) Identify three inclusive activities in elementary or middle school where one could promote the vision of employment for ALL YOUTH.
      - 3) What skills and activities could families incorporate into a child's home routine to prepare them for work?
      - 4) Choose one of the following: 1) Interview a Vocational Rehabilitation counselor or a counselor from the Idaho Commission for the Blind and ask them what pre-employment transition services are delivered to students with a significant impact of disability; **OR** 2) Contact your local Vocational Rehabilitation office and list the steps an individual must complete to apply for services.

## **Grading:**

This is a Pass/Fail course. No incompletes will be given. Late work will not be accepted.

1. Participants must earn an 80% score on each quiz to pass the course. Quizzes can be retaken until passed.
2. Credit participants must earn an 80% (80/100) on the final written assignment to pass the course.
3. Participants must complete the online course satisfaction survey.

## **Learning Civility Clause & Academic Integrity:**

In any learning environment, it is essential that all members feel as free and safe as possible in their participation. It is expected that everyone in this course will treat each other with mutual respect and courtesy, with an understanding that all of us (students, instructors, professors, guests, and teaching assistants) will be respectful and civil to one another in discussion, in action, in teaching, and in learning. Should you feel course interactions do not reflect an environment of civility and respect, you are encouraged to contact the instructor to discuss your concern. Additional resources for expression of concern or requesting support include the Dean of Students office and staff (208-885-6757), the UI Counseling & Testing Center's confidential services (208-885-6716), or the UI Office of Human Rights, Access, & Inclusion (208-885-4285).

The University of Idaho has as one of its core values the ideal of academic honesty and integrity. University of Idaho students live and work in a collegiate community which emphasizes their responsibility for helping to determine and enforce appropriately high standards of academic conduct. The faculty of the University of Idaho expects all students to adhere to the highest standards of academic honesty, and to refrain from any action which infringes upon academic freedom of other members of the academic community. Please refer to the University of Idaho - Student Code of Conduct Article II-Academic Honesty.

## **University of Idaho (UI) Nondiscrimination Policy:**

It is UI policy to prohibit and eliminate discrimination on the basis of race, color, national origin, religion, sex, sexual orientation and gender identity/expression, age, disability, or status as a Vietnam-era veteran. This policy applies to all programs, services, and facilities, and includes, but is not limited to, applications, admissions, access to programs and services, and employment. Such discrimination is prohibited by titles VI and VII of the Civil Rights Act of 1964, title IX of the Educational Amendments of 1972, sections 503 and 504 of the Rehabilitation Act of 1973, the Vietnam Era Veterans' Readjustment Assistance Act of 1974, the Age Discrimination Act of 1975, the Age Discrimination in Employment Act Amendments of 1978, the Americans with Disabilities Act of 1990, the Civil Rights Act of 1991, other federal and state statutes and regulations, and university commitments (see Faculty Staff Handbook (FSH) 3060). Sexual harassment violates state and federal law and policies of the Board of Regents, and is expressly prohibited, as stated in FSH 3220. The University of Idaho also prohibits discrimination on the basis of sexual orientation, as stated in FSH 3215. The entire FSH can be accessed online at <http://www.webs.uidaho.edu/fsh>. Questions or concerns about the content and application of these laws, regulations or University policy may be directed to: the Office of Human Rights, Access & Inclusion (208-885-4285); Regional Office for Civil Rights, U.S. Department of Education in Seattle (206-220-7900); Equal Employment Opportunity Commission, Seattle District Office (206-220-6883); or Pacific Regional Office of Federal Contract Compliance Programs, U.S. Department of Labor in San Francisco (415-848-6969). Complaints about discrimination or harassment should be brought to the attention of the Office of Human Rights, Access & Inclusion (885-4285). Retaliation for bringing forward a complaint is prohibited by FSH 3810.

**Accommodations for Students with Disabilities:**

Reasonable accommodations are available for students who have documented temporary or permanent disabilities. All accommodations must be approved through the Center for Disability Access and Resources (CDAR) in order to notify your instructor(s) as soon as possible regarding accommodation(s) needed for the course.

- Phone: 208-885-6307
- Email: [cdar@uidaho.edu](mailto:cdar@uidaho.edu)
- Website: <https://www.uidaho.edu/current-students/cdar>