

**University of North Texas
College of Education-Programs in Special Education
EDSP 4360 Transition Education and
Services for Exceptional Learners**



Instructor: Dr. Kathryn Bailey
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In-person Meeting Dates & Location

Location & Time: Matthews Hall Room 113, Thursday 9:30AM – 10:50AM

Dates: August 18th – December 12th, 2025

What You Will Be Learning

This class will introduce you to transition education and services for individuals with disabilities across the lifespan, with an emphasis on the K-12 school years. We will examine theories, models, and the practice of transition planning from school to life after high school, including community living, post-secondary education, and employment. Legal and practical application of skills such as transition assessment, IEP planning, person-centered planning, self-determination, and interagency collaboration are emphasized.

What You Should Already Know

You should come to this class with knowledge and skills in Special Education Law, Assessment, and Instructional Practices. For this reason, prerequisites include: **EDSP 4320 and EDSP 4330**. Prerequisites do **not** apply for **SPED minors**.

How We Will Learn Together

This is a **hybrid** course. This means the **content for this course will be presented online** and we will use campus class time to discuss your experiences with the material and assignments, work on group projects, and engage in supplementary activities. It is essential that you come to class prepared to actively participate in discussion and group work.

As the instructor, I am responsible for:

- providing course materials that will assist and enhance your achievement of the stated competencies
- providing timely and helpful feedback within the stated guidelines, and
- assisting in maintaining a positive learning environment for everyone.

As a student, you are responsible for:

- reading and completing the requirements of the course within the given timeframe,

- working to remain attentive and engaged in the course and interact with your fellow students, and
- assisting in maintaining a positive learning environment for everyone.

How You Will Demonstrate Your Learning

Competency Goal Statements. Upon completion of the course students will:

- 1) **Define and contextualize transition** by tracing the historical development of transition services for adolescents and young adults with disabilities, with emphasis on postsecondary outcomes and federal/state policy milestones.
- 2) **Analyze and apply legal and ethical frameworks** relevant to transition planning, including IDEA, Section 504, the ADA, and §89.1070 of the Texas Administrative Code, with particular focus on rights at the age of majority and legal responsibilities of educators.
- 3) **Demonstrate proficiency in developing legally compliant and individualized IEPs and ITPs**, ensuring alignment with federal and state regulations, student needs, age-appropriate transition assessments, and post-secondary goals.
- 4) **Integrate assistive and instructional technologies** to support students' transition-related academic, functional, and vocational skills across diverse settings and developmental levels.
- 5) **Use multiple assessment methods and transition planning tools** to identify student strengths, interests, needs, and preferences, and to inform data-based decision making for transition activities and services.
- 6) **Facilitate student-centered transition planning**, promoting self-determination, student voice, and self-advocacy in ARD/IEP meetings and life planning processes.
- 7) **Plan and implement transition-focused instruction** within the academic curriculum using age-appropriate strategies, modifications, and specialized curricula such as life skills, vocational education, and self-advocacy training.
- 8) **Identify, evaluate, and coordinate community-based services and supports**, including interagency collaboration for employment, independent living, and postsecondary education, to ensure a seamless transition from school to adulthood.
- 9) **Promote and advocate for systemic change** by recognizing and addressing barriers to accessibility, inclusion, and acceptance for students with high support needs within schools and community environments.
- 10) **Demonstrate knowledge of diverse employment models** and how to prepare students for community-based instruction, job readiness, and postsecondary success.
- 11) **Apply principles of adolescent learning and development** to create motivating, inclusive, and functional learning experiences that prepare students for adult roles and responsibilities.
- 12) **Support students' emotional, social, and behavioral growth** through the design of universally accessible learning environments and the incorporation of evidence-based practices that promote independence and resilience.
- 13) **Critically reflect on transition best practices**, current trends, and future directions in transition policy and service delivery, including the role of advocacy, legislation, and innovation in shaping outcomes for youth with disabilities.

Our Learning Community

In Special Education, our goal is to create an inclusive learning environment, and we will model that in the course. Every student should feel supported in sharing their unique perspectives and be treated with respect. You are an integral part of our learning community and your insights and perspective on course topics are valuable to your fellow learners. When connecting with me and your fellow students, please keep an open mind and communicate in a respectful manner. We don't all need to agree, but we can learn from each other. I encourage you to review [UNT's Student Code of Conduct](#) for a baseline understanding.

Materials

There is no textbook for this course. Readings are listed in Canvas and can be accessed through the UNT Library System. Lecture materials are the intellectual property of the university, the publisher, and/or the instructor and are reserved for use only by students in this class and only for educational purposes. You may not post or otherwise share the recordings outside the class, or outside the Canvas Learning Management System, in any form. Failing to follow this restriction is a violation of the UNT Code of Student Conduct and could lead to disciplinary action.

How Our Time Is Organized

Week	Class and Module Release Dates	Assignments Due <i>All assignments due by 11:59pm CST</i>
Week 1 8/28	Course Intro: Campus Class	Read syllabus/ Explore Canvas Post introduction in Canvas
Week 2 9/4	Module 1 Release	Module 1 discussion reflection Module 1 quiz Module 1 discussion responses
Week 3 9/11	Module 1 Campus Class	
Week 4 9/18		
Week 5 9/25	Module 2 Release	Module 2 discussion reflection Module 2 activity Module 2 quiz Module 2 discussion responses
Week 6 10/2	Module 2 Campus Class	
Week 7 10/9	Module 3 Release	Module 3 reflection Module 3 activity Module 3 quiz Module 3 responses
Week 8 10/16	Module 3 Campus Class	
Week 9 10/23	Module 4 Release Mid-semester Individual Meetings	Professional Development Reflection Due Module 4 reflection Module 4 activity

		Module 4 quiz Module 4 responses
Week 10 10/30	Module 4 Campus Class	
Week 11 11/6	Module 5 Release	Module 5 reflection Module 5 activity Module 5 quiz Module 5 responses
Week 12 11/13	Module 5 Campus Class	
Week 13 11/20	Community Map Project	Transition IEP Assignment DRAFT Due
11/27/2025	Thanksgiving Break – No Class	
Week 14 12/4	Course Ending: Campus Class	Community Map Project Share
Week 15 12/11	No final in this class. Final Transition IEP Assignment due.	

NOTE: This schedule is subject to change given unusual circumstances and professor discretion. Readings, assignments, discussion postings, and other course information is included on Canvas.

Assignments

Module Discussions (100 points)

You are expected to participate in Canvas discussions when assigned. Rather than an isolated assignment, your post should incorporate information from the module readings and materials and highlight your thoughts/experiences regarding the topic questions. Then, read and respond to two (2) of your fellow classmate's reflection posts. Reflections are **due on the Thursday before the module due date** by 11:59pm. This gives adequate time for you to respond to your classmates by the module due date (always a Sunday on the date listed in the syllabus by 11:59pm). Total discussion = 20 points x 5 modules = 100 points

Module Quizzes (50 points)

Each module will have a quiz at the end. Quizzes include a mix of responses such as multiple choice, video recordings, and open-ended responses. Due dates for quizzes are in the course calendar. Quizzes = 10 points x 5 modules = 50 points

Professional Development Reflection (50 points)

Given a list of options, you will choose a transition topic of interest to you, view a webinar, and write a 3–4-page reflection. Detailed assignment description and rubric are in Canvas.

Community Map Project (175 points)

This is a group project that will get you out in the community to learn about post-secondary programs and resources. Your group will choose a student profile and identify transition services, resources and organizations to support that student's transition needs, interests, and post-secondary goals. You will also interview an employee from one of the organizations your group identifies, as well as tour an organization's home office or setting. At the end, you will

submit a reflection paper and a self and peer evaluation, and we will discuss your experiences in class. A detailed assignment description and rubric are in Canvas.

Transition IEP (150 points)

You will choose from 1 of 2 profiles and complete a transition IEP. You will be provided with a student profile, existing data, eligibility, and special considerations. These sections of the IEP will be filled out. You will complete the remaining sections of the transition IEP individually or in pairs. A detailed assignment description and rubric are in Canvas. Note: This assignment will have multiple draft due dates, and the final draft will serve as your final exam.

Participation and Professionalism (100 points)

The subject matter of this course is both challenging, and at times, wonderfully debatable. Your participation in activities and discussion is a critical element of the course structure. You are expected to come to in-person classes well prepared to engage in online discussions and activities. You get one (1) free absence. If you adhere to the policies stated in this syllabus, demonstrate professionalism in-class and when representing UNT during course activities, and complete all activities, you will earn the maximum number of points. Two absences equal a loss of half of participation points and three or more absences equals a loss of all participation points.

Grading

A = 540-625

B = 500-539

C = 420-499

D = 360-419

F = <360

Submission Guidelines

Read assignment instructions carefully before starting and/or submitting them to ensure accuracy. Please verify your submissions post to Canvas. **"I thought I submitted it" is not an excuse for late work, nor is "my internet wasn't working."** If you have computer or connectivity troubles, plan accordingly.

Late Assignments:

Assignments should be submitted through Canvas by 11:59 PM on the day they are due unless other directions are provided by the instructor. Assignments turned in after the date due will be considered late. Five-to-twenty percentage points will be deducted for assignments turned in late (5% for 1-2 days; 10% for 3-4 days; 15% for 5-6 days; 20% for 7 days). Unless previous written discussion and agreement occurs between the instructor and student, assignments submitted more than one week late will receive zero points. **Please note that discussion posts and quizzes do not receive any points if late.** If you post after the due date, you will not receive any points. The date that assignments are received by the instructor in Canvas will be considered the date submitted.

Grade Disputes:

You are required to wait 24 hours before contacting me to dispute a grade. Within that time, you will review the assignment details and reflect on the quality of the work you turned in. If you would still like to meet, email me to schedule a meeting (I cannot discuss grades over email or discuss a classmate's grade). You should come to our meeting with specific examples demonstrating that you earned a higher grade than you received. You forfeit your right to a grade dispute if you miss your scheduled meeting. If you do not contact me to schedule a meeting within seven days of receiving your grade, you also forfeit your right to a grade dispute.

Use of Artificial Intelligence:

The use of artificial intelligence (AI) for assignment completion (beyond grammatical and spelling correction) **violates UNT's Academic Integrity Policy**. Large language models like Chat GPT rely on **any** information that is accessible on the internet. Certain niche subjects, autism intervention for example, are rife with conflicting and/or inaccurate information and AI will use *all of it*. You don't know what you don't know... so do the work and learn from research-based sources.

APA Guidelines:

Use APA 7th edition guidelines for all written assignments. Refer to the [APA Website](#) for APA format guidelines. It is expected that you know how to paraphrase and cite information appropriately to meet both APA guidelines and to avoid plagiarism.

Student evaluation of teaching

It is important that all students evaluate the course through the Student Perceptions of Teaching (SPOT) evaluation instrument when it is opened near the end of the semester.

Texas Educator Preparation Standards - Special Education Specialist**Legal and Ethical Guidelines****EC-12 special education teacher must:**

- 1) demonstrate knowledge of how to integrate appropriate instructional and assistive technology for students in Prekindergarten-Grade 6-12;
- 2) demonstrate knowledge of all required components of an Individual Transition Plan (ITP) as outlined in federal and state law;
- 3) demonstrate knowledge of all required components of an Individualized Education Program (IEP) as outlined in federal and state law;
- 4) demonstrate knowledge of all sections of the special education legal folder and where to store required documentation;
- 5) demonstrate knowledge of the legal responsibility of all school staff to fully implement an IEP;
- 6) demonstrate knowledge of graduation options for students with disabilities receiving special education services according to §89.1070 of this title (relating to Graduation Requirements);
- 7) demonstrate knowledge of the federal requirements for transfer of rights at the age of majority;

- 8) demonstrate knowledge of the state and federal requirements for transition planning beginning at the age of 14;
- 9) schedule and facilitate ongoing transition activities to prepare students for postsecondary living according to the IEP;
- 10) prepare and support students in leading ARD committee discussion regarding progress on IEP goals, mastery of grade level standards, appropriate accommodations (academic, behavior, state, and district assessment), transition needs and goals, and other supplements as needed;
- 11) advocate for student participation in the IEP, ARD meetings, and transition plan;
- 12) foster and support students in their development of self-reliance and self-advocacy;
- 13) apply a variety of evidence-based, age-appropriate classroom routines and procedures that support individual developmental and learning needs;
- 14) apply knowledge of IEP transition activities to build students' readiness for postsecondary transition;

Subject Matter Content and Specialized Curricular Knowledge.**EC-12 special education teacher must:**

- 1) demonstrate a foundational knowledge of content specific TEKS and College and Career Readiness Standards (CCRS) appropriate for students in Grades 6-12;
- 2) apply content-specific knowledge to develop individualized goals and objectives that are aligned with the appropriate grade-level TEKS and CCRS;
- 3) design appropriate learning and performance accommodations and modifications for students with exceptional learning needs in academic subject matter content of the general curriculum;
- 4) apply content-specific knowledge to modify and differentiate instruction as well as provide access to instructional materials for a wide range of student performance levels;
- 5) demonstrate content-specific knowledge at a level necessary for students with exceptionalities to progress in their individualized programs toward completion of a range of graduation plans;
- 6) demonstrate knowledge of specialized curricula that may include curriculum for social skills, life skills, transition, orientation and mobility, independence curricula, and self-advocacy;
- 7) recognize barriers to accessibility and acceptance of individuals with high support needs and plan for ways to address those barriers through the implementation of specialized curricula.

Assessment for Data-based Decision Making.**EC-12 special education teacher must:**

- 1) use the results of multiple assessments to determine students' transition needs;

Supporting Learning Using Effective Instruction.**EC-12 special education teacher must:**

- 1) use knowledge of the learning processes of adolescents and teenagers to select, adapt, and apply instructional strategies that meet the needs of individual students and support transition goals;
- 2) provide specific, developmentally appropriate, and explicit feedback to students during instruction to engage, motivate, and support students toward mastery;

- 3) plan and integrate transition-focused activities into classroom instruction;
- 4) demonstrate knowledge of how to find appropriate school and community supports for students who need social, physical, and/or emotional learning support;
- 5) apply knowledge of developmentally appropriate instructional strategies to engage, motivate, and promote learning specific to the needs of adolescents and teenagers with exceptionalities;
- 6) apply knowledge of the learning processes of adolescents and teenagers to select and use a variety of grouping strategies (e.g., whole group, small group, individual) to meet the learning needs of each student;
- 7) demonstrate understanding of the potential impacts of modified curriculum on a student's graduation plan;

Supporting Social, Behavioral, and Emotional Growth.
EC-12 special education teacher must:

- 1) design effective and universally accessible environments and learning experiences appropriate for students in EC-12;
- 2) demonstrate knowledge of how to find appropriate school and community supports for students who need social, physical, and/or emotional learning support;
- 3) demonstrate knowledge of the roles and responsibilities of the special education teacher and of other professionals who deliver special education services;
- 4) implement transition activities in the IEP that include community resources and service providers;
- 5) collaborate and consult with multi-disciplinary teams, including career and technical education, electives, and extracurriculars, to plan and implement instruction in accordance with a student's IEP;
- 6) select and develop resources to improve communication and collaboration with family and community;
- 7) coordinate with instructional and related service providers and community agencies to identify and access services, resources, and supports to meet the needs of individuals with exceptionalities;
- 8) collaborate with community service providers to address transition needs in accordance with the IEP and the ITP;
- 9) demonstrate knowledge of the key components of different employment models and how to provide access to community-based instruction, and vocational training;
- 10) respectfully advocate for social, legal, and environmental changes for students and families of students with high support needs, recognizing students' multiple identified needs.

Additional Resources

As part of the support system at UNT, here are some additional resources that are mostly FREE of charge. **If you have any questions, feel free to reach out to me at any time. You are valued, do not suffer in silence.**

Counseling Center:

<https://studentaffairs.unt.edu/studentcounseling>

UNT Well: <https://hps.unt.edu/rhs/untwell>

Food Pantry: <https://studentaffairs.unt.edu/food-pantry>

Substance Abuse Center: <https://studentaffairs.unt.edu/rise/programs/sure-program>

Student Health and Wellness Center:

<https://studentaffairs.unt.edu/student-health-and-wellness-center>

Money Management Center:

<https://studentaffairs.unt.edu/student-money-management-center>

Legal Services:

<https://studentaffairs.unt.edu/student-legalservices>

Career Center: <https://careercenter.unt.edu/>

ADA Policy

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time; however, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of reasonable accommodation for every semester and make arrangement with each faculty member prior to implementation in each class. Please communicate directly via email or phone with your instructor regarding your accommodations. For additional information see the [Office of Disability Access website](#). You may also contact them by phone at [940.565.4323](tel:940.565.4323).

Important Notice for F-1 Students taking Distance Education Courses

Federal Regulation

To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the [Electronic Code of Federal Regulations website](http://www.ecfr.gov/) (<http://www.ecfr.gov/>). The specific portion concerning distance education courses is located at Title 8 CFR 214.2 Paragraph (f)(6)(i)(G).

The paragraph reads:

(G) For F-1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, satellite, audio conferencing, or computer conferencing. If the F-1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

University of North Texas Compliance

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student's responsibility to do the following:

- (1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.
- (2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email internationaladvising@unt.edu) to get clarification before the one-week deadline.