University of North Texas College of Education  
EDSP 4360.030  
Transition Education and Services for Exceptional Learners  
Course Syllabus Spring 2019  
Some Thursdays 12:30-1:50pm* SAGE 355  
*Note: this is a blended course. Check course schedule for dates of face-to-face meetings.

Instructor: Melissa N. Savage, Ph.D.  
Office: Matthews Hall, 304D  
Phone: (940) 891-6820  
Email: Melissa.savage@unt.edu  
(Email message through Canvas preferred)  
Office Hours: TTH 10:00am-12:00pm  
Send me an email through Canvas if you would like to set up a meeting outside of office hours.

This is a BLENDED course. The content for this course will be presented online and we will use class time to discuss your experiences with assignments, time for group project work, and guest speakers.

Canvas: Visit the course (EDSP 4360) website for updates on course content, quizzes, assignments, and general announcements. Please make it a point to check the website weekly as well as the day before each class for important information and announcements that may be relevant to the next class. Go to the following website to access our course on Canvas: https://canvas.unt.edu

Please contact CLEAR support if you have any difficulties. Note that there is support contact information on your Canvas login screen. This also extends to technology difficulties during the course.  
Email: helpdesk@unt.edu  
Phone: (940) 565-2324  
In person: Sage Hall, rm. 233

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<tr>
<th>Scheduled Meeting Dates:</th>
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<tr>
<td>January 24, 2019</td>
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<td>February 14, 2019</td>
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<td>February 28, 2019</td>
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*Please note that your instructor reserves the right to change the syllabus. You will be notified of any changes via Canvas.

ADA Statement: The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking 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 an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of 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 accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the Office of Disability Access website at http://disability.unt.edu. You may also contact them by phone at (940) 565-4323.
**Pronouns/Identity Recognition:** In order to respect the identities and expressions of all students, I would like to offer the opportunity for students in our class to let me know the name and pronouns you use. This may be in our initial Canvas introductions or you can let me know privately. If at any time your name or pronouns change during the semester, you are most welcome to let me know if you would like me to use a different name and/or pronoun when interacting with you. In my class, I respect the identities and expressions of all students and I expect all students in the class to show that same respect to fellow students.

**Student Perceptions of Teaching (SPOT):** Student feedback is important and an essential part of participation in this course. The Student Perceptions of Teaching (SPOT) is a requirement for all organized classes at UNT. This short survey will be made available toward the end of the semester to provide you with an opportunity to evaluate how this course is taught.

**Succeed at UNT:** UNT endeavors to offer you a high-quality education and to provide a supportive environment to help you learn and grow. And, as a faculty member, I am committed to helping you be successful as a student. Here’s how to succeed at UNT: **Show up. Find Support. Get advised. Be prepared. Get involved. Stay focused.** To learn more about campus resources and information on how you can achieve success, go [http://success.unt.edu/](http://success.unt.edu/).

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**ACCESS TO INFORMATION – EAGLE CONNECT:**

Your access point for business and academic services at UNT occurs at [http://www.my.unt.edu](http://www.my.unt.edu). All official communication from the university will be delivered to your Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward your e-mail: [http://eagleconnect.unt.edu/](http://eagleconnect.unt.edu/)

**Emergency Notification & Procedures:** UNT uses a system called Eagle Alert to quickly notify you with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). The system sends voice messages (and text messages upon permission) to the phones of all active faculty, staff, and students. Please make certain to update your phone numbers at [http://www.my.unt.edu](http://www.my.unt.edu). Some helpful emergency preparedness actions include: 1) know the evacuation routes and severe weather shelter areas in the buildings where your classes are held, 2) determine how you will contact family and friends if phones are temporarily unavailable, and 3) identify where you will go if you need to evacuate the Denton area suddenly. In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

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**Required Text and Readings**

**Text:**


**Additional articles and readings** may be required to be read by all students. These readings will be available on Canvas. **Recommended:** American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th ed.). New York: Author.
Course Description

Transition education and services for individuals with disabilities across the lifespan with emphasis on the post secondary years. Examines the theory, models, and practice of transition planning from school to community living, post-secondary education and employment. Legislative history and practical application of skills such as transition assessment, IEP planning, job development, and job placements are also emphasized.

Learning goals and objectives

Upon successful completion of this course, students will:

1.1 Define transition.
1.2 Describe the history of provision of services to adolescents and young adults with disabilities.
1.3 Name the federal laws and state agencies specific to the education of adolescents and young adults with disabilities.
1.4 Evaluate assistive technologies that can support transition.
1.5 Name and describe the supports and services that facilitate the smooth transition of adolescents and young adults with disabilities.
1.6 Define "self-determination" and state how it is fostered in individuals with disabilities.
1.7 Identify and describe research "best practices" in transition planning across the lifespan.
1.8 Identify and name community resources that are necessary for effective transition planning.
1.9 Identify and explain the means for successful involvement of families in the transition planning of adolescents and young adults with disabilities.
1.10 Demonstrate culturally sensitive practices in transition planning.

Performance Evaluation

Canvas Discussion Boards

Each student is expected to participate in Canvas discussions when assigned. Develop a REFLECTION that describes and synthesizes the weekly readings and highlights your thoughts/experiences regarding the topic questions. Then, read and RESPOND to two (2) of your fellow classmate’s reflection posts. Reflections are due the Wednesday 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). Discussions will stay open during the course, but you must post by due dates to get credit.

Guidelines for initial REFLECTIONS- 10 points

- Your original posting(s) each week should answer all bulleted questions (5 points)
- Relate content to the course readings, other things you’ve learned in the course, and/or your own personal experiences with the discussion topic (3 points)
- Posts should be grammatically correct and proofread for spelling errors. Be professional. There should be no internet abbreviations, such as “lol.” (2 points)

Guideline for RESPONSES- 5 points each (10 total)

When responding, please use this opportunity to be critical. You may agree with the individual’s statements and overall reflection, but challenge yourself and others to be broad, critical thinkers. One way this can be done is by playing “Devil’s Advocate,” not for the purpose of starting a fight or as an excuse to be “unprofessional or disrespectful,” but sometimes things may seem “one-sided” and we need to learn how to view things from multiple perspectives. Your responses to other students and the instructor should...
• Incorporate quotes from the other posting (2 points)
• Be logically reasoned and supported. Go beyond saying “I agree” and repeating what the person said initially (2 points)
• Be grammatically correct and proofread for spelling errors. Be professional. There should be no internet abbreviations, such as “rofl.” (1 point)

Total discussion = 20 points x 5 modules = 100 points

Module Quizzes
Each module will have a quiz at the end. Quizzes include a mix of response such as multiple choice, video recordings, and open-ended responses. Due dates for quizzes are on the course calendar. **Quizzes will not be accepted late.**
Quizzes= 10 points x 5 modules = 50 points

Assistive Technology Internet Modules (ATIM) x 2
1. AT Problem Solving Across the Lifespan- AT Transitions (Module 3)
2. Using the WATI Assessment Process- Vocational and Post-Secondary Environments- WATI (Module 4)
   • Go to: [www.atinternetmodules.org](http://www.atinternetmodules.org)
   • Create an account.
   • Login
   • Click on Module that follows course calendar
   • Take pre-assessment
   • Work through the module
   • Take post-assessment and download your pdf results. Save to your computer
   • Submit post-assessment through Canvas
   **10 points x 2 modules = 20 total points** (Demonstrated by a score of 80+% on each post-assessment)

Transition Coalition Internet Modules (x2)
Best Practices (Module 2)
Secondary Transition and Cultural Diversity (Module 5)
• You will need to create an account for this activity at [http://transitioncoalition.org/transition/module_home.php](http://transitioncoalition.org/transition/module_home.php)
• Click on Module that follows the course calendar
• Work the module by 1) completing the pretest, 2) reading the information, 3) typing and saving your answers for ‘Now it’s your turn’ sections, and 4) completing the post test.
• There are 3 sections to each module. The post-test is disabled until all 3 sections are done
• Print the module certificate/save it as a pdf, take a screen shot, etc.
• Submit the certificate of completion to Canvas.
**15 points x 2 = 30 total points** (Demonstrated by a score of 80% on each post-assessment)

Accessibility Challenge
Outside of class: Students will participate in one of the following:
(a) ride the public transportation system in Denton or in a different community or
(b) walk through the campus
Whichever you choose: Take note of barriers and facilitators to participation. Is public transportation accessible? Does the campus just meet ADA compliance, or does it go beyond and is it friendly? You will identify a specific need of an individual and complete the activity from their perspective. For example, if you choose to complete the transportation activity through the voice of an individual who is non-verbal,
engage in the activity using an AAC device. You could then discuss how others reacted to your voice coming through a device. If you were in a wheelchair, how would that change the friendliness of the campus? Maybe some buildings are better than others?

- **Evidence-** You will take pictures throughout the process and submit as artifacts.
- **In-Class:** You will discuss your experiences.
- **Canvas:** You will submit a brief summary of the experience along with at least 3 pictures. You will submit a brief 2-3 page (double spaced) summary of the experience along with at least 3 pictures. Please include at least 1 citation in your summary and reference the citation. Follow APA format (include title page and reference page). A rubric will be available on Canvas for this assignment.

**Points: 50 points**

**Community Map Group Activity**  
*Teams assigned Jan 24 in-class*

1) As a team, create a fictitious student (can also be based on a specific student you know)-provide his/her name (pseudo name if using actual person), date of birth, grade, disability, etc.
   a. Submit description of student, including strengths and interests as appendix to reflection paper

2) As a team, decide what transition services he or she will need (e.g., independent living, vocational, assistive technology, transportation, recreation, continuing education, etc.)—
   a. Submit list of services needed as appendix to reflection paper

3) Locate available resources within the student’s community to support the student’s transition needs (include a minimum of 5)—
   a. List each resource’s/organization’s goal(s)—
   b. Provide names of contact persons, addresses, phone numbers, and cost of services
   c. Submit list of available services, goals, and contact information as appendix to reflection paper

4) Choose a minimum of 1 agency/resource to interview
   a. Set up a date and time for the interview (in-person or via phone)
   b. As a team, create a list of interview questions to find out what they presently do for persons who are transitioning from high school (shoot for approximately 15 minutes)
   c. Conduct the interview (2 persons from team attend- 1 interviewer/1 note taker)
   d. Submit interview questions and notes as appendix to reflection paper

5) Choose a minimum of one agency/resource to tour
   a. Set up a date and time for the tour (in-person)
   b. As a team, decide what you want to learn/find out from the tour
   c. Take some notes during the tour, but focus should be on the professional giving the tour
   d. Submit notes from what you learned on the tour as appendix to reflection paper

6) As a team, be ready to discuss your experiences with the community map project in class
   a. What surprised you on your tour or during the interview? Good or bad...
   b. Were there any services your student needed, but were not available locally?
   c. Were organizations easy to find/contact? Or, were there barriers?
   d. Did they discuss or promote (e.g., on their website) best practices in transition?

7) As a team, write a reflection of your experiences with the community map project within a 3-5 page report. The paper should follow APA format (e.g., double spaced, title page, reference page, appendices in back). Include a cover page with all your team member’s names. include at least 2 textbook and/or journal article references within your paper (i.e., make connections from what you read to what you saw). There is a rubric available in Canvas for your reflection.
Assignment= 125 points

Transition IEP
Students will be provided with a student profile, existing data, eligibility, and special considerations. These sections of the IEP will be filled out. Students will complete the remaining sections of the transition IEP. There is a rubric available in Canvas for your Transition IEP.

Assignment= 50 points

In-Class Participation
The subject matter of this course is both challenging, and at times, wonderfully debatable. Therefore, student participation and discussion is a critical element of the course structure. Students will be expected to come to class well prepared to engage in discussions and activities. Students who are not present for the entire class session will not earn full participation points for that day. Points missed due to absences during class activities CANNOT be made up. Students get 1 free absence. Students who miss 2 classes will lose ½ of the total participation points and students who miss 3 classes will lose all participation points. In-class activities must be completed during class time to receive all participation points for that class. The instructor will consider participation of students on a case-by-case basis.

Professionalism:
Students who adhere to the policies and procedures stated in this syllabus and who attend class, demonstrate professionalism if a class must be missed, demonstrate professionalism when representing UNT during course activities, and complete all activities will earn the maximum number of points for professionalism.

Grading:
- Discussion Board (20 points x 5 modules) 100 points
- Module Quizzes (10 points x 5 modules) 50 points
- Assistive Technology Internet Module—AT Transitions 10 points
- Assistive Technology Internet Module—Vocational 10 points
- Transition Coalition: Best Practices 15 points
- Transition Coalition Cultural Diversity 15 points
- In-Class Participation 50 points
- Professionalism 25 points
- Accessibility Challenge 50 points
- Community Map Project: 125 points
- Transition IEP 50 points
- Extra Credit Opportunities (up to a total of 20 points allowed)

Total points available: 500 *Your grade will not round up unless you have .5 that falls between categories such as 449.5 (A). In other words, 449 points = B.

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<tr>
<th>Grade</th>
<th>Points</th>
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<tr>
<td>A (90%)</td>
<td>450--500</td>
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<td>B (80%)</td>
<td>400--449</td>
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<td>C (70%)</td>
<td>350--399</td>
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<td>D (60%)</td>
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Extra Credit Opportunities (up to a total of 20 points allowed)
Course Policies and Requirements:

**Person-First Language.** Use person-first language when referring to individuals with disabilities in class discussions and written assignments (and ideally in your professional practice). Please refer to “Guidelines for Reporting and Writing About People with Disabilities” http://www.lsi.ku.edu/~isi/news/featured/guidelines.shtml

**Attendance:** Attendance is expected of all students. In case of an emergency or a circumstance impacting activity completion, please notify the professor as soon as possible. One “free” absence will be given to account for any situation that may prevent you from attending class. Any other occurrence will result in a loss of points from missed participation and in class activities.

**Personal Conduct/Professionalism:** Please be courteous to the instructor, your peers, and community personnel you interact with throughout the course. Any unprofessional or disruptive behavior will result in loss of professionalism points. The number of points deducted will be at the discretion of the instructor. Enhancing professionalism and ethical behavior is an underlying goal of all courses in UNT’s Programs in Special Education, as well as a foundational topic of this course. Thus, at all times, students are expected to conduct themselves in a highly responsible and respectful manner. In addition to those guidelines addressing student conduct established by the university and addressed in the undergraduate catalog and student handbook (e.g., cheating, plagiarism), professionalism includes the following:

- establishing and maintaining positive relationships and interactions with peers, colleagues, and instructors;
- attending respectfully to others who are sharing information (or asking questions) with the class;
- being flexible and understanding in response to unforeseen changes in the syllabus;
- maintaining attention and alertness, and refraining from engaging in any activity not directly related to this class during class hours;
- making only positive comments and gestures directed toward others in the class.
- ensuring that cell phones are turned off prior to entering the classroom, as phone calls during class time are disruptive to the instructional activities of the course (especially for those of us who are highly distractible);
- using personal computers is encouraged for those students who prefer this medium for note taking, however, professionalism dictates that students use their computers for class-related activities only during class time;
- all assignments, unless otherwise noted, are expected to be completed individually. In addition, no work completed and turned in for this course should be turned in at a later time (without significant changes or additions) to fulfill requirements for other courses, or shared with other students for the purpose of completing course work in special education courses of this or other instructors.

**Completion/Submission of Assignments:** Read assignment instructions carefully before starting and/or submitting them to ensure accuracy. Assignments are to be submitted through the Canvas Assignment function unless instructed otherwise. All students are responsible for paying careful attention to assignment submission deadlines.

- **Written Assignments:** All written assignments must be presented in typewritten form, using appropriate APA format, if relevant. Assignments should be turned in on the date announced or earlier.
APA Format for Assignments: Use APA 6th edition guidelines for all course assignments. This website links to APA format guidelines: http://www.apastyle.org/. In particular, it is expected that you know how to paraphrase and cite information appropriately to meet both APA guidelines and to avoid plagiarism. This website provides some useful information on how to avoid plagiarism in your writing: http://www.plagiarism.org/plagiarism-101/overview/. In all cases, written assignments should adhere to standard usage of English grammar and be free of typographical errors.

Late Assignments: Assignments should be submitted through Canvas by 11:59PM 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 day; 10% for 2-3 days; 15% for 4-6 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 module quizzes do not receive any points if late. If you post after the due date, you will not receive any points. Quizzes are unavailable after the due date. The date that the assignment was received by the instructor in Canvas will be considered the date submitted. Submitting an assignment late does not alter the due dates on other assignments and prevents timely feedback to students regarding their work that may be of value in later assignments. Since a grade for an assignment is not released until all submissions are graded, students should strive to keep up with the assignment schedule so that they will be able to have appropriate formative feedback from their instructor across the semester.

Incompletes: A grade of "Incomplete" will be granted only if a student has satisfactorily completed 75% or more of the course requirements with a passing grade and requests an incomplete for extreme personal or academic reasons. The professor and student will negotiate a due date and requirements for successful completion. If the student fails to complete the requirements by the agreed upon due date, the existing grade will be submitted. Students are expected to remember and submit the requirements by the due date without waiting for reminders from the professor. Low class attendance or poor grades are not good enough reasons for requesting an Incomplete.

Academic Integrity and Dishonesty: Students caught cheating or plagiarizing will receive a “0” for that particular assignment or quiz. Additionally, the incident will be reported to the Dean of Students, who may impose further penalty. According to the UNT catalog, the term “cheating” includes, but is not limited to, a. use of any unauthorized assistance in taking quizzes, tests, or examinations; b. dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; c. the acquisition, without permission, of tests or other academic material belonging to a faculty or staff member of the university; d. dual submission of a paper or project, or resubmission of a paper or project to a different class without express permission from the instructor(s); or e. any other act designed to give a student an unfair advantage. The term “plagiarism” includes but is not limited to: a. the work of another person without full and clear acknowledgement; and b. the knowing or negligent unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

Retention of Student Records: Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading
Information and comments, is also stored in a safe electronic environment for one year. You have the right to view your individual record; however, information about your records will not be divulged to other individuals without the proper written consent. You are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the university’s policy in accordance with those mandates at the following link: http://essc.unt.edu/registrar/ferpa.html

**Basic Needs:** Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students for support. Furthermore, please notify me if you are comfortable in doing so. This will enable me to provide any resources that I may possess. Information on the UNT food pantry can be found at http://deanofstudents.unt.edu/resources/food-pantry

**Preferred Names:** As a UNT student, you are able to change how your preferred/proper name shows up on class rosters, Canvas, and MyUNT. This option is helpful for various student populations, including but not limited to: students who abbreviate their first name; students who use their middle name; international students; and transgender students. During introductions on Canvas, please share with all members of our learning community what name and pronouns you use, as you are comfortable. Additionally, if these change at any point during the semester, please let me know and we can develop a plan to share this information with others in a way that is safe for you. Should you want to update your preferred/proper name, you can do so by looking at the following guidelines: https://registrar.unt.edu/transcripts-and-records/update-your-personal-information

**Confidentiality/Pseudonyms:** Any student/family information you share in class, in assignments, or online discussions should be kept confidential. Please use pseudonyms when discussing or writing about a student, family member, or school/district to protect their identity.
12 Ground Rules for Online Discussions

**Participate:** This is a shared learning environment. No lurking in the cyberspace background. It is not enough to login and read the discussion thread of others. For the maximum benefit to all, everyone must contribute.

**Report Glitches:** Discussion forums are electronic. They break. If for any reason you experience difficulty participating, please call, email, or otherwise inform the course instructor of the issue. Chances are others are having the same problem.

**Help Others:** You may have more experience with online discussion forums than the person next to you. Give them a hand. Show them it’s not so hard. They’re really going to appreciate it!

**Be Patient:** Read everything in the discussion thread before replying. This will help you avoid repeating something someone else has already contributed. Acknowledge the points made with which you agree and suggest alternatives for those with which you don’t.

**Be Brief:** You want to be clear—and to articulate your point—without being preachy or pompous. Be direct. Stay on point. Don’t lose yourself, or your readers, in overly wordy sentences or paragraphs.

**Use Proper Writing Style:** This is a must. Write as if you were writing a term paper. Correct spelling, grammatical construction and sentence structure are expected in every other writing activity associated with scholarship and academic engagement. Online discussions are no different.

**Cite Your Sources:** Another big must! If your contribution to the conversation includes the intellectual property (authored material) of others, e.g., books, newspaper, magazine, or journal articles—online or in print—they must be given proper attribution. **Failure to do so is considered an act of Academic Dishonesty that could result in dismissal from the program, and or the university.** (see the university policy on Academic Dishonesty)

**Emotions and Texting:** Social networking and text messaging has spawned a body of linguistic shortcuts that are not part of the academic dialogue. Please refrain from :-) faces and c u l8r’s.

**Respect Diversity:** It’s an ethnically rich and diverse, multi-cultural world in which we live. Use no language that is—or that could be construed to be—offensive toward others. Racists, sexist, and heterosexist comments and jokes are unacceptable, as are derogatory and/or sarcastic comments and jokes directed at religious beliefs, disabilities, and age.

**No YELLING!** Step carefully. Beware the electronic footprint you leave behind. Using bold upper-case letters is bad form, like stomping around and yelling at somebody (NOT TO MENTION BEING HARD ON THE EYE).

**No Flaming!** Criticism must be constructive, well-meaning, and well-articulated. Please, no tantrums. Rants directed at any other contributor are simply unacceptable and will not be tolerated. The same goes for profanity. The academic environment expects higher-order language.

**Lastly, Remember: You Can’t Un-Ring the Bell.** Language is your only tool in an online environment. Be mindful. How others perceive you will be largely—as always—up to you. Once you’ve hit the send button, you’ve rung the bell. Review your written posts and responses to ensure that you’ve conveyed exactly what you intended. This is an excellent opportunity to practice your proofreading, revision, and rewriting skills—valuable assets in the professional world for which you are now preparing. Hint: Read your post out loud before hitting the send button. This will tell you a lot about whether your grammar and sentence structure are correct, your tone is appropriate, and your contribution clear or not.

Online Etiquette source:
http://www.kvccdocs.com/start-docs/etiquette.html
**CEC Knowledge & Skill Base for All Beginning Special Education Transition Specialist—Competencies upon which this course is built and which are tested with the TExES EC-12 Special Education examination (#161):**

**Special Education Standard #1: Foundations Transition Specialist**

**Knowledge:**
- TS1K1 Theoretical and applied models of transition.
- TS1K2 Transition-related laws and policies.
- TS1K3 History of national transition initiatives.
- TS1K4 Research on relationships between individual outcomes and transition practices.
- TS1K5 Procedures and requirements for referring individuals to community service agencies.

**Skills:** None

**Special Education Standard #2: Development and Characteristics of Learners Transition Specialist**

**Knowledge:**
- TS2K1 Implications of individual characteristics with respect to post-school outcomes and support needs.

**Skills:** None

**Special Education Standard #4: Instructional Strategies Transition Specialist**

**Knowledge:**
- TS4K1 Methods for providing community-based education for individuals with exceptional learning needs.
- TS4K2 Methods for linking academic content to transition goals.
- TS4K3 Strategies for involving families and individuals with exceptional learning needs in transition planning and evaluation.

**Skills:**
- TS4S1 Arrange and evaluate instructional activities in relation to post-school goals.

**Special Education Standard #5: Learning Environments and Social Interactions Transition Specialist**

**Knowledge:**
- TS5K1 School and post-school services available to specific populations of individuals with exceptional learning needs.

**Skills:**
- TS5S1 Identify and facilitate modifications within work and community environments.
- TS5S2 Use support systems to facilitate self-advocacy in transition planning.

**Special Education Standard #7: Instructional Planning Transition Specialist**

**Knowledge:**
- TS7K1 Job seeking and job retention skills identified by employers as essential for successful employment.
- TS7K2 Vocational education methods, models, and curricula.
- TS7K3 Range of post-school options within specific outcome areas.

**Skills:**
- TS7S1 Identify outcomes and instructional options specific to the community and the individual.
- TS7S2 Arrange and evaluate instructional activities in relation to post-school goals.
- TS7S3 Ensure the inclusion of transition-related goals in the educational program plan.
- TS7S4 Develop post-school goals and objectives, using interests and preferences of the individual.

**Special Education Standard #8: Assessment Transition Specialist**

**Knowledge:**
TS8K1  Formal and informal approaches for identifying students’ interests and preferences related to educational experiences and post-school goals.

Skills:
TS8S1  Match skills and interests of the individuals to skills and demands required by vocational and post-school settings.
TS8S2  Interpret results of career and vocational assessment for individuals, families, and professionals.
TS8S3  Use a variety of formal and informal career, transition, and vocational assessment procedures.
TS8S4  Evaluate and modify transition goals on an ongoing basis.
TS8S5  Assess and develop natural support systems to facilitate transition to post-school environments.

Special Education Standard #9: Professional and Ethical Practice Transition Specialist
Knowledge:
TS9K1  Scope and role of transition specialist.
TS9K2  Scope and role of agency personnel related to transition services.
TS9K3  Organizations and publications relevant to the field of transition.
Skills:
TS9S1  Show positive regard for the capacity and operating constraints of community organizations involved in transition services.
TS9S2  Participate in activities of professional organizations in the field of transition.

Special Education Standard #10: Collaboration Transition Specialist
Knowledge:
TS10K1  Methods to increase transition service delivery through interagency agreements and collaborative funding.
TS10K2  Transition planning strategies that facilitate input from team members.
Skills:
TS10S1  Design and use procedures to evaluate and improve transition education and services in collaboration with team members.
TS10S2  Provide information to families about transition education, services, support networks, and post-school options.
TS10S3  Involve team members in establishing transition policy.
TS10S4  Provide transition-focused technical assistance and professional development in collaboration with team members.
TS10S5  Collaborate with transition-focused agencies.
TS10S6  Develop interagency strategies to collect, share, and use student assessment data.
TS10S7  Use strategies for resolving differences in collaborative relationships and interagency agreements.
TS10S8  Assist teachers to identify educational program planning team members.
TS10S9  Assist individual, family, and agency participation in transition planning and implementation.

CEC Initial Preparation Standard 6.3 (2012):
Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.

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1 / “Individual with exceptional learning needs” is used throughout to include individuals with disabilities and individuals with exceptional gifts and talents.
2 / “Exceptional Condition” is used throughout to include both single and co-existing conditions. These July be two or more disabling conditions or exceptional gifts or talents co-existing with one or more disabling conditions.
3 / “Special Curricula” is used throughout to denote curricular areas not routinely emphasized or addressed in general curricula; e.g., social, communication, motor, independence, self-advocacy.
# Calendar of Due Dates and Course Meetings

**NOTE:** The instructor reserves the right to make schedule changes given unusual circumstances and/or at her discretion. She expects students to adapt to changes with equanimity.

<table>
<thead>
<tr>
<th>Dates</th>
<th>Class and Topics</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 14-20</td>
<td>No On Campus Class</td>
<td>Read syllabus/ Explore Canvas Post introduction in Canvas (due 1/20)</td>
</tr>
<tr>
<td>Jan 21-27</td>
<td>Module 1 Release 1/21</td>
<td>Module 1 reflection (due 1/30) Module 1 quiz (due 2/3) Module 1 responses (due 2/3)</td>
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<tr>
<td></td>
<td>On Campus Class 1/24</td>
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<tr>
<td>Jan 28- Feb 3</td>
<td>No On-Campus Class</td>
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<tr>
<td>Feb 4- 10</td>
<td>Module 2 Release 2/4</td>
<td></td>
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<tr>
<td>Feb 18- 24</td>
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<td>Accessibility Challenge (due 2/24)</td>
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<tr>
<td>Feb 25- Mar 3</td>
<td>Module 3 Release 2/25</td>
<td></td>
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<tr>
<td></td>
<td>On Campus Class 2/28</td>
<td></td>
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<tr>
<td>Mar 4 - 10</td>
<td></td>
<td>Module 3 reflection (due 3/6) Module 3 Activity (due 3/10) Module 3 quiz (due 3/10) Module 3 responses (due 3/10)</td>
</tr>
<tr>
<td>Mar 11 - 17</td>
<td>Spring Break- No Class</td>
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<tr>
<td>Mar 25 - 31</td>
<td>On Campus Class 3/28</td>
<td></td>
</tr>
<tr>
<td>Apr 1 - 7</td>
<td>Module 5 Release 4/1</td>
<td>Module 5 reflection (due 4/10) Module 5 Activity (due 4/14) Module 5 quiz (due 4/14) Module 5 responses (due 4/14)</td>
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<td></td>
<td>On Campus Class 4/4</td>
<td>Guest Speaker: Lucy Gafford</td>
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<td>Apr 8 - 14</td>
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<td>Apr 15 - 21</td>
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<tr>
<td>Apr 22 - 28</td>
<td>On Campus Class 4/25</td>
<td>Community Map Group Project due 4/28</td>
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<tr>
<td>Apr 29-May 5</td>
<td></td>
<td>Transition IEP due 5/5</td>
</tr>
<tr>
<td>May 6 - 12</td>
<td></td>
<td>No Final in this class ☺</td>
</tr>
</tbody>
</table>
Tentative Class Calendar and Topics for Meeting Dates

**Thursday, January 24th – First class meeting**
Introduction to course
Go over syllabus/course requirements
Select groups and names for your transition “teams”

Module 1- Introduction and Overview of Transition
- An introduction to adolescent transition education
- Policy and adolescent transition education
- Eligibility vs. Entitlement
  - Assignments:
    - Module 1 Discussions
    - Quiz 1

Module 2- Best Practices in Transition Across the Lifespan
- Transition assessment
- Person-centered planning and student participation
- Transition IEP
  - Assignments:
    - Module 2 Discussions
    - Quiz 2
    - Activity: Transition Coalition Best Practices

**Thursday, February 14th — Class meets**
Topic: Best Practices in Transition Activity
Community Map Group Project Collaboration- 30 minutes

Non-Module Assignment: Accessibility Challenge Due Feb 24th

Module 3- The Role of Assistive Technology in Transition
- Assistive technology across post-secondary environments
  - Assignments:
    - Module 3 Discussions
    - Quiz 3
    - Activity: ATIM Module- AT Transitions

**Thursday, February 28th — Class meets**
Extra Credit Opportunity
Class Discussion- Accessibility Challenge
Community Map Group Project Collaboration- 30 minutes

Module 4- Preparing Students for the 21st Century Workforce
- Career development and vocational instruction
- Innovative employment support models
- Job development and placement
- Transition to postsecondary education
  - Assignments:
    - Module 4 Discussions
    - Quiz 4
    - Activity: ATIM Module- Vocational and Post Secondary AT
Thursday, March 28th — Class meets
Topic: Transition IEP Activity
Community Map Group Project Collaboration- 30 minutes

Module 5- Living My Best Life!
- Culturally responsive transition practices
- Self-determination
- Guardianship decisions
- Community participation
- Supports: Financial, social, health and wellness, etc.
  - Assignments:
    - Module 5 Discussions
    - Quiz 5
    - Activity: Transition Coalition- Cultural Responsive Practices

Thursday, April 4th — Class meets
Topic: Workplace Inclusion and Sustainable Employment
Guest Speaker: Lucy Gafford
Assignment help: Transition IEP

Thursday, April 25th —Class meets
Course wrap up
Class discussion: Community Map Project
Assignment help: Transition IEP

Non-Module Assignment: Community Map Group Project Due April 28th
Non-Module Assignment: Transition IEP Due May 5th