Instructor: Melissa N. Savage, Ph.D.
Office: Matthews Hall, 3221
Phone: (940) 891-6820
Email: melissa.savage@unt.edu (Email message through Canvas preferred)
Office Hours: Student hours posts in Canvas and hours also available by appointment. Send me an email through Canvas if you would like to set up a meeting.

The content for this course will be presented online and we will use Zoom class time to discuss your experiences with assignments, time for project work, and activities.

Canvas: Go to the CANVAS website to access our course.

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

Scheduled Zoom Meeting Dates:
ALL sessions with the exception of individual meetings will take place from 12:30–1:30pm.
January 12, 2021
January 28, 2021
February 11, 2021
February 25, 2021
March 15-21, 2021 (Individual Meetings *Separate sign up will be available in Canvas)
April 1, 2020
April 22, 2020

*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. 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 grown. 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/).

### ACCESS TO INFORMATION – EAGLE CONNECT:

Your access point for business and academic services at UNT occurs at [MyUNT](http://my.unt.edu). All official communication from the university will be delivered to your Eagle Connect account. For more information, please visit the [Eagle Connect website](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 number in the MyUNT system. 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.

### Required Text and Readings

*No textbook for this course
*Required article and text readings will be made available on Canvas

### Course Description

Transition education and services for individuals with disabilities across the lifespan with emphasis on the K–12 school years. Examines the theory, models, and practice of transition planning from school to community living, post-secondary education and employment. Legal and practical application of skills such as transition assessment, IEP planning, culture and family, person-centered planning, self-determination, and interagency collaboration 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 skills across the lifespan.
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 describe how it is fostered in individuals with disabilities from early childhood into adulthood.
1.7 Implement best practices in transition.
1.8 Describe how to involve families in future planning for individuals with disabilities.
1.9 Demonstrate culturally sensitive practices in transition planning and implementation.
1.10 Develop an Individualized Education Program with transition elements that follow best practice and federal policies.

Performance Evaluation

Canvas Discussion Boards (100 points)

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:

- Make one original reflection post and respond to two of your classmates’ posts by the due dates. Reflection by the due date- worth up to 10 points. Each response by due date- worth up to 5 points each.
- Reflection posts should make a substantial contribution to the discussion, sharing your experiences with the topic and be based off module materials. Each reflection should answer all questions posed in the discussion forum.
- For responses, you’ll want to add new information and/or opinions in each response post, not simply reference what the original post stated. Please feel free to ask questions to the author of the original post as well. Short responses such as “Great ideas. Thank you for sharing!” or “I agree. This seems like a helpful strategy.” will not be awarded points.
- Take advantage of this opportunity to share things you've done, tips from other courses or job experiences, your views, etc. This is a great way to learn from each other, and I enjoy learning new ideas from everyone.
- Be grammatically correct and proofread for spelling errors. Be professional. There should be no internet abbreviations, such as “rofl.”

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 response such as multiple choice, video recordings, and open-ended responses. Due dates for quizzes are on the course calendar.
Quizzes= 10 points x 5 modules = 50 points

Assistive Technology Internet Modules (ATIM) (10 points)
1. AT Problem Solving Across the Lifespan- AT Transitions (Module 3)
   • Go to: 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 (Demonstrated by a score of 80+% on each post-assessment)

Transition Coalition Internet Modules (15 points)
Best Practices (Module 2)
• You will need to create an account for this activity at 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 (Demonstrated by a score of 80% on each post-assessment)

Accessibility Challenge (50 points)
*Project can be done individually or with a partner.
Outside of class: Students will participate in one of the following:
(a) ride the public transportation system in Denton or your own community or
(b) walk through a building/ outdoor area on UNT’s campus or a building/outdoor area (e.g., park) in your community
Whichever you choose: Take note of barriers and facilitators to participation. Is public transportation accessible? Does the campus or community building 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.
• Evidence- You will take pictures throughout the process and submit as artifacts.
• In Zoom Class: You will discuss your experiences.
• Canvas: You will submit a brief reflection of the experience along with at least 3 pictures. You will submit a brief 2–3 page paper of the experience along with at least 3 pictures. Please include at least 1 citation within your paper and reference the citation. Follow APA format (include title page and reference page- these do not count in page total). A rubric will be available on Canvas for this assignment.
Community Participation Project (100 points)
*Partnered Project
- Opportunity to work 1-on-1 with a High School student receiving Special Education services
- Engage in monthly coaching sessions with the HS student (you will be paired with a student in the beginning of the course)
- Use evidence-based practices to support HS student in achieving a targeted goal
- Class discussions of experiences
- Reflection paper. You will submit a brief 2–3 page (double spaced) summary of the experience. Please include at least 1 citation in your summary and reference the citation. Follow APA format (include title page and reference page- these do not count in page total). A rubric will be available in Canvas for this assignment

Transition IEP (100 points)
*Individual project
- Students will choose from 1 of 2 profiles and complete a 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.

Participation (50 points)
The subject matter of this course is both challenging, and at times, wonderfully debatable. Therefore, student participation in activities and discussion is a critical element of the course structure. Students will be expected to come to Zoom class well prepared to engage in discussions and activities. There is no expectation to put on video. Students who are not present for the entire class session will not earn full participation points for that day. There are a total of 7 Zoom sessions. This includes 6 class Zoom sessions and 1 individual Zoom meeting. 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. The instructor will consider participation of students on a case-by-case basis.

Professionalism (25 points)
Students who adhere to the policies and procedures stated in this syllabus, 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.

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
- Transition Coalition: Best Practices 15 points
- Participation 50 points
- Professionalism 25 points
- Accessibility Challenge 50 points
- Community Participation Project: 100 points
- Transition IEP 100 points
- Extra Credit Opportunities (up to a total of 20 points allowed)

Grade Criteria:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>89.5 – 100%</td>
</tr>
<tr>
<td>B</td>
<td>79.5–89.4%</td>
</tr>
<tr>
<td>C</td>
<td>69.5–79.4%</td>
</tr>
<tr>
<td>D</td>
<td>59.5 – 69.4%</td>
</tr>
<tr>
<td>F</td>
<td>≤59.4%</td>
</tr>
</tbody>
</table>
Course Policies and Requirements

Person-First and Identity First Language. Professionals often use person-first language (e.g., child with a disability) and prefer this option in writing such as articles and media, while some self-advocates prefer identity first language (e.g., autistic). Please use person-first language in written assignments and discussions. However, if someone prefers to use identity-first language, use identity-first language in those cases. In those same projects, carry through that identity-first language into assignment reflections if that is the preference of the individual you are working with on projects.

Remote Class Participation: 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 (2 absences = loss of ½ points; 3+ absences = loss of all points).

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 as well as further action depending on the severity of the incident. 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.
- 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 retakes or 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 7th edition guidelines for all course assignments. Refer to the APA Website for APA format guidelines. In particular, it is expected that you know how to
paraphrase and cite information appropriately to meet both APA guidelines and to avoid plagiarism. 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 1-2 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. 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 the same or 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.
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. Visit the UNT Food Pantry resource for more information.

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, 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)

**Emoticons 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 Resource](#)
Standards

The competencies for this course are taken from What Every Special Educator Must Know: Professional Ethics and Standards (7th edition) of the Council for Exceptional Children (CEC), and the TExES competencies for EC-12 Special Education Preparation Manual. EDSP 4360 also links to a specialty set of CEC Transition Specialist standards.

Initial Preparation Standard 1: Learner Dev & Individual Learner Difference
1.0 Beginning special education professionals understand how exceptionalities may interact w/development & learning & use this knowledge to provide meaningful & challenging learning experiences for individuals with exceptionalities.
1.1 Beginning sped professionals understand how language, culture, and family background influence the learning of individuals w/exceptionalities.
1.2 Beginning sped professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.

Initial Preparation Standard 2: Learning Environments
2.0 Beginning sped professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.
2.1 Beginning sped professionals through collaboration with general educators and other colleagues, create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.
2.2 Beginning sped professionals use motivational and instructional interventions to teach individuals with exceptionalities in meaningful learning activities and social interactions.
2.3 Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities in crisis.

Initial Preparation Standard 3: Curricular Content Knowledge
3.1 Beginning sped professionals understand the central concepts, structures of the discipline, tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities.
3.3 Beginning sped professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities.

Initial Preparation Standard 4: Assessment
4.0 Beginning sped professionals use multiple methods of assessment and data sources in making educational decisions.
4.1 Beginning sped professionals select and use technically sound formal and informal assessments that minimize bias.
4.2 Beginning sped professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.
4.3 Beginning sped professionals in collaboration with colleagues and families, use multiple types of assessment information in making decisions about individuals with exceptionalities.
4.4 Beginning sped professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.

Initial Preparation Standard 5: Instructional Planning & Strategies
5.0 Beginning sped professionals select, adapt, and use a repertoire of evidence based instructional strategies to advance learning of individuals with exceptionalities.
5.1 Beginning sped professionals consider individual abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities.
5.2 Beginning sped professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.
5.3 Beginning sped professionals are familiar with augmentative and alternative communicate systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.
5.4 Beginning sped professionals use strategies to enhance language development and communication skills of individuals with exceptionalities.
5.5 Beginning sped professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in a collaboration with individuals, families, and teams.
5.6 Beginning sped professionals teach to mastery and promote generalization of learning.
5.7 Beginning sped professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.

Initial Preparation Standard 6: Professional Learning and Ethical Practice
6.3 Beginning sped 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.
6.5 Beginning sped professionals advance the profession by engaging in activities such as advocacy and mentoring.

Initial Preparation Standard 7: Collaboration
7.0 Beginning sped professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.
7.1 Beginning of sped professionals use the theory and elements of effective collaboration.
7.2 Beginning sped professionals serve as a collaborative resource to colleagues.
7.3 Beginning sped professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.

**Domain I — Understanding Individuals with Disabilities and Evaluating Their Needs**

Competency 001: The special education teacher understands and applies knowledge of the characteristics and needs of students with disabilities.

Competency 002: The special education teacher understands formal and informal assessment and evaluation procedures and knows how to evaluate student competencies to make instructional decisions.

**Domain II — Promoting Student Learning and Development**

Competency 003: The special education teacher understands and applies knowledge of procedures for planning instruction for individuals with disabilities.

Competency 004: The special education teacher understands and applies knowledge of procedures for managing the teaching and learning environment, including procedures related to the use of assistive technology.

Competency 005: The special education teacher knows how to promote students’ educational performance in all content areas by facilitating their achievement in a variety of settings and situations.

Competency 006: The special education teacher understands and applies knowledge of issues and procedures for teaching appropriate student behavior and social skills.

Competency 007: The special education teacher understands and applies knowledge of transition issues and procedures across the life span.

**Domain IV -Professional Roles and Responsibilities**

Competency 010: The special education teacher understands the philosophical, historical and legal foundations of special education.

Competency 011: The special education teacher applies knowledge of professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

Competency 012: The special education teacher knows how to communicate and collaborate effectively in a variety of professional settings.

**Advanced Preparation Standard 1: Assessment**

**Knowledge:**

SETRS.1.K1 Variety of formal and informal transition assessments and procedures to identify student strengths, preferences, and interests as they relate to postschool settings (postsecondary education, employment, independent living)

**Skills:**

SETRS.1.S1 Utilize a variety of transition assessments on an ongoing basis to develop appropriate transition plans

SETRS.1.S3 Interpret results of transition assessments for students, families, and professionals

SETRS.1.S4 Develop measurable postsecondary goals based on transition assessment results

SETRS.1.S7 Match student preferences and interests with assessment results with skills and demands of postschool environments

**Advanced Preparation Standard 2: Curricular Content Knowledge**

**Knowledge:**

SETRS.2.K1 Evidence-based instruction, curricular resources, and practices regarding transition to postschool settings

**Skills:**

SETRS.2.S1 Provide teachers with instructional practices and related activities to embed transition content within general academic courses

SETRS.2.S2 Offer instructional, related activities, and curricular resources related to transition planning

SETRS.2.S3 Deliver self-advocacy and self-determination information and resources

SETRS.2.S6 Ensure that student instructional and related activities facilitate movement toward identified postsecondary goals

SETRS.2.S8 Facilitate student-centered transition planning approaches

**Advanced Preparation Standard 3: Programs, Services, and Outcomes**

**Knowledge:**

SETRS.3.K1 In-school and community evidence-based employment preparation and postsecondary programs and services

SETRS.3.K2 Strategies for providing community-based training

SETRS.3.K3 Strategies for linking transition goals to academic content

SETRS.3.K6 Range of postschool outcome options for supporting adult life outcomes (i.e., employment, postsecondary education, and independent living)

SETRS.3.K7 Effects of the cultural and environmental milieu of the individual and the family on behavior and learning

**Skills:**

SETRS.3.S1 Develop annual goals and objectives related to measurable postsecondary goals

SETRS.3.S2 Select relevant transition services and course of study to achieve postsecondary goals and objectives

SETRS.3.S3 Align instructional activities and related activities with postsecondary goals and objectives

SETRS.3.S5 Evaluate instructional and related activities in relation to postsecondary goals

SETRS.3.S6 Develop educational experiences that correspond with IEP postsecondary goals

**Advanced Preparation Standard 4: Research and Inquiry**

**Knowledge:**

SETRS.4.K1 Transition practices, programs and services that produce successful postschool outcomes

SETRS.4.K2 Theoretical and applied models of transition programs and services

SETRS.4.K3 Research on relationships between transition programs, services, and individual outcomes
Skills:
SETRS.4.S3 Use evidence-based practices and research to develop transition programs and services

Advanced Preparation Standard 5: Leadership and Policy
Knowledge:
SETRS.5.K1 Transition laws and policies (e.g., Individuals With Disabilities Education Act, Vocational Rehabilitation Act, Fair Labor Standards Act)
Skills:
SETRS.5.S1 Advocate for transition program and policy changes to improve transition services
SETRS.5.S5 Include and prepare students, families, teams, and other related-agency members for the transition planning process

Advanced Preparation Standard 6: Professional and Ethical Practice
Knowledge:
SETRS.6.K2 Scope, role, and responsibilities of community agency personnel related to transition services
Skills:
SETRS.6.S1 Develop and maintain professional transition-related ethics in working with community and related agency personnel
SETRS.6.S2 Participate in activities of professional organizations in the field of transition

Advanced Preparation Standard 7: Collaboration
Knowledge:
SETRS.7.K1 Strategies for collaborating with stakeholders to ensure and increase effective transition services, supports, and outcomes for individuals with exceptionalities and their families
SETRS.7.K2 Roles and responsibilities of educators, employers, and other stakeholders in the variety of settings related to postsecondary outcomes
Skills:
SETRS.7.S1 Promote active involvement of families, especially those who are culturally and linguistically diverse, throughout the transition decision-making and implementation process
SETRS.7.S4 Disseminate transition information and resources to stakeholders
SETRS.7.S6 Ensure compliance with federal and state policies regarding transition (e.g., Americans with Disabilities Act, Fair Labor Standards Act, Vocational Rehabilitation Act)
SETRS.7.S10 Plan accommodations and modifications in postsecondary, educational, and training settings
# 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. I expect students to adapt to changes with equanimity.

<table>
<thead>
<tr>
<th>Dates</th>
<th>Class and Module Release Dates</th>
<th>Assignments Due</th>
</tr>
</thead>
</table>
| Jan 11 – 17 | Module 1 Release 1/11 Zoom Class 1/12 | Read syllabus/ Explore Canvas  
Post introduction in Canvas (due 1/17) |
| Jan 18 – 24 |                                   | Module 1 discussion reflection (due 1/20)  
Module 1 quiz (due 1/24)  
Module 1 discussion responses (due 1/24) |
| Jan 25 – 31 | Module 2 Release 1/25 Zoom Class 1/28 |                                   |
| Feb 1 – 7   |                                   | Module 2 discussion reflection (due 2/3)  
Module 2 activity (due 2/7)  
Module 2 quiz (due 2/7)  
Module 2 discussion responses (due 2/7) |
| Feb 8 – 14  | Zoom Class 2/11                   |                                   |
| Feb 15 – 21 |                                   | Accessibility Challenge (due 2/21) |
| Feb 22 – 28 | Module 3 Release 2/22 Zoom Class 2/25  
Community Participation Project: February HS Student Coaching |                                   |
| Mar 1 – 7   |                                   | Module 3 reflection (due 3/3)  
Module 3 activity (due 3/7)  
Module 3 quiz (due 3/7)  
Module 3 responses (due 3/7) |
| Mar 8 – 14  | Individual Meeting with Instructor throughout the week Zoom Class 2/25  
Community Participation Project: February HS Student Coaching |                                   |
| Mar 15 – 21 | Module 4 Release 3/15             | Sign-up for Individual Meetings (sign-up in Canvas)  
This meeting = 1 Zoom participation meeting |
| Mar 22 – 28 | Community Participation Project: March HS Student Coaching | Module 4 reflection (due 3/24)  
Module 4 activity (due 3/28)  
Module 4 quiz (due 3/28)  
Module 4 responses (due 3/28) |
| Mar 29 – Apr 4 | Module 5 Release 3/29 Zoom Class 4/1 | Module 5 reflection (due 4/7)  
Module 5 activity (due 4/11)  
Module 5 quiz (due 4/11)  
Module 5 responses (due 4/11) |
| Apr 5 – 11  | Community Participation Project: April HS Student Coaching | Transition IEP Assignment (due 4/18) |
| Apr 12 – 18 | Zoom Class 4/22                   | Community Participation Project (due 4/25) |
| Apr 19 – 25 |                                   |                                   |
| Apr 26 – 30 | No final in this class 😊         |                                   |

*Note.* Total of 7 Participation Events (6 class events and 1 individual meeting with instructor).