

DEPARTMENT: ADOLESCENT, CAREER, AND SPECIAL EDUCATION

COURSE PREFIX: SED COURSE NUMBER: 655 CREDIT HOURS: 3

- I. TITLE:** Special Education Transition
- II. COURSE DESCRIPTION AND PREREQUISITE(S):** The focus of this course is to support successful transition from school to community life. This includes transitions from different grade levels as well as from public schools to private life.
Prerequisite(s): none
- III. COURSE OBJECTIVES:**
Class activities will be centered on the attainment of the course objectives listed below. Following each objective, and enclosed in parentheses, are numbers which reference the Kentucky Teacher Performance Standards and Certification (KTPS), the Interstate Teacher Assessment and Support Consortium (InTASC), and the Council for Exceptional Children (CEC) standards addressed by that objective. Upon successful completion of this class, students will be able to
- A.** discuss the legal framework for transition planning, including IDEA 2004 (KTPS/InTASC # 4, 5; CEC #2, 3);
 - B.** examine and discuss various transition models and best practices (KTPS/InTASC # 4, 5, 7, 8; CEC #2, 3, 4);
 - C.** examine and discuss career development theories for persons with disabilities from a perspective that addresses career development as a life-long process (KTPS/InTASC # 3, 4, 7, 8 9; CEC #2, 3,4,5);
 - D.** define and discuss key concepts in transition collaboration and the roles of important players in the transition process (KTPS/InTASC # 9, 10; CEC # 6,7);
 - E.** identify and discuss multicultural issues in the transition planning process (KTPS/InTASC # 1, 2, 7; CEC # 2, 3, 5, 6);
 - F.** define and discuss relationships between career and vocational-technical education and academic programming (KTPS/InTASC # 4; CEC # 2);
 - G.** explain the rationale and discuss procedures for completing formal, informal, and interdisciplinary transition assessment (KTPS/InTASC # 3, 4, 5; CEC # 1);
 - H.** apply effective teaching strategies and complementary instructional techniques relevant to the transition process (KTPS/InTASC # 4, 5; CEC # 2, 3);
 - I.** identify and discuss the application and role of technology in the transition planning process (KTPS/InTASC # 7, 8; CEC # 3, 4),
 - J.** define and explain the role of self-determination in transition planning (KTPS/InTASC # 4, 5; CEC # 2, 3,);
 - K.** examine and discuss the issue of family involvement in transition planning (KTPS/InTASC # 9, 10; CEC # 6, 7);
 - L.** identify and explain the four essential elements of post secondary transition planning (KTPS/InTASC # 4, 5; CEC #3, 6,);

1. interest and needs assessment
 2. student directed IEP's/ITP/s.
 3. career exploration and planning
 4. career paths and portfolios,
- M.** identify and discuss key community based recreation and leisure issues in transition planning (KTPS/InTASC # 4, 5, 7, 8; CEC # 2, 3); and
- N.** write professionally for the field of special education (KTPS/InTASC # 1, 2, 4, 7; CEC #6).

The COE Theme of the Educator as a Reflective Decision-Maker is addressed in this course through class discussion of state and federal statutes and regulations regarding transition services as well as personal reflection within various assignments.

The EPSB Themes of Diversity, Assessment, Literacy/Reading, and Closing the Achievement Gap are explored in the course through various chapters within the text, class discussion of IDEA (Individuals with Disabilities Education Act) 2004, and the ITP (Individualized Transition Plan) based on state and federal regulations as well as evidence based best practices in transition planning.

Learned societies from each discipline should be referenced by the preservice/in-service teacher. Kentucky documents, including SB1 Initiatives (e.g., Kentucky Core Academic Standards and Characteristics of Highly Effective Teaching and Learning) will be resources for all teacher candidates.

IV. CONTENT OUTLINE:

- A.** Transition framework for positive outcomes
- B.** Transition Legislation
- C.** Multicultural and collaborative competencies for working with families
- D.** Career development theories
- E.** Transition Assessment
- F.** Developing postsecondary goals
- G.** Developing courses of study
- H.** Collaborative transition services
- I.** Developing and teaching the Transition IEP
- J.** Coordinating transition services
- K.** Transition to postsecondary education
- L.** Transition to employment
- M.** Independent living and community participation

V. INSTRUCTIONAL ACTIVITIES:

The class format will be lecture/discussion, hands-on activities, demonstration, and application projects.

VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:

None

VII. TEXT(S) AND RESOURCES:

Flexer, R.W., Baer, R.M., Luft, P.L., & Simmons, T.J. (2013). *Transition planning for secondary students with disabilities. 4th ed.* Upper Saddle River, NJ Pearson LiveText

Resources to be used in conjunction with this course include but not limited to student computer lab, productivity software, MSU Waterfield Library, Internet resources, Journals (hard copy and electronic), Canvas, and the required textbook.

VIII. EVALUATION AND GRADING PROCEDURES:

The following departmental grading scale will be used to compute the final grade.

A = 93-100%

B = 86-92%

C = 79-85%

D = 72-78%

E = below 71%

IX. ATTENDANCE POLICY:

Students are expected to adhere to the MSU Attendance Policy outlined in the current *MSU Bulletin*.

X. ACADEMIC HONESTY:

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:

Cheating - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

Fabrication and Falsification - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

Multiple Submission - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

Plagiarism - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Institutional Diversity, Equity and Access. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XI. NON-DISCRIMINATION POLICY AND STUDENTS WITH DISABILITIES:

Policy Statement

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment or application for employment, admissions, or other provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities.

In particular and without limiting the preceding and pursuant to consistent with the requirements of Title VI of the Civil Rights Act of 1964 and its regulations 34 CFR 100 et seq.; Section 504 of the Rehabilitation Act of 1973 and its regulations 34 CFR 104; Title IX of the Education Amendments of 1972, 20 USC 1681 et seq., and its regulations 34 CFR 106 et seq; and the Age Discrimination Act of 1975 and its regulations 34 CFR 110, Murray State University does not discriminate on the basis of race, color, national origin, sex, handicap, or age in its educational programs and activities. This non-discrimination in education programs and activities extends to employment and admissions and to recruitment, financial aid, academic programs, students services, athletics, and housing. Murray State is required by Title IX and 34 CFR part 106 not to

discriminate on the basis of sex and the prohibition against sex discrimination specifically includes a prohibition of sexual harassment and sexual violence. Examples of prohibited sexual harassment and sexual violence can be found in the “Policy Prohibiting Sexual Harassment” which can be accessed via the link referenced in Appendix 1.

For more information concerning the application of these provisions may be referenced to: 1) the Executive Director of Institutional Diversity, Equity, and Access/ Murray State University Title IX Coordinator, Murray State University, 103 Wells Hall, Murray, KY 42071. Telephone: (270) 809-3155 (voice) Fax: (270) 809-6887; TDD: (270) 809-3361; Email: msu.titleix@murraystate.edu

Students with Disabilities

Students requiring special assistance due to a disability should visit the Office of Student Disability Services immediately for assistance with accommodations. For more information, students should contact the Office of Student Disability Services, 423 Wells Hall, Murray, KY 42071. 270-809-2018 (voice), 270-809-5889 (TDD).