I. **TITLE:** Special Education Transition

II. **CATALOG DESCRIPTION:**

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.

III. **PURPOSE:**

The course is designed to provide a foundation on which transition planning, career and transition services, and post-school and community environments will be laid.

IV. **COURSE OBJECTIVES:**

Class activities will be centered on the attainment of the course objectives listed below. These objectives are understood to be reflective of, but not limited to those behaviors advocated by the Kentucky Education Reform Act (KERA) guidelines. Following each objective, and enclosed in parentheses, are numbers that reference the Kentucky Experienced Teacher Standards for Preparation and Certification (ETS). Upon successful completion of this class, students will be able to:

A. Discuss the legal framework for transition planning, including IDEA 97, and the KY Education Reform Act (KERA). (ETS #1, 2, 3)

B. Examine and discuss various transition models and best practices. (ETS #2, 3)

C. Examine and discuss career development theories for persons with disabilities from a perspective that addresses career development as a life-long process. (ETS #1, 2, 3)

D. Define and discuss key concepts in transition collaboration and the roles of important players in the transition process. (ETS #1, 2, 3, 8)

E. Identify and discuss multicultural issues in the transition planning process. (ETS #1, 2, 3, 4, 8)

F. Define and discuss relationships between career and vocational-technical education and academic programming. (ETS #2, 3)

G. Explain the rationale and discuss procedures for completing formal, informal, and interdisciplinary transition assessment. (ETS #2, 3, 5, 6)

H. Apply effective teaching strategies and complementary instructional techniques relevant to the transition process. (ETS #2, 3, 5)

I. Identify and discuss the application and role of technology in the transition planning process. (ETS #2, 3, 5, 10)

J. Define and explain the role of self-determination in transition planning. (ETS #2, 3, 4)

K. Examine and discuss the issue of family involvement in transition planning. (ETS #1, 2, 3, 8)
L. Identify and explain the four essential elements of post secondary transition planning. (ETS #2, 3, 4, 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. (ETS #2, 3, 4)

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.

V. CONTENT OUTLINE:
   A. History and Overview of Transition Services
   B. Legal Issues in Educating Children and Youth with Special Needs
   C. Disability Specific Transition Services
   D. Transition Services in the IEP
   E. Vocational Assessment
   F. Employment Planning
   G. Social and Sexual Issues
   H. Transportation
   I. Recreational and Leisure Options
   J. Assistive Technology
   K. Residential Opportunities and Respite Care
   L. Postsecondary Education
   M. Financial and Health Issues
   N. Estate Planning

VI. INSTRUCTIONAL ACTIVITIES:
   A portfolio entry addressing Kentucky Certification Standards I, V, and VIII is required. The class format will be lecture/discussion, hands-on activities, demonstration, and application projects.

VII. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:
   None

VIII. RESOURCES:
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), Blackboard E-Study Center, and the required textbook.

IX. **GRADING PROCEDURES:**
The following departmental grading scale will be used to compute the final grade.

A = 90-100%  
B = 80-89%  
C = 70-79%  
D = 60-69%  
E = below 59%

A. **Research Project:** Select a transition related topic (i.e., Personal Futures Planning; Career Planning/Assessment, Teaching work related behaviors/skills, personal-social skills, or independent living skills; LCCE Competency Approach) to research. Students will create teacher training materials and/or documents to assist existing and pre-service special education and regular education teachers in the transition process.

a. Paper  
   1. Title page  
   2. Provide clear step-by-step instructions for teachers to follow:  
      a) Define the section from the teacher’s perspective.  
      b) Describe the process, step-by-step for teachers to follow.  
      c) Reference external sources within the instructions to aid understanding of the information and processes.  
   3. Provide a list of external sources of materials and information as well as how and where to obtain the referenced resources.

B. **Chapter Presentation:** Each student will select, prepare and give a class presentation on one chapter from the textbook.

a. Presentations must cover the major points of the chapter selected.  
b. Presentations will include information from the text as well as external and electronic resources. Resources may come from the school district, local agencies, course instructor, or from previous transition experiences.  
   1. Include a handout of at least 10 websites providing resources associated with the chapter topic.  
c. Presentations should include at least one class activity.  
d. Create at least three (3) class discussion questions for use following the class activity. Each presenter will lead the class discussion on his or her chapter topic.  
e. Develop 10 quiz questions over key points in your lecture to be given at the end of each chapter presentation. Try for an honest assessment of the key points you want the class to know, not just an excellent score.

C. **Identify 30 Websites:** that have direct application to the transition process. You are to access and explore 10 web sites related to your chapter presentation, 10
websites related to the research topic you have selected and 10 websites that are helpful to teachers, parents, students with disabilities, or community members regarding the transition process. There will be a total of thirty (30) websites that must be submitted.

a. Submit a list of the selected web sites accessed and give a brief summary of each site. See the following example:

1. **Wrights Law: Transition, Transition Services, and Transition Planning.** This website provides the reader with definitions, articles, cases, publications, and information helpful to teachers, parents, student advocates, and students with disabilities regarding transition planning and services from a legal perspective. [http://www.wrightslaw.com/info/trans.index.htm](http://www.wrightslaw.com/info/trans.index.htm)

D. **Weekly Quizzes** – Each student presenting a chapter will also develop a 10 question quiz to be given following the presentation over key points. These quizzes will be corrected and totaled as a semester grade.

X. **ATTENDANCE POLICY:**
This course adheres to the attendance policy published in the current MSU Graduate Bulletin.

XI. **ACADEMIC HONESTY:**
This course adheres to the academic honesty policy published in the current MSU Graduate Bulletin.

XII. **TEXT AND REFERENCES:**

XIII. **PREREQUISITES:**
none

XIV. **STATEMENT OF AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY:**
Murray State University does not discriminate on the basis of race, color, national origin, sex, religion, marital status, age, or disability in employment, admission or the provision of services, educational programs and activities, and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities an equal opportunity to participate in all programs and activities. For information regarding nondiscrimination policies, contact the Office of Equal Opportunity, 270-809-3155.